



In the spotlight

5

READING

topic: growing up in the spotlight
skill: understanding what is being tested
task: signs and notices; multiple choice

GRAMMAR

zero, first and second conditionals
unless, in case, if I were you

VOCABULARY

entertainment

LISTENING

topic: music
skill: identifying agreement
task: multiple choice

SPEAKING

topic: live music
skill: dealing with unknown words
task: describing a photo

WRITING

topic: an evening of entertainment
skill: making positive comments, describing problems
task: article

SWITCH ON ►

video: in search of fame
project: write a fact file

Lead-in SB p57

Books closed. Students guess the topic of the unit. Put 13 dashes on the board and ask them to guess letters (give clues if necessary, e.g. *film / music ...*). Write in correct guesses until someone guesses the word ENTERTAINMENT. Go round the class asking students in turn for a word linked to the topic of entertainment, allowing 10 seconds thinking time (e.g. *act, sing, theatre ...*) and write them on the board. If a student cannot give a word, they drop out. Continue until a winning student (or pair) is left. NB: This activity can be repeated at the end of the unit for students to see how many additional words they have learned.

Books open, read the title of the unit and elicit the meaning, both literal (an actor with light shining on him / her – you may like to define this with a drawing or gesture) and idiomatic (someone who is in the public eye, famous for some reason, at the moment). Ask for examples of people who are in the spotlight right now.

Ask students to say what they can see in the picture (a young girl wearing a top hat with face paint to look like a cat or mouse). Elicit what she might be doing, e.g. taking part in a street festival / carnival, performing as part of a group. Put students in pairs to discuss the questions. Monitor and contribute to the conversations yourself. Conduct class feedback and find out which entertainers are most popular in the class.

Extend with further discussion questions, e.g. *Which entertainers do the class think will remain popular the longest? Have any students performed as a singer, dancer or comedian?*

READING

SB pp58–59

To start

Tell students about someone who is either famous in your family or someone you know who is related to or knows someone famous. Ask for examples from the class. Extend the activity to ask if the students could be famous for something, what would it be and why?

Power up

- 1** Read through the question with the students and give an example of your own, e.g. *I'd like to have a rock star as a parent because then I could meet some of my favourite bands!* In pairs, students discuss the question. Monitor and encourage discussion. Conduct class feedback and ask for reasons.

Possible answers

I wouldn't like to have a politician as a parent because I think the conversations might be boring!

I'd like to have a sports star as a parent because I could go to all my favourite sporting events round the world.

extra

Ask the class in open group for the names of **specific** famous people they would like to have as a parent, sister or brother and their reasons.

- 2** If students have already discussed elements of this in exercise 1, ask them in full group to list reasons for their opinions on the board. Otherwise, students discuss the question in pairs. Combine pairs to compare their ideas and then ask for opinions as a class.

Possible answers

I don't think it is fair for magazines to tell stories about famous people's children. It is not their fault that their parents are famous and they have a right to a private life.

Read on

exam tip

- 3** Read through the exam tip with the class (check understanding of modals / conditionals) and refer students to the texts in Exercise 4. Students read the texts and tell you where they might see them (a notice at the cinema and an online social media post). Ask students to complete the task and check their answers in pairs. Check answers as a class.

Text 1 is testing modals and general meaning. Text 2 is testing communicative functions (he's making an offer).

- 4 e** Remind students that in Part 1 of the Reading paper in the B1 Preliminary for Schools exam the task gives some signs and notices, and students have to answer multiple choice questions about them. These questions test different aspects of language. Students read through the two questions and options and say what they are testing. Check answers as a class.

- 1** A The notice says if they 'visit three times in one month' they 'win two tickets'
- 2** C He says he has 'two spare tickets' and asks them to 'leave a comment ... if you fancy coming along'

exam task: multiple choice

- 5 e** Tell students that they are going to read an article about famous families. Point out that this is a Part 5 task from the B1 Preliminary for Schools Reading paper. Ask if they can name any celebrity families where the children are famous too – either because of their famous parent(s) or because of their talent too. Refer students to the photograph and ask them to say what is happening and how the people might be feeling.

Possible answers

The Beckhams / The Hemsworths / The Osbournes / The Kardashians

A reporter is taking a photo or filming celebrities in the back of a car.

Read through the exam task with the class. Suggest that they read the whole text before looking at the questions to get an idea of the content and how the text develops. Give them a few minutes to read individually and then ask some general questions, e.g. *Which families / children are mentioned in the article?* (Beckhams / Jolie-Pitts / Smiths – Will and daughter Willow) *What is the article about?* (the good and bad points of growing up with a famous parent). Give students time to complete the task individually. Weaker students may need monitoring and help. Conduct class feedback, asking students to justify their answers with reference to the text and also say why the other options are not correct.

- 1** A The writer says 'they appear in magazines every week'
- 2** C She got particularly mad 'when journalists felt they had the right know all about her life when she'd asked them to leave her alone.'
- 3** B They are often negatively compared as 'People expect them to be super-talented and super-attractive, just like their parents.'
- 4** C The end of the third paragraph says that they can either turn their backs on it all, or use their contacts to become successful, and the last paragraph says 'Willow Smith chose the second option.'
- 5** D It can't be A because only one child's voice appears. It can't be B because half the article is about the problems. It can't be C because only part of the article is about Willow, and she doesn't really talk about the importance of her family, more the effect of them. D reflects both Willow's complaints about the pressure and the expert's views on the benefits, and reflects the conclusion.

extra: fast finishers

Fast finishers can underline unfamiliar vocabulary and check meanings in the dictionary. They can explain the meanings to the rest of the class, e.g. *location* (a place where a film is made); *follower* (someone who reads all your posts on social media); *hurtful* (something that hurts you or makes you sad)

6 Read through the phrases in bold in the article with the class and put students in pairs to do the task. Conduct feedback. Check any additional unfamiliar vocabulary, e.g.

- **leave someone alone** (paragraph 1): don't disturb
- **explore who you are** (paragraph 3): find out about / think about your personality
- **to face** (paragraph 4): to deal with / have
- **hurtful comments** (paragraph 4): comments that make you feel bad

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

extra

Practise the phrases in context by giving students some sentence starters on the board for them to complete:

- 1 *After my last birthday I ended up with ...* (lots of new books)
- 2 *I don't think parents have got the right to ...* (read their children's emails)
- 3 *Some students are under a lot of stress because ...* (they have a lot of exams)
- 4 *Some singers get negative attention because ...* (they do silly things in public)
- 5 *The last thing I need at the weekend is ...* (my mum telling me to tidy my room)
- 6 *Society shouldn't turn its back on people who ...* (are homeless)
- 7 *My dad got his job due to ...* (his experience and qualifications)

Students compare answers and discuss with a partner. Conduct feedback and discuss interesting answers in full group.

Sum up

7 Students discuss the questions in pairs. Add: *What do you think will happen to Willow in the future?* (she may become a famous singer or actress). Conduct feedback and ask for interesting comments.

- 1 The study stressed the enormous benefits, which Willow didn't mention, but it also said that many children didn't want the attention at a young age, and Willow said similar things.
- 2 Although she has this opportunity it is always going to be difficult for her to argue that she got there by her own talent. It does also say that she believes that although connections help, she'll need to work hard to succeed.

extra: fast finishers

Put some words on the board and ask students what the article said about them:

Social media followers (famous children might have lots of followers when they're still very young)
Willow Smith and journalists (she got angry because they were always following and asking questions)
Famous designers (they often give young famous celebrities free clothes)
Roc nation (Willow recorded some music for this album by JayZ)

Speak up

8 Read through the questions and pair students up to discuss them. If your class is confident and have strong views you could do this as a group activity. If appropriate, you might wish to extend this by asking about online privacy in general and how important it is to teach young children about this at school.

Students' own answers

Fun footer

Read the footer with the class. Tell students to discuss the statement in pairs for one or two minutes and elicit some feedback from each pair, e.g. Do they find this surprising? Do they agree with it?

To finish

In pairs, students roleplay an interview with Willow Smith or another famous child. They take turns to be the interviewer and the child. Elicit the type of questions they could ask, e.g.

- their daily life
- their parents
- their ambitions

Monitor and ask more confident pairs to act out their interview for the class.

alternative: digital

Students can research a famous child star or a child with famous parents and present the information about them to the group in the next class. Alternatively, they could submit a fact sheet on the child for homework.

Presentation tool:

Workbook / Online Practice:

Extra Practice App

Unit 5, Reading

WB pp40–41

GRAMMAR

SB p60

To start

Your students may have studied zero, first and second conditional sentences before. If so, this will be revision and consolidation for them. If not, they will need more examples and practice.

Tell students: *If I'm bored in the evening, I often watch a film on my tablet.* Ask: *What do you do if you're bored in the evening?* Write an example on the board. Then specify: *If I'm bored tonight, I'll either watch a film or go out with my friends.* Elicit examples from the class and write one on the board. Give a third example: *If I had a big screen TV, I'd watch films on it.* Ask students how many do not have big screen TVs. Then ask those students: *What would you watch if you had a big screen TV?* Write an example on the board.

For each example, concept check with questions, e.g.

1 *Is this always true?*

2 *Is this about present or future time?*

3 *Has this person got a big screen TV at the moment?*

Label each example *Zero*, *First* and *Second*. Put a slash (/) between the two clauses in each sentence and tell students that we refer to the 'if' clause as 'the conditional clause' and the second clause as 'the result clause'. Underline and elicit the names of the tenses used in the parts of each conditional (Zero: present + present; First: present + future; Second: past + would). Remind the class that the zero conditional is used for facts that are always true, the first for the result of a possible future action, and the second for an imaginary or very unlikely situation.

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 132

1 Ask students to read through the explore grammar box in pairs and complete the examples with the correct form of the verbs. Conduct class feedback.

1 offer 2 are not/aren't 3 succeeds 4 will say
5 won't let 6 fail 7 could 8 would prefer
9 didn't have 10 wouldn't get

2 Students do the task individually and check in pairs. Check answers as a class.

1 doesn't have 2 are not/have 3 will join 4 will tell
5 don't have to 6 join 7 will be 8 get

3 5.1 Tell students that they're going to watch or listen to some students. Remind the class of the three types of conditional sentences and make sure they understand the task before playing the video or audio. Conduct feedback in open class.

the first conditional

4 5.2 Ask students to work in pairs to try to complete the sentences from memory. Play the video or audio a second time to check their answers, if necessary pausing after the relevant section to allow them time to write. Conduct feedback in open class.

1 meet, go, listen
2 meet, walk, go
3 met, would ask
4 became, 'd be, would get

5 Ask students to read both emails ignoring the gaps and ask the class: *Can Erin go to the festival?* (no, she hasn't got the money); *What does she suggest?* (that Laura invites Sam); *Does Laura agree?* (no, because Erin is her best friend); *What does Laura offer?* (to buy Laura's ticket as a birthday present). Students complete the emails individually. Check answers together as a class.

1 would 2 if 3 would 4 Will 5 be 6 is

extra

In pairs, students write a short email inviting their partner to an event e.g. a party, the cinema, etc. They swap emails and write a reply saying that can't go and give a reason. Ask students to use a first or second conditional in this email. They swap again and reply, offering a solution, again using some conditional forms. Faster students can then write another email in reply to this. Circulate and give help where necessary. Conduct full group feedback and ask for example emails to be read to the class.

Speak up

6 Read through the sentence starters with the class and elicit some example answers before asking students to complete the sentences individually. Conduct feedback and ask for examples.

Students' own answers

Fun footer

Read the sentence with the class and explain that it is a common expression in English. Give students a minute to work in pairs to decide what the expression means (it is a form of reasoning – you can identify what something is by observing its obvious characteristics).

To finish

Write some verbs on the board, e.g. *go, buy, cry, be, sell, watch*, etc. Tell students they need to work in pairs and create result clauses for first or second conditionals using the verbs, e.g. *I'd be furious if ...* In open group, students take turns to give the results and see which other student in the class is first to complete the conditional.

Presentation tool:	Unit 5, Grammar
Workbook / Online Practice:	WB p42
Photocopiable activity:	5A
Grammar reference and practice:	SB pp134–135
Audioscript:	SB p170
Grammar PowerPoint presentation	

VOCABULARY SB p61

entertainment

To start

Ask students: *Is there any local live entertainment in the next week? Have you been to any local live entertainment recently?* Tell students about an event you've been to recently, e.g. to watch a play or a film, go to a concert or gig, etc. and ask for examples from the class.

- 1 Tell the class that you're going to be looking at words related to entertainment. If your group is strong, elicit some verbs from the class:

When you act, sing, dance or tell jokes you are ...

(entertaining)

At the end of a show you do this to show you've enjoyed it.

(clap)

Before going to a show, you need to get tickets so you ...

(book)

If you are on a stage in a play, you are ...(performing)

After seeing a film or show you can write this to say what you think and recommend it. (review)

Ask students to look at the task and match the verbs and meanings individually. Check answers as a class.

- 1 review
- 2 entertain
- 3 perform
- 4 clap
- 5 film
- 6 interview
- 7 record
- 8 book

extra

Practise by asking students to choose three of the verbs and use them in personalised examples. Give an example of your own first, e.g. *I watched a documentary about my favourite band. They recorded their first song in fifteen minutes!* Students share their examples with a partner. Monitor and then conduct feedback. Students should report the most interesting example they were told by their partner.

explore language

Write the verb 'record' on the board and say: *people can record a song*. Ask: *What else can people record?* (an album / a police interview / a conversation / your thoughts in a diary / new vocabulary, etc.) Advise students to write other words used with a verb when they 'record' a new word. Read through the box and ask for other examples for the verbs given in the box:

Interview + police suspect / someone for a job, etc.

Perform + in front of an audience, etc.


Book + a table at a restaurant / a seat on a plane / a hotel, etc.

Review + a book / a film / a new computer game, etc.

watch out for



Remind students that some verbs also have the same form as a noun, e.g. to review / a review; to interview / an interview; to film / a film. They should also note this when they record new vocabulary.


- 2  5.3 Read the task with the class and play the recordings for them to hear what is happening in each. Tell students that there may be more than one answer. A fast group may be able to answer after listening once. For weaker students, play a second time and pause after each situation to give thinking time, then take answers in feedback, with reasons. Extend by asking pairs to write short exchanges to illustrate one of the verbs. Put pairs together to read or role play their exchanges for the other pair to guess.

Possible answers

- 1 Someone is interviewing a songwriter / famous person.
- 2 Two people are recording a song.
- 3 A person is booking (theatre) tickets.
- 4 Two people are filming / are performing in a film / play / TV show.
- 5 A person is recording a documentary.

- 3 Ask students if they have been to a theatre. Brainstorm vocabulary for a theatre and put the words on the board. They may know *stage, seats, row, aisle, lights, curtains*, etc. Then refer them to the picture and see if any words they suggested are there. In pairs students match the words with the items in the picture. Check as a class.

- 1 choir
- 2 exit
- 3 stage
- 4 costume
- 5 orchestra
- 6 audience
- 7 row

- 4  5.4 Play the quiz questions for the students to answer. This could be done in full class (unless you have some strong, dominant students who will answer before the others) or individually with feedback.

- 1 choir
- 2 exit
- 3 row
- 4 audience
- 5 costume
- 6 stage
- 7 orchestra

VOCABULARY (Continued)

- 5 Ask students to look at the text and say where they think it could be found (online entertainment guide or in a local newspaper). Ask students to read the daily guide and choose the correct alternatives. They can compare answers in pairs. Take feedback as a class.

- 1 perform
- 2 book
- 3 interviewing
- 4 album
- 5 filming
- 6 show

extra

Ask students which event they would prefer to go to and why. Then put them in pairs to write another item for the guide. Monitor and give help where necessary. Note interesting ideas and ask those pairs to read out their items to the class.

game on

Read through the game with the class. Add that one student in the pair should either close their eyes, or sit with their back to the board. Students take turns to describe the word. Alternatively start by asking students to close or cover books and ask them how many words they can remember from the lesson. Write them on the board. Students then select a word to describe as they play the game.

To finish

In small groups students compile a daily guide for their school website. This could be real or imagined. Monitor to help with ideas and language if necessary. Groups can either read their guides to the class or print them out to circulate.

Presentation tool:	Unit 5, Vocabulary
Workbook / Online Practice:	WB p43
Photocopiable activity:	5B
Extend vocabulary:	SB p144
Audioscript:	SB p170–171
Extra Practice App	

LISTENING SB p62

To start


Tell students an instrument you used to play or still play. Elicit what instruments students play or have played and put them on the board. See how many instruments students can add to the list, e.g. *violin / guitar / cello / drums / recorder / flute*, etc.

Check understanding by miming playing the instruments for students to guess.

Power up


- 1 Read through the questions and ask for opinions in full group. Alternatively, you could put students in small groups to discuss and get ideas before discussing with the whole class.

Listen up**exam tip**


- 2  5.5 This exam task is a multiple-choice task from the B1 Preliminary for Schools exam with several short recordings. These are usually conversations. One type of question often asked is whether the speakers agree about something. Read through the tip and point out that BOTH speakers need to have the same idea, not just one. Go through the first question and play the recording for students to say which way of finding out about new music they both prefer.

They both prefer to find out about new music through friends/other people.

exam task: multiple choice


- 3  5.6 Read through the questions with the class. Remind them that they will hear information related to each of the choices in the recording, but only one option actually answers the question. Play the recording all the way through once. Then play again, pausing if necessary after each question to give thinking time. Allow students to check ideas with a partner. Then, if your group is at a lower level, play it all the way through again. Check answers as a class.

- 1 A The girl doesn't have to go far for the class because she has 'maths in the same building'.
- 2 A She finds the words funny because they have 'such amusing lines'.
- 3 C He wants to share his photos and says: 'I can't wait to see how my friends react when I post the pictures'.
- 4 C The girl introduces her advice with 'If I were you' and tells her to 'pick a singer' and 'try and copy how they move on stage'.
- 5 A The boy finds that the music helps him to 'deal with stress of studying and passing exams.' And the girl says: 'I always go and play my guitar with the headphones on whenever I have an argument. It helps me relax.' **Only** the girl mentions the different styles and **only** the boy mentions the pleasant sounds.
- 6 B The girl says she thinks they 'picked the best choir in the end.' And the boy says that it was tough to choose a winner, but 'I think they got it right.' **Only** the boy says that they were all excellent (the girl thought some were weak) and **only** the girl says that the concert hall was good.

- 4  5.7 Tell students they are going to listen to conversation 2 from Exercise 3 again. Working in pairs, students discuss a band that they like. Encourage them to give reasons for their opinions. Get feedback from each pair of students.

Students' own answers

explore grammar

→ SB 134 

- 5 Write on the board: *unless, in case, if I were you*. Give students some examples of your own, e.g. *I'll watch the late film on TV tonight, unless I'm too tired. Then I'll go to bed early. / I usually write a list of things I want to buy, in case I forget. / If I were you, I'd do all my homework on time. Your teacher would be very happy!* Read through the explore grammar box with the class. Tell students that the sentences are from the recordings. Students complete the sentences in pairs. Check answers as a class.

- 1 Unless 2 in case 3 If I were you 4 if I were you
5 in case 6 unless 7 if I were you 8 unless

extra

Ask students for examples of

- things that they sometimes do 'just in case' (take an umbrella, charge their phones, make copies of homework, etc.)
- things that they plan on doing later today unless something stops them. (go to the beach, visit a friend, buy something, etc.)
- some advice they've given someone in the last 24 hours. (I said to my sister: If I were you, I'd tidy your room before Mum comes home.)

- 6 In pairs, students use the phrases to create pieces of advice for the people in situations 1–6. Monitor as students work and help where necessary, correcting any errors with target language. Check answers as a class. During feedback ask the class to vote on the 'best' advice for each situation.

- 1 If I were you, I'd join an orchestra.
2 If I were you, I'd try another instrument.
3 If I were you, I'd go on a talent show.
4 If I were you, I'd look online.
5 If I were you, I'd go to a pop concert.
6 If I were you, I'd write lots of jokes.

To finish

In pairs, students think of three more problem situations. They exchange with another pair and then write two pieces of advice for the situations. This can be written or spoken interaction. Monitor and note any errors or interesting advice to bring up during feedback. Fast finishers can write more pieces of advice, or work in pairs to give situations and advice to their partners.

Presentation tool: Unit 5, Listening
Workbook / Online Practice: WB p44
Audioscript: SB p171
Extra Practice App

SPEAKING SB p63

To start


Ask students what music they've listened to today and where they heard it. Tell them about yourself, e.g. music on your phone on the train; a street singer on your way to school; some students practising in school hall; etc.) Who has the most interesting or funniest example?

Power up

- 1 Refer students to the photographs on the page but don't ask what's happening or for a description. Ask students to do the matching task and to give their answers to the question as a class. Elicit types of music they might see or hear in the street, the names of some famous festivals or any street dancers they might have heard of or seen.

A festival B street dancing C live music in the street.
They are the same because they all involve music, but they are different types of music performance.

Speak up


- 2  5.8 Play the recording for students to choose the correct order. If necessary, play the recording twice. Check answers as a class.

C, B, A

Ask students where the photos come from (Zach's phone), who is playing in the street (his neighbour) and what sort of festival it was (a family festival). Check understanding of unfamiliar vocabulary (as some items are important for next task):

talented: skilled / good at
balancing: staying upright or steady so you don't fall
do tricks: do clever things
mess: play around / not be serious

exam tip

- 3  5.9 Read through the exam tip. Remind students that for the picture description task in the B1 Preliminary for Schools exam there may be words they don't know. They should not panic but think of ways to describe the things. They will not lose marks. Read through the phrases in the word box and ask students to do the task in pairs. Ask them to practise reading the completed conversation in pairs. Monitor and if appropriate ask one or two pairs to repeat the conversation for the group after class feedback.

- 1 red and black
2 is made of metal
3 what kind of
4 large, empty space
5 thing that the boy is balancing on
6 to do jumps and tricks
7 It looks like

useful language: dealing with unknown words

Tell students that there are several ways of dealing with unknown words. Ask them to look back at the conversation in Exercise 3 and underline useful phrases for doing this. Then read through the useful language box and ask students to add any more useful phrases from the conversation.

extra

In pairs students take turns to describe items from the photographs. Monitor and give help where needed. Conduct group feedback.

exam task: describing a photo

- 4 e** Go through the useful language box with the class. In pairs, students do the Speaking Part 2 task. Ask them to time their partners, allowing a strict minute. This is useful for students to get used to timing. Remind students of the tenses used when describing (present continuous and present simple) and prepositions (in the middle, on the right, at the bottom, in the background, etc.). Monitor and listen but do not interrupt unless students stop and need help.

Speaking extra

- 5** Read through the task with the class and refer students back to Exercise 1, asking them to discuss their choices and reasons. Conduct class feedback. Which event is the most popular to attend as a member of the audience or as a performer?

Possible answers

I'd love to watch the street dancing because it's so clever.
I wouldn't ever try it – I'm not good at that sort of thing.

Fun footer

Ask students to read the fun footer and say what it means and to sing it if possible. Be prepared to demonstrate it yourself (The word banana is pronounced to sound like the opening lines of Beethoven's 5th symphony)

To finish

In pairs students think about an item from their bedroom. They must describe it to their partner without naming it. How many clues are necessary before their partner can guess the item? Give an example to start them off, e.g. a framed photograph: *It's on my wall. / It's about this big. / It's got figures in it. / It's from 2017. / There's a boy and a girl. / The people are smiling. / There's wood round the edges*, etc.). Alternatively, students could choose something from the classroom or from their bags.

alternative

Students look back at photographs in the previous units of the book and choose an item to describe for their partner to guess.

Presentation tool:	Unit 5, Speaking
Workbook / Online Practice:	WB p45
Speaking file:	SB p147
Audioscript:	SB p171

WRITING SB p64**To start**

Tell students your favourite TV show at the moment, a band or singer you've seen (or would like to see) live, and your favourite film of all time. While speaking, write the three categories on the board. Then put students in pairs to tell their partners about their three favourites for each category, saying why they have chosen these. Conduct full group feedback and find class favourites.

Power up

- 1** Ask students in full group whether they are influenced by articles or reviews about concerts or shows to go to see. Tell the class that in this lesson they will be writing an article about some entertainment they've enjoyed. Check for understanding of *mean* (not kind). Refer them to the photographs and ask students to describe what they can see. Read through the comments 1–3 for students to match with the photographs.

- 1 C
2 A
3 B

extra

Elicit the different types of shows in the categories shown in the lesson.

Concerts: rap artist, rock band, etc.

TV shows: talent show, game show, quiz show, reality TV show, etc.

Films: sci fi film, super hero film, thriller, comedy, etc.

- 2** In pairs students discuss their attitudes to the types of show and films in the box. Give an example of your own first, e.g. *I love soap operas because they show people's real problems in a fictional story. The problem is I hate missing a show!* Circulate and listen to students' discussions, prompting where necessary and noting any interesting opinions to bring up during group feedback.

Plan on

- 3** Read through the advert with the class. Elicit what type of text the students will have to write (an article). Check that they know what to do as a class.

write an article about an evening of entertainment, including at least one good thing and one bad thing, and say how you felt about the experience

extra: mixed ability



With a weaker class, elicit from students what is important to remember when writing an article:

- Give it an interesting title.
- Explain in the first paragraph what you're going to talk about.
- In the second paragraph give more details about when, where, who, etc.
- Then give good points and bad points.
- Finish with a recommendation – to see or not to see, and give a reason why.

- 4 Students read the article and do the task. Fast finishers can underline useful vocabulary for an article about this topic. Check answers.

1 A 2 C 3 B

- 5 Students do the vocabulary task in pairs. Check answers in feedback. Extend by asking for examples of famous venues and favourite tracks.

1 venue 2 tracks 3 can afford to 4 atmosphere
5 crowded 6 disappointed

extra



Ask fast finishers what they have underlined from Exercise 4 and put their words on the board (only put up words which were not covered in Exercise 5). *Unforgettable* may be an additional useful adjective to describe an experience. Add this to the list. Elicit other adjectives that could describe:

venue: huge, modern, intimate
tracks: recent, favourite, popular
atmosphere: electric, tense, buzzing, excited

exam tip

- 6 Advise students that in the article task in the Writing paper of the B1 Preliminary for Schools exam they may be recommending (or not recommending) something. Ask the class if they think an article is better if it a) mentions only good points; b) only bad points; or c) a balance of both good or bad, and why. Read through the exam tip with class to check their ideas. Students complete the sentences with as many adjectives as they can. They should then find other useful adjectives in the article to add to the list on the board. Tell students that we can use words like *seems*, *can be*, *a bit*, *at times* to soften a negative adjective, e.g. *It can be a bit boring at times* (instead of the very direct *it is boring*).

1 dull / slow / boring
2 weak / disappointing / predictable

Other examples:

positive: great, friendly, relaxed, unforgettable
negative: expensive, crowded, disappointed

- 7 In pairs, students do questions 1 and 2 of the task. Check ideas in whole class feedback. Students then answer question 3. Monitor and give help as needed. Conduct feedback, seeing how many students mention the same shows or films and whether they have the same opinions.

1

A TV B both C film D both E film F TV
G both H both

2

A negative B negative C positive D positive E positive
F positive G positive H negative

explore language

- 8 Students plan their article. Read through the task in Exercise 3 again. Point out that they should first think of what they are going to write about and follow the points in this task. Mention that they might wish to leave choosing a title until the end, after they have written the article itself. Remind them to make notes with suggested language for different paragraphs. Read through the explore language box with the class.

Students' own answers

Write on

exam task: article

- 9 e Students write the article. Remind students that there is a word limit of 100 words in the B1 Preliminary for Schools exam. While it doesn't matter if they write a few more or fewer words, it's a good idea not to write too much or too little.

Improve it

- 10 Ask students to read through the points to check. Monitor and give help, make suggestions and encourage where necessary.

alternative



Students write the article for homework and use the points in Exercise 10 to check at home before handing in their articles for marking.

extra: fast finishers



Fast finishers can look back at their article and see what they could change for it to be a show or film that they would NOT recommend.

game on

In pairs students describe the scene. Give an example of your own of a popular recent film that students are likely to know. Use present tenses. *It's morning and there's a girl in bed. She looks really sad. She's looking at the ceiling. The music is soft but then it gets faster. Her phone rings and she ...* Remind students to use the present tenses in their descriptions. Monitor but do not interrupt unless asked for help. Note some interesting descriptions for students to test the rest of the class on during feedback.

To finish

Play hangman on the board with the title of a film or TV show. Choose a short title. Write dashes for the number of letters with spaces between words. Students guess and you fill in correct letters. Students can do the same activity in pairs. Circulate and find the most difficult title(s) to guess and test the class in full group feedback.


Go to the Writing bank on page 152 of the Student's Book for further information about the B1 Preliminary for Schools Writing test.

Presentation tool:	Unit 5, Writing
Workbook / Online Practice:	WB p46
Writing file:	SB p152
Photocopiable activity:	5C

SWITCH ON SB p66

In search of fame

1 Start by asking students if they know or have met anyone famous. What is / was the person like and what might their lifestyle be like? Tell the class if you have ever wanted to be famous, e.g. perhaps as a child you wanted to be a famous footballer, and say why. Students discuss the questions in pairs. Monitor and feedback any interesting comments in full group.

2  Tell students that they will listen / watch a video clip about a girl called Kyanne who is going for an audition. Check understanding of *audition* (a short performance as competition to get a role as a singer or actor, etc.). Play the clip for them to answer the question. Ask for answers in full group.

She's auditioning for a part in a music video. She feels excited and nervous.

extra

Ask more comprehension questions. A strong group may be able to answer these before watching again. Otherwise play the clip again before asking. For weaker students, pause the clip after each section that contains a few of the answers.

- 1 *How old is Kyanne?* (13)
- 2 *What is she?* (an actor, model, singer)
- 3 *What else can she do?* (play the guitar)
- 4 *Where are she and her mother going?* (London)
- 5 *How far is this?* (200 miles)
- 6 *How old is the singer in the video?* (13)
- 7 *Why is she feeling nervous?* (the high part of her voice is not very strong.)
- 8 *What is the result of the audition?* (she gets the job)
- 9 *Where is the music video filmed?* (in a school)
- 10 *What problem is there for people like Kyanne?* (if they're successful, they have less time to spend with their friends.)

3 Play the clip again for students to complete the sentences with words from the video. Students compare answers then feed back in full group. If necessary play the clip again for students to check – pausing after each relevant statement.

- 1 opportunities
- 2 competitive, talented
- 3 nerve-wracking
- 4 impresses

extra

Write possibly unfamiliar vocabulary items on the board, and check understanding:

- make it big (become famous)
- backing vocalist (singers who support main singer)
- wow (impress a lot)
- up and coming (new and probably going to be very successful)
- brush it off (not take any notice of something bad, e.g. criticism or rejection)
- dedication (giving a lot of time and energy to something)

- 4 Ask the question in open group for students to give ideas and discuss. This could be extended by asking students whether they really think the work and sacrifices are worth it to have a moment in the spotlight. What happens to people like Kyanne who are famous for only a short time?

Possible answers

She's proud of her daughter.
She's worried about her daughter.
She wants to be supportive.
She thinks her daughter has talent and can be successful.

Project

- 5 Explain the project to the class. They will work in pairs to choose a famous 'child star' and then research this person to create a factfile about him or her to present to the class.

Brainstorm some famous child stars in full group to give students some ideas (or remind students of child stars that appeared in this unit). Tell them that these stars can be from any background and they can be from the past or present. Each person in the pair should think about a star to research and decide together on a final choice.

They should use the questions as a guide to creating the factfile. Pairs then divide the research tasks between them, i.e. one student checks information, the other finds pictures, clips, etc. Then they should work together to plan the factfile, using the information they've found.

Allow time in class for the students to share their factfiles with the other students. Afterwards, students should comment on what new, interesting information they've learned from each other.

extra

In pairs, students choose one of the child stars who have been discussed in class and imagine that it is ten years in the future. They write a short paragraph for a website called 'where are they now?' in which they describe what these stars' lives are like now. Students read their paragraphs to the class.

Presentation tool:
Switch on videoscript:

Unit 5, Switch on
TB p148

INDEPENDENT LEARNING

SB p66

Writing skills

- 1 Ask students in full group what writing skills they think they need to develop. Are the group's ideas and goals the same? Then ask them to look at their articles from the unit and check them against the statements 1–4. Are there other goals they think they need to address? Note that the more specific goals are probably better, so 2 and 4 are not very helpful. Goals 1 and 3 are specific and it's easier to check if the student has managed this.

Students' own answers

- 2 Elicit ideas from the group about how to achieve the goals in Exercise 1. Then read through the tips to see if they include the students' ideas.

1 C
2 A
3 B
4 D

- 3 Students can work in pairs to discuss other tips they could give. Get feedback as a class.

- 4 Students set goals for themselves in writing. They can compare their goals with their partners. Tell students that they should look back at these goals later in the course to see if they have improved their writing skills, or achieved their goals.

extra

Give students a few minutes to look back at Unit 5 and note down the following:

- interesting information I learned in this unit
- a discussion I shall remember
- vocabulary I must try to use
- grammar mistakes I must try to avoid

Conduct group feedback and compare what students have written.

UNIT CHECK

SB pp67–68

Vocabulary

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

1 2 5.10 + 5.11

1 choir 2 record 3 interview 4 row 5 entertain
6 clap 7 orchestra 8 book

3 1 actors 2 costumes 3 perform 4 audience 5 stage 6 exit 7 rock star 8 recorded/filmed

4 1 costume 2 stage 3 crowded 4 rows 5 choir 6 audience 7 clap 8 perform

Review

1 1 finishes, 'll take 2 'll help, help 3 starts, 'll call 4 watch, cry 5 looks, 'll let 6 'll pick, ask

2 1 don't leave, will/'ll be 2 speak, will you ask 3 won't have, buy 4 Will you help, have 5 win, will/'ll appear 6 won't buy, is

3 1 I'd go shopping for something new 2 I'd speak to a/your friend 3 I'd look at the grammar again 4 I'd ask your mum to let you in 5 I'd practise the songs 6 I'd go to bed earlier

4 5.12 Students' own answers

5 5.13 1 fell off, would/'d be able to 2 had, would/'d be able to 3 would find, made 4 hit, would give 5 would go, drove

6 1 were 2 will 3 would 4 If 5 unless 6 case

7 Students' own answers

GRAMMAR FILE

SB p135

1 1 will go 2 doesn't switch 3 have 4 disappears 5 won't go 6 'll stay 7 mix 8 will tell

2 1 see, chat 2 meet, will/'ll be able 3 won't get, don't practise 4 become, will/'ll buy 5 press, makes 6 won't come, starts 7 doesn't have to, gets up 8 ask, will/'ll help

3 1 F 2 B 3 D 4 A 5 C 6 E

4 1 If he didn't stay up late, he wouldn't feel tired in the morning. 2 If I had enough money, I'd buy an extra ticket. 3 If she didn't like you, she wouldn't invite you to all her parties. 4 If we had some cheese, I'd make some sandwiches. 5 If you were more careful, you wouldn't make so many mistakes. 6 If he lied to me, I'd be very angry. 7 If he worked harder, he wouldn't fail all his exams. 8 If my friends were here, we'd have a great time.

5 1 unless 2 in case 3 in case 4 unless 5 unless 6 in case

6 1 If I were you, I'd practise more often. 2 If I were you, I'd take lessons from a family member 3 If I were you, I'd go on holiday. 4 If I were you, I'd start making short films. 5 If I were you, I'd find out why. 6 If I were you, I'd write a few pages each night.

Presentation tool:

Unit 5, Unit check

Workbook / Online Practice:

WB p47

Audioscript:

SB pp171–172