



Summertime!

10

READING

topic: holiday jobs

task: multiple choice; open cloze;
multiple-choice cloze

LISTENING

topic: work experience

task: notes completion;
multiple choice

SPEAKING

topic: various

task: talking about yourself;
describing a photo; collaborative
task; discussion

WRITING

topic: various

task: email; article; story

Lead-in SB p117

Write the word *Summertime!* on the board and ask what students first think of when they see the word. Tell them to call out words they associate with it and put them on the board, e.g. *freedom, lying in bed, sunshine, no homework, the beach*, etc.

Students look at the picture and describe what they can see. Elicit why the girl might be smiling, where she might be and why (she's happy it's summer, she's in a cake shop, she's doing a summer job). Ask what might be good (or bad) about working in this place and get some ideas from the class.

Read through the quote *Every summer has its own story* and ask students if they can remember a special summer from their childhood. Start them off with an example of your own. Ask: *When you look back, does it seem that summer holidays were longer and sunnier than they are now? Why do you think this is?*

Students discuss the questions in pairs and then feed back to the full group.

READING

SB pp118–119

To start

Go round the class and ask students to name things taught at school. They will probably come up with school subjects. Then write *Life Skills* on the board and elicit a skill that they learn at school, e.g. how to work in a team). Ask students to work in pairs to try to think of other skills they learn at school. Circulate and contribute to the discussions, prompting where necessary. Students share their ideas in full group. Extend this by asking how learning these skills can help in life after school.

Possible answers

how to work in a team
how to plan their work
how to manage money
how to give a presentation
how to brainstorm and get ideas
how to listen to other people
how to consider different opinions

Power up

- 1** You can either use these questions in open group or put students in pairs to discuss first and then share with the rest of the class. Suggest they try to think of a reason why people might say it's not important to go to school or why it is (give the opposing point of view).

Possible answers

Yes, it's important to go to school because you learn lots of information and skills and you learn how to interact with other people.

No, it isn't because you can learn everything online or from your parents.

Schools should focus more on practical things, because we can learn other stuff at college.

Schools should leave it to the parents to teach skills and practical things.

Schools do enough. They can't do anymore because there isn't enough time!

- 2** Refer students to the photo with the article and ask what the man is doing. Encourage use of speculation: *it looks as if he's ... he might be ...* A strong group may be able to speculate on what he learned at school that is helping him now. Give students a time limit to read the article quickly to check their ideas from Exercise 1. Conduct group feedback.

Possible answer

He's learned digital skills, maths, communication skills to interact with customers, organisational skills to help him with his job.

Read on

exam task: multiple choice

3 e If necessary, revise tips from previous units on how to approach the Reading Part 3 task. You could do this by asking students to close their books and tell you what tips they remember for this exam task. Students can then flick back to check their ideas. Students complete the reading task individually within a time limit. Conduct class feedback asking fast finishers for evidence in the text for their choices.

- 1** D The writer describes the ways that schools haven't changed in the last 150 years. She mentions A and C but doesn't give an opinion on them. She says the system is used all over the world (B).
- 2** A The writer mentions all of the options but says that *Above all, we learn to set aims and achieve them.*
- 3** C The writer says she thinks it's a good idea for some subjects to move to university, leaving more time for learning real-life skills at school. She doesn't say real-life skills are more important than subjects (A). She says that some subjects could move to higher education, not real-life skills (B). She doesn't mention the future (D).
- 4** B The writer says that parents have more opportunities to teach children real-life skills than schools do. She mentions grandparents and *not being glad* but these do not refer to A or C. D is not mentioned.
- 5** C The purpose of the text is to discuss whether schools should do more to prepare students for the real world and give her view. She does not argue, describe or suggest the ideas in A, C or D.

extra: fast finishers



Fast finishers should find parts of the text which support the correct answers and, if they are strong, they could also find the distraction and say why the other answers are incorrect.

extra: mixed ability



In pairs, students underline unfamiliar words or phrases in the text and try to deduce meaning from the text. They then pool the new words in full group and ask other students to explain the meaning of the items they know. Put most common items on the board and elicit sentences to personalise and show the meaning.

extra



Ask students in full group if they know any real-world skills like sewing or changing a tyre. Find the most interesting / unusual / useful / useless skill a student has (*I can give first aid to a dog / I can boil an egg, etc.*)

Speak up

- 4 Students discuss the question in pairs. Monitor and contribute. Take feedback in full group. Depending on time, students could then write a short post to either agree or disagree with the points in the article.

Power up

- 5 Refer students to the picture and elicit what is happening (*two young people are working in a garden. They look as if they're growing things. They might be vegetables. They look happy. They're in short sleeved tops so it's probably summer*). Students read the title and the first paragraph to answer the questions. Ask for suggestions about advantages and disadvantages in open group and list them on the board. Students then read to check their ideas, ignoring the gaps.

It is going to discuss whether teens should relax or have a holiday job over the summer holidays.

exam task: multiple-choice cloze

- 6 e If necessary revise tips from previous units on how to approach the Reading Part 5 task in the B1 Preliminary for Schools exam. Students complete the task individually within a time limit. Conduct class feedback asking fast finishers for reasons for their choices.
- 1 D This is the only word fits the meaning of the sentence.
 - 2 A This is the only word which collocates with *learn*. Problem solving is an example of a skill.
 - 3 B This is the only word which collocates with *with*.
 - 4 A This is the only word which collocates with *from* in this context.
 - 5 D This is the only word which collocates with *money* in this context. You can order money from a bank in another currency but that doesn't fit the meaning.
 - 6 C This is the only word which collocates with *make* a (*bigger*).

extra

In pairs, students choose one of the wrong options for some / all of the questions and write a sentence using this word correctly. They then gap the words and swap with another pair to complete.

- 7 Ask students in pairs to write down as many part-time summer jobs as they can in two minutes. Put their suggestions on the board and find out which pair wrote the most. They then discuss the question in pairs. Monitor and note any interesting points or common fluency errors to deal with during feedback.
- 8 Read the title of the article with the group and ask for predictions about what it will say.
- 9 Students read to check their ideas. Find out whose ideas were closest.

exam task: open cloze

- 10 e Students do the Reading Part 6 exam task individually within a time limit. Check answers and reasons for them in full group. Ask whether students agree with the ideas in the text or not and why.

- 1 has (forms the present perfect simple.)
- 2 not (creates a negative verb.)
- 3 for (collocates with *compete*.)
- 4 as (comparison – goes with *as* later in the sentence.)
- 5 who/that (a relative pronoun which refers to *adult workers*.)
- 6 so/therefore (introduces a result.)

Speak up

- 11 Students discuss the questions in pairs. Circulate and contribute to the discussions, making a note of any errors to address as a class when the activity is finished.

To finish

In pairs, students find unfamiliar vocabulary items on this lesson, check them in dictionaries and write synonyms or definitions for them. They swap pairs and test their new partners by giving the meanings to elicit the items. Students use the words in sentences to illustrate their meanings.

extra: digital

Ask students to research some unusual part-time jobs for students to bring to the next lesson.

Presentation tool:

Workbook / Online Practice:

Extra Practice App

Unit 10, Reading

WB pp84-91



LISTENING

SB p120

To start

Ask students what unusual part-time jobs they found online and list them on the board. (e.g. advertising a product dressed up as a chicken, etc).

If students have not done this activity at the end of the last lesson, ask them to choose a part-time job and explain to their partner what they have to do without naming the job. Their partner has to guess what the job is. Give an example to get them started, e.g. *I use water in my job. I don't stay in the same place. I visit a lot of shops and office buildings. I earn €10 an hour. My arms ache sometimes after work. I don't speak to many people ... [window cleaner].*

Power up

- 1 Take a common example of a part-time job, e.g. a waiter, and ask what skills and experience might be necessary or useful for this job. In pairs students discuss the question. Circulate and comment, encourage. Conduct feedback.


Possible answers

Lifeguard – can swim well / has qualification in lifeguarding / is observant / is fit


Make-up artist – good at painting and drawing / has good colour sense / has knowledge of different cosmetics / is imaginative / can know what suits different people's faces

Listen up

exam task: note completion

- 2  10.1 If necessary, revise the exam tips for the Listening Part 3 tasks from previous units. Students read the notes and guess the type of word missing. Check ideas in full group. Play the recording for students to complete the task. If listening is still difficult for a weak group, pause the recording at various points to give writing time.

- 1 number
- 2 noun
- 3 noun
- 4 noun
- 5 noun
- 6 noun


- 3  10.2 Play the recording a second time for students to check answers. Take feedback in full group. If students have access to the script, allow them to read and check where the answers are located.


- 1 15 / fifteen (*now you're fifteen you can apply*)
- 2 certificates (*you need to make sure that you've taken all the relevant water safety exams to get the certificates you'll need to give to the pool*)
- 3 week (*so we take turns and do it once a week*)
- 4 children (*your main job will be making sure that all the children are safe*)
- 5 leader (*it gives you the opportunity to learn about being a leader*)
- 6 hobby (*the role allows you to put into practice the things you know as part of your hobby*)

- 4 Remind students that it's a good idea to highlight key words in the questions in the Listening Part 4 task to give them an idea of what to listen for. Students read the questions and find key words. Ask for suggestions in full group.

- 1 What does Kat like about her job as a make-up artist?
- 2 What did Kat do to practise her skills?
- 3 While she was at college, Kat found it helpful to
- 4 In Kat's opinion, what is one of the good things about her job?
- 5 Kat doesn't mind working for no money at the moment because
- 6 What does Kat advise young students to do?

exam task: multiple choice

- 5  10.3 Play the recording for students to answer the questions. For weaker students, pause the recording after each section that answers a question.

- 6  10.4 Play the recording again for students to check their answers. Ask for answers in open group, encouraging students to give reasons.

- 1 C She says she is 'into' making people look different or unusual; not making them look their best.
- 2 A She talks about what she does with her brother and sister to do with face paints, etc.
- 3 B She says 'the best thing was ... to develop her own ideas'.
- 4 C She talks about good things then says sometimes she gets to work which actors which is 'cool'.
- 5 A 'other companies will be more interested in me'.
- 6 B 'find some whose work you think is wonderful'.

Speak up

- 7 Students discuss the questions in pairs. You could add another question: *Which is more important for you – money, satisfaction, experience? Why?* Circulate and contribute to discussions. Students who finish quickly can extend their discussion to include a wider range of part-time jobs they might / might not like to try, giving reasons. What are the good and bad points of some of the different jobs. Conduct full group feedback and find the most popular jobs in the class.

To finish

Students role play an interview for a part-time job. They take turns to be the interviewer and the interviewee. You can either give them two jobs, or they can choose their own. Give them some time to prepare – they should think about what questions they would ask as an interviewer. They should also think about details of the job they are interviewing people for, e.g. hours, wages, perks, responsibilities, etc. The interviewee can invent details about why they would be perfect for the job.

Presentation tool:

Workbook / Online Practice:

Audioscript

Unit 10, Listening

WB pp94–97

SB p176

To start

Ask the class what they can remember about the different parts of the Speaking test in the B1 Preliminary for Schools exam and what they have to do in each part. List the parts on the board.

- 1 answer questions about themselves
- 2 describe a picture
- 3 discuss a question with several options to talk about
- 4 answer and discuss some questions related to the topic of the previous discussion task

Power up

- 1 Put students in pairs to make a list of the important things to remember when taking a speaking test. Circulate and prompt when necessary. Conduct class feedback and put the list on the board.

Possible answers

Try to give more than a one- or two-word answer.

When answering a question, give a reason for your answer and / or an example

When doing a collaborative task always include your partner – ask their opinion and refer to what they have said. Don't just take turns to give your opinion.

Ask for repetition if you don't hear the question clearly.

If you are given a minute to talk, try to talk for the full minute.

If you haven't got time to discuss all the options in the collaborative task, don't worry. You won't lose marks.

Speak up

exam task: personal questions

- 2 **e** Put students in pairs to take turns to ask and answer the questions. Remind students to give more than one sentence, but not to talk for a long time. The student asking the question could note down the extra information their partner gives to check it's sufficient. Monitor but do not interrupt unless you are directly asked a question. Conduct group feedback where students report on answers their partner gave.

exam task: describing a photo

- 3 **e** Divide students into A/B pairs. Explain that with the next task, Student A will describe the picture for a minute while Student B makes notes in response to the questions. Read through the peer assessment questions to check students know what they will be making notes on. Be sensitive to your students' motivation and confidence as not all students react well to their partner assessing their performance, particularly if their partner is weaker or stronger than they are. If this is the case, ask students to ignore the assessment phase and listen attentively to what their partner says. You could also give students the option as to whether they would like to peer assess or not.

Students carry out the task and switch roles for Task 2.

- 4 Students compare the notes they made on each other's performances in the description task. Monitor and give advice where necessary. Do not take full group feedback on this phase.

extra

Ask students to say what vocabulary they used when describing the pictures. Focus on any unfamiliar vocabulary and ask how they managed to rephrase or give a synonym. For example, *pan: the boy's got a big spoon and he's moving it around in a – a thing you use for cooking soup in – a pan.*

exam task: collaborative task

- 5 **e** Direct the students to the collaborative task on page 166. If necessary clarify the different activities: a magician's show; a dance class; a theatre visit; a dog show; an orchestra; a singing show; a ballet? Remind them to interact. Time the activity and monitor without interrupting, making notes on any issues to address afterwards if necessary. Encourage students to record their answers if they wish.

- 6 Read through the questions in open group and ask students to think about their discussions using the questions to direct their assessment. Monitor and comment, advise, and prompt where necessary. Be aware that this should be as positive as possible so as not to demotivate students. Do not take full group feedback.

exam task: discussion

- 7 **e** Read through the questions and ask students to discuss them in pairs. They should take turns to ask and answer them. The answering student gives their opinion first and then the other should join in to make it a discussion. Before they begin, look through the self-assessment questions in Exercise 8 so that they know what they will be focusing on when they later discuss how they did. Don't monitor unless you are asked directly. Again, students could record their answers.

- 8 Pairs use the questions (and, if appropriate, their recording) to assess their discussions in Exercise 7. Monitor and give advice where necessary.

To finish

In pairs, students design their own collaborative task. Give them some situations to choose from, e.g.

- Some friends are looking for an interesting day trip ... (where?)
- A student's Italian friend is coming to visit ... (what events?)
- A teacher is going to leave a school ... (what present?)

Alternatively, they can invent their own. They should have six or seven options, and the task must finish with a decision. Monitor and help where necessary. Students then swap their tasks with another pair and do that task. Conduct class feedback and choose the best task.

Presentation tool:

Workbook / Online Practice:

Speaking file:

Unit 10, Speaking

WB pp98–99

SB pp146–149

WRITING

SB pp122–123

To start

Elicit different types of writing that people do and put suggestions on the board. Then ask which types students have to do in the B1 Preliminary for Schools exam: email, article, story. Ask how often they write something by hand and what they have hand written most recently, e.g. birthday card, invitation, notes in class, etc. Ask if they ever receive letters by post and if so, what? Do they think letter writing will eventually disappear?

Power up

- 1 Students discuss the questions in pairs. Conduct class feedback and find which types of writing are the easiest or most difficult for the majority of the class.

Plan on

- 2 Ask students to read the writing task. Check with them what they need to do in the task: they read an email with some questions in it. The notes are from the person who is replying, and this directs the student's reply. Remind them that sometimes these notes give an opinion e.g. *great!* Sometimes the notes require the student to come up with some information e.g. *yes – say when*. Read through the list of possible points to include and elicit which ones they should include.


2, 3, 4, 6, 7

1 and 5 are possible to include in an email, but might take them too long for this task.

8 could indicate students haven't understood the email and task.

- 3 Students read the email individually and then compare their answers in pairs to Exercise 2 with the points in Chris's email.
- 4 Students note down what they would say and then compare ideas with a partner. Circulate to give help where necessary.

exam task: email

- 5  Students write their emails. Give a set time for this and monitor to help weaker students.

alternative: digital



If you have class time students can write their answers in a full email. Alternatively, they could do this for homework. If they have access to phones or tablets in class, they could write the email and send it to their partner, who reads it and sends back a quick reply as Joss.

Plan on

- 6 Students read the two tasks individually and then tell partners which they would prefer and why. Take group feedback and find most popular task and the reasons for it.
- 7 Read through the table with the class. Tell them that these are language points that are useful for one or both of the two tasks. Students do the task individually. Monitor and help where necessary.

alternative: mixed ability



As this is quite a long task for students to do individually, you could break it down. First ask them to read the model for Task 1 and set a time limit. Then ask some general comprehension questions in open group: *What's the job? What do you have to do? Why might it be useful? Is it an interesting article? Why?*

Do the same for the story. Ask: *What happens in the story? Is it exciting to read? Why?*

Students then do the matching language task individually.

- 8 Students compare their answers to Exercise 7 in pairs and then discuss the questions. Conduct full group feedback.

Task 1 (article)

Grammar: narrative tenses, descriptions, modals, questions

Vocabulary: words for activities, adjectives for feelings, connecting words & phrases

Purpose: to give an opinion

Task 2 (story)

Grammar: narrative tenses, descriptions


Vocabulary: adjectives for feelings, exciting adjectives, action verbs, connecting words & phrases

Purpose: to entertain

- 9 Give students time to make notes for the task they have chosen. They can then compare with a partner who has chosen the same task. Monitor and help where necessary.

Write on

exam task: article / story

- 10  Students write their chosen task. This can be done in class if you have time, or alternatively given for homework. You may at this stage of the course want to give the students a time limit as they would have in the real exam. Depending on how strong your class is, you could leave them to write without monitoring (a strong group) or monitor to help with any questions they may have. This can be useful in mixed level classes as it gives an opportunity to focus on students who may need some extra help. If students do the task at home, you can miss the next task and go to the *To finish* activity.

- 11 Students check their work against the table. If appropriate you could ask students to swap their writing with a partner and use the table for peer-assessment. Monitor and discuss comments with individual students or pairs. Do not take full group feedback.

To finish

Put students in pairs to write their own tasks. If time is short they can just write the story task by giving a good first sentence. If there is more time, they can choose to write an email or article task. Remind them what needs to be included and help with advice and suggestions. They can then swap with another pair and do one of the tasks in class or at home. In feedback ask how difficult it was to write the tasks.

Presentation tool:

Unit 10, Writing

Workbook / Online Practice:

WB pp92–93

Writing file:

SB pp150–155