



Time out

8

READING

topic: developing patience
skill: finding synonyms
task: multiple choice

GRAMMAR

reported speech
indirect questions

VOCABULARY

hobbies and interests

LISTENING

topic: unusual hobbies
skill: avoiding distraction
task: multiple choice (pictures)

SPEAKING

topic: talent shows
skill: making and responding to suggestions
task: collaborative task and discussion

WRITING

topic: celebrity hobbies
skill: paragraph openers
task: article

SWITCH ON ►

switch on: domino art
project: write a video script

Lead-in SB p93

Tell students a hobby you had when you were younger and a hobby you have now, e.g. *I used to collect comics when I was younger. At first my parents encouraged me but then everything was taking up too much space and they weren't so keen. Now I belong to a choir and I sing with them several times a week.* For 2–3 minutes, ask students to work in pairs to name as many different hobbies or interests as they can, then go round the class asking each pair, and listing the answers on the board. The pair with the most hobbies noted down are the winners. In full group, ask students to say something about a hobby they had when young and a hobby now, as you did before. Students vote on the most unusual hobbies.

Books open and students look at the picture. Elicit that it shows stamp collecting. Ask the class if they have ever done this or would they like to and why / why not. Look at the title of the unit with the group. Tell them that the *time out* is usually used to refer to a short period during a sports match or game where they players rest or plan tactics for the rest of the game. It can also be used when people are arguing, to have a break and try to think clearly – usually used by a third person.

Read the quote and ask in open group whether students think they do enough of what makes them happy. Students discuss the questions in pairs. Get feedback as a class.

READING

SB pp94–95

To start

Elicit the word *patient* by giving an example of when you were patient recently, e.g. *I was driving to school and the car in front of me was going very very slowly. I didn't get angry or try to pass, because there was a lot of traffic. Behind that car I was very ... ?* (patient). Go on to elicit the word *impatient*, e.g. *My friend is the opposite of me. In that situation I know she would shout and get cross. She's very ... ?* (impatient). Students work in pairs and tell each other examples of when they were patient or impatient. Get feedback from a few different pairs.

Power up

- 1 Read through the two lists checking for any unfamiliar words. Then put students in pairs to discuss the question. Tell students that more than one quality can be needed for many of the hobbies. Monitor and encourage. Conduct class feedback, reminding students to give reasons.

Possible answer

To do photography, you need to be patient, because sometimes you have to wait for the right time to take the perfect pictures. Also you need to be creative so that you know how to structure the photo and which angle makes it look wonderful.

extra

In full group ask students to choose some hobbies from the list you made during the Lead-in and say which qualities from box B they need and why.

- 2 Remind students about your question regarding how patient they were in the *To start* activity and ask them how they compare with their parents. Ask whether they think young people in general are more or less patient than they used to be.
- 3 Refer students to the pictures and ask them to say what is happening in each, and then to work in pairs to answer the question. Take feedback and see which situation most students in the class would find the hardest.

Possible answers

I'm quite patient when it comes to downloading because we have a slow internet connection and it's normal for me!
I get impatient in queues, especially if there's no real reason for it to move slowly. If someone has a problem and it slows everyone down, I get impatient.

- 4 Explain the meaning of *marshmallow*: a soft, spongy sweet. In pairs students follow the instructions. Take feedback. Ask whether the students would be able to wait for the second sweet, and whether they would have waited when they were children. Do they think it's a good test? Why / Why not?

They are patient and self-controlled.

Read on

exam tip

- 5 Ask students to say what they can see in the picture in the article (a young child looking at marshmallows). Read the title and ask what they think the text might mention? Don't tell students if they are correct or not at this stage.

Remind students that for the Part 3 Reading multiple-choice task in the B1 Preliminary for Schools exam they are given four options for each question. They need to read through the question to find the section of text that contains the answer. Read through the exam tip and emphasise the two points made, i.e. a) that they should underline key words in the question that direct them to the correct answer, and b) they should find synonyms of important words in the question and options (not look for the same words). Read through question 1 with the class. Then, ask them to read paragraph 1 of the text and find the synonyms. Take feedback.

computers – technology
goals – work to earn rewards
interest – be entertained

- 6 Students do the task individually and then compare their answers in pairs. Get feedback from the whole class.

Possible answers

- 2 predicted later success, worked, very young children, produced, same results, long time, popular, professionals
- 3 important, several, skills, experts understand, better, young people, more patient, teenagers, more chances
- 4 persuaded, children, wait longer, different, children, tested, results, affected, social changes, children, help, parents
- 5 recommend, Marshmallow test, make, reader, think, how we change, suggest activities, greater patience, show, ideas, this generation, not fair

exam task: multiple choice

- 7 **e** Students do the task individually. When they have finished, ask them to check their answers in pairs. Conduct class feedback, asking for reasons why options were chosen or rejected.

- 1 B The article says that 'they won't work to earn rewards'.
- 2 A It says that 'among that first group of children, the ones who did well in the test, showing good self-control, ended up doing better in adult life than those who did badly'.
- 3 C Although child experts predicted that children had got worse, Protzko found that 'performance has improved over the last 50 years'.
- 4 C The text says that critics 'suggested other explanations' and gives examples of the ways that sweets are seen by parents and children today.
- 5 D The article offers many examples of adults in the introduction and the child experts making the wrong judgements about young people's behaviour, and suggests Protzko's study goes against the general belief.

alternative



If your class is weak, monitor and help lower level students by pointing them to relevant sentences to look at if necessary, e.g. Q1 sentence beginning 'they say that technology ...' para 1.

extra: fast finishers



Fast finishers can write some specific comprehension questions about the text to ask the class after the activity, e.g. *Who was John Protzko?* (an American psychologist)

- 8 Students do the vocabulary matching task in pairs. Check answers as a class.

- 1 decrease
- 2 increased
- 3 progress
- 4 improved
- 5 development
- 6 continuously

extra



Ask students to choose three of the new items and write a sentence about themselves that shows the meaning. Ask for examples in full group. Give an example of your own to start, e.g. *I started swimming last year. Since then I've improved a lot.*

extra



Write the following words from the text on the board and ask students to use context to identify synonyms for them:

constantly – all the time
expert – someone who knows a lot about a subject
convinced – very sure / persuaded
questioned – asked / not been sure
available – possible to get
frequently – very often

Sum up

- 9 In pairs students discuss the points about the article. You could also ask them to read the title again and say what the answer is and why. In this way they should summarise the article in their own words. Ask for examples from the whole class.

Possible answers

- 1 Children do better in the Marshmallow test, which suggests that they are better at waiting patiently or controlling their emotions. They also have better test results academically, which suggests that they study harder or are more able, and they make better decisions about bad behaviour.
- 2 It is hard to compare the two because people have different opinions about sweets. They're easily available, so they're not so special, and parents talk a lot about them being bad.

alternative



Put some summarising starters on the board and ask students in pairs to complete them in their own words. You can either ask for example sentence summaries in full group or ask students to write up a short summary of the article using the sentences for homework.

Older people think that children ...
The marshmallow test was to show ...
Some experts predicted that ...
The test result showed that ...
Other improvements included ...
Other possible reasons for the results are ...

Speak up

- 10 Students discuss the question first in pairs to get some ideas and then in full group. Extend by asking why it's important to have patience and how it might help us in the future.

Possible answer

I'm hopeless at self-control! If I get a birthday present early, I need to open it and not wait. My dad's the same!

In the future I guess we'll need to be more patient because we won't be able to get things fast – like somewhere to live, or a new job.

Fun footer

Ask students to work in pairs to say what they think the quote in the fun footer means. Get some ideas from different pairs. Explain that it means that being able to control your emotions means you can be more successful.

To finish

Put students in pairs. Ask them to design a new test like the marshmallow test for today's children. Tell them to avoid sweets, because of the suggestion that sugar warnings from parents could influence their decision. Circulate and listen to ideas. Conduct feedback and students vote on the best ideas.

Presentation tool:

Unit 8, Reading

Workbook / Online Practice:

WB pp66–67

Extra Practice App

GRAMMAR

SB p96

To start

Remind students of some things you (or they) said or asked in the previous lesson and write them on the board in both direct and reported forms. Include a statement and a question, e.g. *Amy said: 'I don't like waiting in queues.'* *Amy said that she didn't like waiting in queues.* / *I asked 'Do you have your homework?'* / *I asked if you had your homework.* Students work in pairs. Ask them to compare the pairs of sentences and identify how they are different. Elicit that tenses go back one tense into the past, changes when we report and that pronouns change. Elicit that when we report a question we use positive word order.

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 140

- 1 Read through the explore grammar box with the class and go through the rules for reported statements, reported questions and the use of pronouns in reported speech. Pause after each section to allow students to choose the correct alternatives.

1 was 2 showed 3 what 4 would 5 them

watch out for

Remind students about how we use *say* and *tell*:

I said (that) I wanted a drink.

I told Anna (that) I wanted a drink. (Tell needs an object.)

- 2 8.1 Tell students a question you asked someone this morning (e.g. *'Katy, do you want a cup of coffee?'* / *I asked Katy if she wanted a cup of coffee.*). Then elicit some questions from the class. Read through the list of questions A–D. Play the recording for students to match speakers and questions. If necessary, pause after each speaker to give thinking time. Check answers in full group.

A 3 B 6 C 4 D 1

- 3 8.2 Play recording again for students to complete the sentences. They compare answers with a partner and find the corresponding words in Exercise 2. Conduct feedback as a class.

1 if I could borrow 2 if I could borrow 3 if she could drop
4 what time he was 5 she was going to

- 4 Students do the task individually and check with their partners. Do the first one with the full group: *Jane said (that) she could come after 8 o'clock.* Remind students to check the pronouns as well as the tense changes.

- 5 8.3 Play the recording for students to check their answers. Note that question 5 requires use of the past perfect. There isn't an example of this in the explore grammar box. If students ask, point out that it is an example of the tenses moving back one into the past, but do not spend a lot of time on this.

- 1 Jane said (that) she could come after eight o'clock.
- 2 Ed said (that) he would bring some snacks.
- 3 Chris said (that) he couldn't come because he was sick.
- 4 Melanie said (that) she loved rehearsing after school.
- 5 Simon said (that) he was going to be late. He said (that) he hadn't left the house yet / at that point.
- 6 Lizzie said (that) she really wanted to try on the new costumes.

extra

Elicit some situations similar to Exercise 4 where messages might be left. For example: *I can't meet at the arranged time; The tennis lesson is cancelled; I want to arrange a party*, etc. In pairs, students write messages in direct speech. They swap their messages with another pair who then have to report them to the class. Circulate and help with ideas if necessary. Give a time limit for the messages. Note any repeated errors and deal with them after the reporting phase.

- 6 Read through the post with the group and give students time in pairs to rewrite the questions in reported speech. Monitor and help where necessary. Fast finishers can write other questions that Fatima might have asked. Conduct feedback and ask for examples from the group. Remember to ask fast finishers for their additional questions. Ask students in full group to report them.

- 1 She asked if anyone could help her.
- 2 She asked if anyone knew about the Denver Film Academy.
- 3 She asked if it was near the school.
- 4 She asked what the teachers were like.
- 5 She asked what time the group met.
- 6 She asked what the short films were like.
- 7 She asked if they / the short films were any good.

Write on

- 7 Go through the task with the class. Put an example of your own on the board to start, e.g. *Last Saturday I went to the cinema + emoji happy face.* Elicit: *I had a good time.* Students complete the tasks in pairs. Monitor and help where necessary.

To finish

Ask students to work in small groups of three or four. Each student writes a message to the person on their right in the group. The message should contain some questions. This person writes a message back, replying to the questions. The students then tell the group about the messages (e.g. *I asked Mark how often he went to the swimming club and he told me that he went every Tuesday. I asked him if he was entering any competitions and he said he was going to enter a competition in July.*)

Presentation tool:

Unit 8, Grammar

Workbook / Online Practice:

WB p68

Photocopiable activity:

8A

Grammar reference and practice:

SB pp140–141

Audioscript:

SB p174

Grammar PowerPoint presentation

VOCABULARY SB p97

hobbies and interests

To start

Tell students about someone you know whose hobby has become their job (e.g. acting, music, sports, etc). Ask students for examples of people they know or have done the same. Discuss whether they think their hobby or interest could become a job and if they'd like it to. What are the advantages or disadvantages of this?

Possible answer


It could be less enjoyable if you have to do it, and don't choose to do it.

- 1 Read through the list of activities in the box. Check understanding. Students do the task in pairs. Conduct class feedback, and ask students what helped them do the matching.

1 F 2 H 3 G 4 I 5 D 6 E 7 C 8 A 9 B

extra

In pairs, students write another comment some of the people with the hobbies might make, but they should not include the name of the hobby itself. They join another pair to see if they can guess the hobby. Monitor and note interesting comments to bring up in feedback.

- 2  8.4 Play the recording all the way through for students to guess the activities / situations. This could be competitive: play each situation and pause and see which students can guess the activity first.

- 1 taking photographs
- 2 practising a musical instrument
- 3 keeping fit
- 4 online gaming
- 5 doing drama
- 6 making jewellery

- 3 Ask students to think about one of their hobbies or interests and write down three things that they need for that hobby. Give an example, e.g. *cooking: eggs, a spoon, a pan*. Tell the class that the words in the box are all things needed for a hobby. Students do the task in pairs. Check answers in full group.

- 1 paintbrush
- 2 ingredients
- 3 battery
- 4 zoom lens
- 5 recipe
- 6 glue

extra

Extend and practise by asking:

- 1 What can we put a battery in? (toy / phone)
- 2 What can we use glue for? (mending things)
- 3 Name three ingredients.
- 4 What's their favourite recipe?
- 5 When did you last use a paintbrush?

- 4 Students do the task in full group.

- A ingredients, recipe
B zoom lens, battery
C glue, paintbrush


extra

In pairs students choose one of the hobbies in the previous exercises and research three different things people need for this hobby. They present their words to the class who guess the hobby. Put the list on the board and suggest students choose the most useful five or six words to record.

explore language

Read through the explore language box with the class and ask them to write sentences to give each phrase a context. Ask for examples in feedback.

exam task: multiple-choice cloze

- 5  Remind students that this task is a Part 5 Reading task in the B1 Preliminary for Schools exam and they need to choose one option from four to complete the gaps in a text. The words will usually be related to vocabulary rather than grammar and although the words may seem similar, only one option is correct. Elicit meaning of *hobbyist* (someone who enjoys a particular hobby). Advise students to read the whole text first, ignoring the gaps to get the idea of what it is about. Tell them that they may know, or have an idea about, what the missing word is before looking at the options. They should check against the other options to be sure. Students do the task individually. Monitor and help if necessary. Conduct full group feedback.

- 1 C (phrasal verb: *hang out with someone*)
- 2 A (only option that fits meaning)
- 3 C (phrase: *be into something* = enjoy something)
- 4 D (collocation: be mad *about* something)
- 5 B (phrasal verb: *join in*)
- 6 A (*paints* is the only option that matches meaning: cardboard and making models)

extra: fast finishers

If your fast finishers are a good level, they could try to add another distractor option for each question. Remember to check these during feedback.

Speak up

- 6** Students do the task in pairs. Elicit some examples of what could be included before they start, e.g. *when you started the hobby; what you need; how much time it takes; articles they could check out, etc.* Monitor and give advice, prompting where necessary, correcting if mistakes are concerned with the vocabulary, and noting interesting points. Conduct class feedback and ask some students to read their posts to the class.

Students' own answers

game on

Read through the game and start with students guessing a hobby you're thinking of. You might need to start students with sample questions, e.g. *Do you do it indoors? Do you need special equipment to do it?* Students do the game in pairs. Circulate and note down interesting questions. Ask for some students to test their hobbies in full group.

To finish

Ask students to search online for a very unusual hobby. They note details and tell the class about what they found out.


Presentation tool:	Unit 8, Vocabulary
Workbook / Online Practice:	WB p69
Photocopiable activity:	8B
Extend vocabulary:	SB p145
Audioscript:	SB p174
Extra Practice App	

LISTENING SB p98

To start

Ask students what hobby items they can remember from the previous lesson. Give them one minute to write down as many as they can and see who has got the most. Ask them what activities they've done related to their main hobby or interest since the last lesson.

Power up

- 1**  8.5 Play the recording. Students do the activity individually, then check their answers in pairs. Check as a class.


1 A 2 E 3 B 4 G 5 C 6 D 7 F 8 H

extra


In pairs students write down five numbers using the models in 1. They take turns to come to the board to write them for the class to say them.

Listen up

exam task: multiple choice (pictures)

- 2**  8.6 Remind students how to approach the Listening Part 1 task in the B1 Preliminary for Schools exam. They read a question, listen to a short conversation and choose the correct answer from three pictures. Tell them that they must read every word of the question very carefully. This will tell them what to listen for. Also remind them that each picture will be mentioned but only one answers the question exactly. Ask students to read through the questions and underline the key words, e.g. 1: *what, still, need, course*. Then play the recording all the way through for students to answer the questions.


exam tip

- 3**  8.7 Read through the exam tip to point out the importance of listening carefully the second time. Play the recording again. Conduct class feedback, asking for reasons students chose their answers and rejected the others. Play the recording through with pauses to point out the distraction.

- 1 B *have you got any batteries? The teacher said that I should take some extra ones*
- 2 A *I read about a man who spent all his time making giant bubbles; ... he made the world's biggest bubble*
- 3 C *I started gaming when ... I play for an e-sports team that's in an international league*
- 4 B *I've had to move them to the garage*
- 5 B *They're plastic 'coins' from a Monopoly game*
- 6 A *In the end I decided to make my speciality: tomato bread*
- 7 B *'Which one did you get?' 'The donkey!'*

alternative: mixed ability

For weaker students it might be useful to pause after each conversation during the first listening and allow students to discuss answers with a partner before listening for a second time.

- 4  8.8 Play the recording again for students to do the task. A high-level group may be able to do this without listening again. In which case, play the recording after they've answered to check.

6 – the size of the bubble (6m)


2010 – the year the boy's team joined the international league

13,000 – the number of *Star Wars* figures the girl has

9.5 – The boy's score for his tomato bread

4.45 – The time in the last conversation (Conversation 7)

explore grammar

→ SB 140 

- 5 Ask students: *What's the answer to question 3 in exercise 2?* Then ask: *Do you know what the answer is to question 3 in exercise 2?* Elicit what the difference is between the questions (the second question is more polite, and the structure is different – the second uses positive sentence order). Write the two questions on the board. Explain that we use indirect questions to make questions sound polite. Elicit situations when we might want to use indirect questions (e.g. with strangers, in interviews). Read through the explore grammar box. Students do the word ordering task individually and check in pairs. The check answers as a class.

- 1 Can I ask why you never come cycling with us?
- 2 Do you know if the music centre is open today?
- 3 Could you tell me how much your photography course cost?
- 4 Can you tell me whether the new game is available yet?
- 5 Can I ask how long you have studied drama?

- 6 Students complete the questions individually and then ask their partners the questions. Ask for examples of the exchanges in class feedback.

- 1 Can you tell me what your hobby is?
- 2 Can I ask if it's expensive?
- 3 Could you tell me how you learned to do it?
- 4 Do you know if there's any online help for your hobby?

- 7 Students use the questions from Exercise 6 for a class survey. If appropriate, students mingle to ask the questions and note down answers. If your class is too large, divide students into groups to ask each other. Students report back their results in full group. Find out the hobbies which are most popular, most expensive, and easiest to learn.

To finish

In pairs students write down five indirect questions they might ask over the weekend. For example: *Could you tell me what time the last train leaves?* *Can I ask if you've got the latest book by George RR Martin?* In full group they ask the questions and the class must guess where they are and who they're asking.

Presentation tool: Unit 8, Listening
Workbook / Online Practice: WB p70
Audioscript: SB p174
Extra Practice App

SPEAKING SB p99

To start

Write *Talent Show* on the board and ask students to name as many TV talent shows as they can. What is the first talent show they remember watching? Discuss ideas for different types of acts that can enter a talent show and put on them on the board.


Power up

- 1 Read the advert with the class and ask them to talk about the question in pairs. Depending on the preparation time you have, you might like to give students some ideas, perhaps with short video clips or photos of previous winners from their country. Monitor and give encouragement. Conduct class feedback and ask for choices and reasons for choices in full group.

Possible answer

I think the dance group 'Diversity' was the best act ever on a TV talent show. It was new and clever and really surprising at the time, and the young boy was brilliant. He still is, even though he's bigger now!

Speak up

- 2  8.9 Tell students that they are going to complete a conversation about entering an act for a talent show. Read through the conversation with a strong student, ignoring the gaps, to give students an idea of the topic and the way the conversation goes. Students work in pairs to complete the conversation. Monitor and help where necessary. Remind students to look at how the sentence after the gap is constructed and suggest that their choice may not fit grammatically. Conduct class feedback. Then play the recording for students to check their answers.

- 1 How about
- 2 I don't think it'd be easy
- 3 Would you like
- 4 I'm really not sure about that
- 5 I'd prefer to
- 6 That's a great
- 7 Shall I
- 8 Yes, OK
- 9 let's look
- 10 Agreed

extra

Ask students to practise reading the completed conversation in pairs. If appropriate ask one or two pairs to repeat the conversation for the class.

alternative

Suggest students repeat the conversation with facial expressions and intonation, repeat it standing up with actions, repeat it without looking at the script, etc.

useful language: making and responding to suggestions

- 3** Read through the language box. Point out that three of the phrases on the left are ways to make suggestions. Elicit some ways to finish the sentences to show how the phrases are followed and to give them a context. Emphasise that all phrases can be followed by a verb + *-ing* or a noun. Underline the verb forms, e.g.

Why don't we recommend going for a meal / a meal?
Shall we suggest going to the cinema / the cinema?
How about having a party?

Go through the responses. Model the phrases, focusing on the intonation and word stress and ask the class to repeat. Play the recording again for students to find examples of the functions 1–3. Conduct class feedback.

- 1 I like the idea. / I love it. / That's a great idea! / Yes, OK. / That sounds like a good place to start.
- 2 I like the idea ... but ... / I'm really not sure about that.
- 3 I don't think it'd be easy to ... / I can't sing very well

exam tip

exam task: collaborative task

- 4 e** Read through the exam tip and put the following rejections the board. Ask students to think of some reasons to add to sound more polite.

I'd love to come to your party but I can't. I ...

It's kind of you to ask me to join the choir, but it's not a good idea. I ...

I'd like to enter the talent show on Saturday but ...

Elicit information about the collaborative task in the Speaking paper of the B1 Preliminary for Schools exam from the class (They are given a situation and some ideas to discuss and have to make a decision. They will need to make and respond to some suggestions). Then explain that the other two phrases in the language box are linked specifically to the exam. They are examples of how to start the discussion.

Read through the exam task, the situation and the prompts with the class. If you have a strong group they can do the task without preparation in pairs. Remind students to interact rather than just take turns to give their opinions.

alternative: mixed ability



If you have an average or lower level group give them some preparation time. Let each student read through the prompts individually and note down some ideas. Alternatively, they could do this in pairs. Monitor and help with ideas if necessary. Then the students change partners and do the exam task with their new partner. Circulate and listen but don't stop students to correct them as this is a fluency activity. Only intervene if they run out of ideas early. Suggest moving on, or adding reasons etc. Note down any common errors to deal with in feedback.

extra: digital



In pairs students can think of another possible act for the show (or research). Ask for suggestions in full group and encourage other students to accept or reject the ideas.

Possible answers

a comedian / a ventriloquist / a gymnast / origami / acrobat / karate / shadow dancing

exam task: discussion

- 5 e** Read through the questions with the class. In pairs they take turns to ask and answer them. Remind students to try to say more than one sentence in their answers. They could give a reason or an example to support their responses.

Possible answers

- 1 I wouldn't like to because I get scared standing up in front of lots of people.
- 2 They need to practise and practise their act so that they can do it without worrying.
- 3 Singing acts are very popular in my country because everybody likes music of some sort.
- 4 I love to watch group dance acts because they are often really clever to move at the same time.
- 5 Singing is relaxing because you get rid of all your stress when you sing.

Speaking extra

- 6** Students discuss the question in pairs and then give examples in full group. If appropriate ask students to find an unusual act online to tell the class about.

To finish

Ask students in pairs to tell each other about the acts that members of their family might enter in a new TV talent show called *Who's got talent in the family?* Ask for examples in full group. Students then choose whose family should provide the line-up for the first programme of the series. They should think about variety and entertainment value.

Presentation tool:	Unit 8, Speaking
Workbook / Online Practice:	WB p71
Photocopiable activity:	8C
Speaking file:	SB pp148–149
Audioscript:	SB p174

To start

Ask students in pairs to name three of their favourite celebrities and discuss what would be a suitable hobby or interest for them, and why. Ask for examples in full group and see if the rest of the class agrees.

Power up

1 Pre-teach words: *wrestle* (to fight by pulling and pushing each other, not hitting), *flag pole* (long tube of metal with colours of a country or club etc on the top), *seaweed* (green plants found on beaches after water has gone out). Students do the quiz in pairs. Monitor and help where necessary. Conduct group feedback and see which was the easiest and which the most difficult question.

- 1 F Many animals were used in wrestling events in venues such as the Colosseum, but they tended to be lions, bears or other large animals..
- 2 F Generous prizes at the Olympic Games meant that athletes did not have to work and could focus on the sport.
- 3 T A man called Bill Penfield, from Iowa in the USA, holds the record for sitting on a flag pole for the longest time – 51 days and 20 hours!
- 4 T Seaweed collection was so fashionable in the 19th century that Queen Victoria herself created her own seaweed album.
- 5 T Although different versions of the game existed in other countries, the current form was established in the UK and it is the most popular sport there.
- 6 F Origami – folding paper into complex shapes as decoration – is a Japanese hobby that is still very popular among young Japanese people.

extra: digital



Ask students if they know any more unusual hobbies from the past. If they have access to phones / tablets, they could research some in class.

2 Students discuss the question in pairs or full group.

Possible answer

My brother's best friend is a big football player. He's really tough and he's got a loud voice. His interest is taking the family's small dog, Nina, to dog shows. He walks her round the ring in front of the judges! He's really gentle with her.

useful language: adjectives and adverbs

3 Ask students what they know about Taylor Swift. Ask for suggestions about what interests or hobbies she might have. Put them on the board. Students read the article to check their ideas (she makes snow globes) Ask: *Why does Taylor Swift make snow globes?* (her lifestyle is very busy and challenging and she wants to do something completely different. It's her way to relax.) Students read the article again to find the adjectives and adverbs. Conduct feedback.

Remind students that when writing an article it's a good idea to use a range of adjectives and adverbs. Read through the useful language box.

adjectives: creative, surprised, keen, fantastic, huge
successful, busy, close, different, important
adverbs: completely, extremely

Plan on

4 In pairs students discuss which paragraphs the writer uses to do the points 1–4. Check answers in full group and ask for examples from the article that support their answers.

- 1 Para 1: keen on making snow globes
- 2 Para 2: making snow globes gave her the chance to
- 3 Para 1: Taylor Swift is ...
- 4 Para 3: it helps you to relax

5 Ask students for this in full group. Tell them that reported speech is quite common in articles.

She once said that this busy lifestyle brought many challenges.

6 Read through the advert and ask students the questions. Elicit ideas from the class about how to make the beginning of an article interesting, to make a reader want to read it.

An article. An interesting / unusual hobby.

exam tip

7 Elicit from the class that the article appears in the Writing Part 2 task of the B1 Preliminary for Schools exam. Read through the exam tip and ask students to find the question in the article about Taylor Swift. (What do the stars do when the party's over? / Have you heard about the benefits of doing creative crafts?).

Read through the interests in the box with the class. Ask if the students know anyone with one of these hobbies. Students use the ideas in the box to make notes about somebody they know using the points in Exercise 4 to help them. Monitor, helping out as needed.

8 Students think of adjectives and adverbs to describe the person and the hobby. They individually plan their article about this person. If they don't know anyone with one of these hobbies, they can either write about someone else they know with an unusual hobby, or write about an imaginary person. Remind them to

- 1 think of a good title
- 2 start with a question
- 3 divide the article into paragraphs
- 4 use the points 1–4 in Exercise 4

Write on

exam task: article

- 9 Students write their articles. If time allows they can do this in class. Circulate and help where necessary.

Improve it

- 10 Students check their articles against the points 1–5. If they work at similar speeds they can swap with a partner. Take feedback and ask students to tell the class who and what their partner wrote about.

alternative

If there is not enough time in class, students write and check the article at home. They can type it up and add some artwork / photos and share it with the class, either electronically or in hard copy.

To finish

In pairs students design a snow globe for three people in the class. They should think of scenes they would like to have inside. The scenes must link to the person they have chosen. Give an example of your own, e.g. *My snow globe is for my sister who has just bought a sports car. Inside the globe there's a small model of her car on a road in the snow. When you turn it upside down the snow settles on the roof of the car.* Students tell the class about their snow globes in full group and the class votes for the most original idea.

Presentation tool:	Unit 8, Writing
Workbook / Online Practice:	WB p72
Writing file:	SB p152

SWITCH ON SB p102

Domino art

- 1 Write the word YouTube on the board and ask students to write down the first words that come into their mind when they see it (fun, cats, babies, etc.). Ask for examples. Discuss the questions in open group. Be prepared to give some examples of famous YouTubers yourself. Finish by asking what the students' favourite recent YouTube clip is and have a class vote. If possible, show a couple of English ones in class.

- 2 Put the word DOMINOES on the board and elicit what the game is. Ask if they've played the game and why it might be a topic on YouTube. Play the clip all the way through and ask students: *What does Lily do?* (She does amazing domino tricks); *Is she a popular YouTuber?* (Yes, very); *Who is one of her fans?* (Will Smith); *What tricks can she do with dominos?* (build towers, cause chain reactions – dominos knock each other down to make clever patterns).

Read through the questions so that students know what to listen for. Play the clip again for them to do the matching task. A strong group may do this after one showing while a weaker group may need two showings. Students compare their answers. Take feedback in full group. Play the clip again to check.

- 1 A (500 million)
- 2 D (2 million)
- 3 E (3,000)
- 4 B (age of 10)
- 5 F (28 pieces)
- 6 C (70,000)

- 3 Play the clip again and ask questions in full group. Faster students will not need a replay. You could extend by asking the class if they think using dominos like this is a real art, why / why not?

- 1 watching dominoes fall
- 2 that as well as being a fun hobby, her tricks take weeks to plan and build and should be seen as works of art; she would like her work to inspire other people

extra

Bring in some packs of playing cards and ask students in pairs to try to build triangular houses. Give a quick demo if necessary. See who can build the highest stack.

Project

- 4 Explain the project to the class. In pairs or small groups, they are going to create an introductory video for a new YouTuber's channel. The topic will be an interesting hobby or skill. In their pairs or groups, they should first decide on one of their hobbies or skills that might be interesting for others to learn about. When they have chosen this, they will write a script and film the video to show the class.

Read through the steps and the points they need to consider. The research can be done at home if time is short, or in class time given internet access (smart phones, tablets, etc). Monitor to give suggestions and help where necessary in class, particularly with the writing of the scripts. Advise students that the script will mainly use the present tense, e.g. *David does this with his friends – he goes ...* except when they want to talk about how the hobby started or competitions the person has won. Students will probably need to do the filming (on their phones) outside class time to avoid excess noise. If phone filming is not an option, students choose one of the pair or a representative of the group to perform the introductory live video in front of the class.

extra

After watching the introductory videos, students choose one of the presentations and write a comment to post saying what they thought of the clip and what they would like to ask the YouTuber, or what they hope to find out / look forward to learning about in future clips.

alternative: digital

Students find a YouTube video they like – this could be from a YouTuber or just an interesting clip – but there should be some development, not just a few seconds clip. With the sound off, students write a script for it. They can add music, and sound effects as well. They can then show the video to the class, with their own sound recording or with a narration.

Presentation tool:
Switch on videoscript:

Unit 8, Switch on
TB p149

INDEPENDENT LEARNING

SB p102

Listening skills

- 1 Read through the task and the statements with the class. In pairs, students tell each other which statements are true for them. If appropriate they can share their problems with the class. Be sensitive, as some students may not be happy talking about problems with others.
- 2 Ask the class about possible causes of these problems and then read through the reasons to see if their ideas are there. They can do the matching task in pairs. Conduct class feedback.

1 D 2 A 3 B 4 C

- 3 Students work in pairs to brainstorm ideas to help the students in Exercise 1. Conduct feedback and ask for their favourite two suggestions. Which are the most popular suggestions in the class?

Possible answers

- 1 Looking online for 'English minimal pairs activities' will give lots of practice with the difficult sounds of English. The student could also look for other pronunciation activities, or use a speech recognition technology.
- 2 This student needs to practise and practise to add more words to his vocabulary. They can use the word lists in this book to start. They can find word lists online by looking for B1 words on a topic.
- 3 This student might want to think about what they are listening to. Fluent language skills are very high level, and it takes a lot of time to understand English fluently. They could think about what they listen to. Do they have a hobby? Can they listen to videos talking about that? Documentaries, such as animal documentaries, often have much slower speaking speeds and images to help. Can they watch videos with instructions to make things, like cooking, so that they have a lot of visual help?
- 4 This student seems to be spending too much time on vocabulary and grammar rules and is missing out on the communication side of language. They'll find a lot of help online to learn functional phrases, and could use the exercises in this book. They might also want to think about how they speak themselves. Do they often organise their own ideas? How do they help others follow?

- 4 Remind students that it's important to look at your strengths and weaknesses through self-assessment activities, and to find ways to improve your weaknesses. However, it is also important to do self-checks again later to see how far you have improved. Read through the task and suggestions. Students do the task in pairs. Conduct feedback.

1 B 2 D 3 C 4 A

UNIT CHECK SB pp103–104

Vocabulary

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

1 2  8.11

1 recipe 2 battery 3 making jewellery 4 join in
5 paintbrush 6 hang out 7 collecting 8 mad

3 1 creative 2 intelligent 3 passionate 4 sociable
5 optimistic 6 self-controlled 7 patient
8 self-confident

4 1 improve 2 increased 3 helpful 4 amazed 5 weird
6 progress 7 amused 8 continuously 9 decreased
10 publicly


Review

1 1 he would help
2 she did yoga
3 said I needed to follow the recipe
4 told me she was worried
5 asked me if I liked Halo
6 asked what I was doing

2 1 he needed 2 she wanted 3 him he had to
4 he had 5 I could 6 he didn't like 7 I couldn't
8 he didn't have to

3 1 Max asked if I was free later.
2 Ahmad asked me if I was going.
3 My food technology teacher asked us if we could put the salt and pepper in next / after that.
4 John asked what I was doing.
5 My mum asked me which necklace I had made.
6 My friend asked where I would be.
7 They asked me if I could help them.
8 The boy asked her where she lived.

4 1 if you have a hobby
2 how long you have done this hobby
3 what the best thing about your hobby is
4 if other people have this hobby
5 what you are going to do next

5  e
1 had (collocation: *have an opportunity to do sth*)
2 would (reported speech)
3 if / whether (reported *yes/no* question)
4 did / would (refers to reported question in previous sentence)
5 were (past continuous, reported speech)
6 what (reported *wh*-question)

6 Students' own answers

GRAMMAR FILE SB p141

1 1 Samir said (that) he loved making cookies.
2 Ed said (that) that/it was really kind.
3 Marie Alejandra said (that) she would email me/us later.
4 Jerry said (that) he was finishing a new project.
5 Piotr told Adam (that) he couldn't come/go to the party.
6 Jamie told Dan (that) the train would arrive soon.

2 1 told 2 said 3 said 4 told 5 told 6 said

3 1 What are you doing?
2 Are you finished?
3 What would you like?
4 Can/Could you help me?
5 Have you seen Ming?
6 What do you want to do next?

4 1 we/I 2 they 3 me, I 4 his, her 5 me, he/she, my
6 his, hers, his

5 1 if 2 which 3 if 4 what 5 if 6 where

6 1 tell me if you can see the stage
2 ask if you will be at the show
3 ask when you want to get tickets
4 what time the show ends
5 if Sebastian is playing the lead part
6 tell me if this bus stops at the cinema

Presentation tool:

Unit 8, Unit check

Workbook / Online Practice:

WB p73