

1 A family affair

Unit objectives

Listening Part 1: multiple choice. Listening for detail and identifying key information in the question.

Reading and Use of English Part 6: gapped text. Locating relevant information in the text.

Reading and Use of English Part 2: open cloze. Identifying part of speech required.

Speaking Part 1: interview. Extending personal answers.

Writing Part 1: compulsory question. Expressing opinions and using linking words for contrast

Grammar: Present perfect simple and continuous.

Vocabulary: Phrasal verbs; adjectives to describe personality; collocations with make and do; collocations to talk about managing money.

Starting off

Lead in

Students work in pairs. Student A closes his/her book. Student B describes two of the pictures on page 8. Student B then closes his/her book. Student A describes the remaining pictures. During feedback elicit key vocabulary such as "celebration", "birthday party", "to cycle", "a bicycle/bike", "to go on a bike ride".

- 1 The students work in pairs or small groups to answer the first two discussion questions. You may want to elicit the difference between "fun" (something enjoyable) and "funny" (something that makes you laugh). During feedback elicit contrasting ideas regarding the first question if possible and encourage the students to justify their answers fully, as this will be required in the speaking part of the exam. Also elicit the main differences between the lists they made regarding activities with family and friends (possible answers: what I do with my friends is more fun / what I do with my family is more relaxing).

Listening Part 1

Exam Information

After the students read the Exam information on page 8 check their understanding by asking the following questions:

How many audio tracks will you hear? (8)

How many times will you hear each track? (twice)

How many questions do you have to answer? (8, one for each track)

Will you hear the questions in the audio track? (no)

Exam advice

- 1 Point out that it is very useful in the exam to be able to locate key information in the question before listening. Draw the students' attention to the underlined information in 1 and elicit the key information in 2. Allow the students 90 seconds to underline the key information in the remaining questions before checking in pairs and with the whole class.

Answers

- Suggested underlining
 2 enjoys spending weekends with her family because
 3 what, brother do, make her unhappy
 4 relationship with his brother
 5 didn't tell her mum, got two new kittens because
 6 calling his mother, he wants her to
 7 main reason for success
 8 why, Denmark last summer

- 2 The students listen to the recording and choose the correct options A, B or C. Allow a few minutes for the students to check their answers in pairs and play the recording again if necessary. Challenge the more confident students to take a note of the key words in the recording and elicit these during feedback (for example: 2: interesting activities; one hour). Play extracts of the recording again if necessary and/or provide students with copies of the audio script to check their answers.

Answers

- 1 B; 2 B; 3 A; 4 C; 5 C; 6 A; 7 C; 8 B;

Audio script 02

Narrator: One. You hear part of a conversation between friends.

Girl: How often do you do the cooking?

Boy: I don't really get a chance to do much cooking as I am really busy with my studies. I enjoy cooking though and help my dad out when I can, he does most of the cooking, which he loves. I just wish I had more time to help him. I often help him to go and buy the ingredients which takes a while as he likes to make unusual dishes from all over the world. I guess that I'll get back into cooking when I have finally finished all of my exams

Narrator: Two. You hear part of a conversation between friends.

Boy: Do you usually spend your weekends with your family?

Girl: After a busy week at school, I often just want to chill out at home but my parents are very keen on spending time together outside home. Actually, while I may not always want to do much, I have to say that over the last few months, (2) my mother has planned some really interesting activities for us all to enjoy. She just goes online and gets some information about new places and within an hour she's come up with something. Last weekend, we went to an old country house that had giant board games outside. It was a lot of fun.

Narrator: Three. You hear a girl talking to her brother on the phone.

Girl: Hi Rahul, have you managed to get a present yet?

Boy: What are you talking about?

Girl: (3) You've forgotten haven't you? It's Mum and Dad's anniversary today. I've already got a card for you to sign but it was your job to get a present.

Boy: It's okay, don't worry. Listen, I'm just setting off for town now, so it'll be OK. I'll go to the shops and work something out. Don't worry, I won't let you down.

Girl: How many times have you done this sort of thing? I'm not happy. I haven't got time to get anything – you'd better get something nice – I'm relying on you.

Boy: Trust me – you can always depend on me... well, definitely this time anyway.

Narrator: Four. You hear a boy taking part in a class discussion.

Teacher: I want to talk about the topic of screen time either on a computer, a tablet or even a phone. Should parents limit the amount of time their children spend in front of a screen?

Boy: My parents have a rule at home. We're not allowed to use our devices between 7pm and 9pm on weekdays. My younger brother and used to always fall out with each other. My parents had an idea that they wanted to try out to make things better., (4) My parents banned us from video games and phones. There was nothing to do but talk to each other – funnily enough, we really hit it off now and I'd say we've even become good friends. We discovered that we have lots of interesting things to tell each other and similar experiences at school.

Narrator: Five. You hear a girl talking to a friend.

Boy: Sophia, how many pets did you say you have at home?

Girl: Well, it's a little strange perhaps but we have three cats now. My Mum got me and my older sister a cat when we were little, but about three years ago, my sister decided to get another two kittens. (5) She hid them in her small messy room for about a month – and she told me to help her keep it a secret because my Mum didn't want more cats. My job was to look out for my Mum and stop her coming into my sister's room where she kept the new kittens. Anyway, the plan didn't last long. My Mum eventually found out and she was very angry at first. The good news was that my sister really takes after my Mum – they both love animals – and we've been happily living with three cats ever since!

Narrator: Six. You hear a boy leaving a telephone message on his mother's phone.

Boy: Hi Mum, I'm just calling to say that I'm going to stay at Alex's house tonight to work on our project for tomorrow. We've got a few problems that we need to sort out. I know you wanted me to be home tonight as we've got Uncle Mazin and Aunt Rand coming over, but I've been working really hard on this project and I want to make sure that we can hand it in first thing tomorrow morning. (6) Please let everyone at home know why I'm not able to be there – I don't want anyone to think I'm standing them up without a very good reason. Please let me know if they are staying until tomorrow afternoon as hopefully I can come home by about 3 and see them off before they leave.

Narrator: Seven. You hear an interview with a young chess champion.

Interviewer: Laura, you've just been selected to play chess for your national team. Firstly, many congratulations! Secondly, how have you become so successful?

Girl: My father was a chess champion from Hungary and I guess I've just followed in his footsteps. I've always looked up to him and wanted to take part in his hobbies. I've always had a talent for chess, I think – mainly because of all the help he's given me – and I've been lucky enough to win lots of tournaments. Everyone says that I'm a natural at chess, but it has sometimes been difficult living up to my potential, especially when I lose matches. (7) However, I've always believed that the key to my success is my family's support. I still remember the first chess set my Dad gave me when I was little – I still have it now. Whenever I have a bad match, I take it out and look back at all the fun I've had playing chess with him and that helps me to keep going.

Narrator: Eight. You hear a boy talking to a friend.

Girl: Where did you go on holiday last summer?

Boy: I went with my family to visit my grandparents in Denmark. My father is from there originally. I've got five cousins, who I always have a good time with, and I look forward to going there and seeing them. I think I'm really lucky to have family in another country as I get to experience so many varied things – the language, food and weather are all very different – it always feels like I'm experiencing something new.

1

(8) It does feel a lot like home, though, as I've been going there every summer for as long as I can remember. I really like going there – it's completely different to here. It's not too hot and it's very green. I love cycling in the countryside and swimming in the lakes. The people there are really friendly too. I can't wait to go again this summer.

- 3 The students work in pairs to correct the mistakes in the questions. Support the students who struggle by reminding them that auxiliary and modal verbs should go before the subject.

Answers

- 1 How often do you do the cooking?
- 2 Do you usually spend your weekends with your family?
- 3 Have you managed to get a present yet?
- 4 Should parents limit the amount of time their children spend in front of a screen?
- 5 How many pets did you say you had at home?
- 6 How have you become so successful?

Fast Finishers

Choose one of the questions 1-6 and write extra questions on the same topic, for example: (Do you like cooking? What is your favourite dish? Have you ever baked a cake?).

Extension idea

Students in pairs choose one of the questions 1-6 that they want to practise answering. Encourage the students to underline useful language in the script. Elicit a few responses from the class and highlight good language from the scripts, especially phrasal verbs as these will be the focus of the next section.

Vocabulary**Phrasal verbs.****Lead in**

Write on the board "give up", "get up", "get on with", "throw away", "stop trying", "become awake", "be friends with" and "put in the bin" in random order. Elicit that half of these are phrasal verbs. The students work in pairs to match the phrasal verbs with their definitions and then have two minutes to write four questions using the phrasal verbs (for example: *Have you ever started played a video game so difficult you gave up?*). The students mingle and ask other classmates their questions.

- 1 The students work individually to match the phrasal verbs from Listening Part 1 to their definitions before checking their answers with their partner. Support the students who are struggling by handing out the audio script to provide them with context.

Answers

1 c 2 i 3 h 4 f 5 e 6 a 7 d 8 b 9 k 10 l 11 g 12 j

Fast Finishers

Student A covers the phrasal verbs on page 9 and student B covers the definition. The students take turns to test each other's memory of the vocabulary.

- 2 The students work individually before checking their answers in small groups. Nominate one student from each group to write on the board the group's answers. Encourage students to help each other if there are mistakes.

Answers

- 1 fall out; hit it off
- 2 looked up to; take after
- 3 rely on / depend on; comes up with
- 4 look back at; look out for
- 5 chill out; set off
- 6 tries out; sorts/works (it) out

Extension activity

The students ask each other questions using the phrasal verbs, for example: "Have you ever fallen out with a friend?"; "Do you take after your mother?". Elicit some questions and answers from students from different pairs.

Reading and Use of English Part 6**Lead in**

The students make a list of two personality traits they look for in a friend, and two which they do not like. Demonstrate this yourself (for example: I want my friends to be funny and honest; I don't want my friends to be fake or moody). The students compare and discuss their lists with their partners.

- 1 The students work in pairs to categorise the adjectives. You may want to encourage them to use a dictionary if available. Ask the students to only use one dictionary/device in each pair so that the student who looks up the word has to teach it to his/her partner. Drill the pronunciation of the adjectives during feedback.

Answers

Usually **positive**: caring, cooperative, energetic, enthusiastic, hard-working, mature, organised, patient, reliable, responsible, self-confident, sympathetic, thoughtful
 Usually **negative**: cheeky, childish, critical, irritating
 Could be either: sensitive

Fast Finishers

The students work in pairs to add more adjectives to describe personalities to the table. Elicit their ideas during feedback.

- 2 The students work individually to form the opposites of the adjectives given and then check their answers in pairs. Support the students if needed by suggesting they search for their guesses online using their smartphones if possible. Searching for “incooperative” online, for example, will cause the browser to respond with “Did you mean uncooperative?”. This is also a good strategy to use when doing writing homework.

Answers

critical – uncritical; enthusiastic – unenthusiastic; mature – immature; organised – disorganised; reliable – unreliable; responsible – irresponsible; sensitive – insensitive; sympathetic – unsympathetic.

Extension idea

The students divide the words in the box into syllables and decide which syllable is stressed, then repeat with the opposites of the words. Elicit this during feedback.

- 3 By show of hands, ask who in the class has siblings. Pair the students who don't have siblings with those who do to discuss the questions. Alternatively, group the students with siblings on the one side and the only children on the other to discuss the questions separately. Discuss as a whole class the differences or similarities between the two groups' views.

Answers

Answers may depend on local culture and individual differences (students can feel free to disagree!)
 Possible answers
 Older siblings to younger: responsible, critical, mature
 Younger siblings to older: childish, cheeky, irritating

- 4 Put the students in groups and ask them to write at least three comments for each point. Elicit responses from different students and ask for contrasting opinions regarding the second discussion question.

Answers

Possible answers
 He's too childish! She takes my things without asking. He is cheeky to my friends.

Exam information

Ask the students to read the Exam information on page 10 and check their understanding by asking the following questions:

- How many sentences do you need to add to the text? (6)
 How many options do you have? (7)
 How many options are extra? (1)

Exam advice

- 5 Point out to the students that it is very useful in the exam to quickly scan the text before trying to fill the gaps. Allow the students five minutes to read the text and make a note of the main idea of each paragraph. Allow the students to check their ideas in pairs before doing feedback with the whole class.

Answers

Suggested answers
 Para. 2: the effect of age difference on sibling relationships
 Para. 3: it's a good idea to arrange activities with your brother or sister
 Para. 4: it is normal to not always get on with your siblings
 Para. 5: sharing your feelings is important
 Para. 6: try to reach agreements when possible

- 6 Demonstrate how to tackle this task by asking the students in pairs to discuss why 1A is wrong and why 1F is correct. After the students discuss in pairs for two minutes, elicit that “also” in A tells us that the sentence will be preceded by something else which is important (crucial), whilst in F “indeed” emphasises the contrast between “worst enemies” in the text and “friends” in F. The students then work individually to match the sentences to the gaps before checking their answers in pairs. Support the students who are struggling by allowing them to work in pairs in order to compare answers.

Answers

1 F 2 D 3 G 4 E 5 A 6 C
 B is not needed

Fast Finishers

Compare their ideas on how to live happily with siblings in exercise 4 with the ideas in the text and discuss whether they agree with the author. Encourage the students to justify their answers fully.

1

- 7 The students read their roles individually before spending a few minutes with their first partner to brainstorm what they could say. The students then swap pairs and role-play the situation. When the students are finished, nominate one student from each group of four to report on the two conversations to the class. Allow time for them to prepare and encourage them to use the vocabulary in 1 and 2 on page 10 and the phrasal verbs on page 9 (for example: "One of our pairs sorted out the problem quickly because they were being mature and cooperative...")

Extension activity

Ask the students to write the adjectives in 1 and 2 on page 10 on strips of paper. Ask two students to randomly draw a strip of paper each. The students must now perform the role-play on page 12 in front of the class, but they must behave according to the adjective on their strip of paper (for example: if a student's piece of paper reads "childish", they must act childish during the role-play). Award each member of the audience one point if they guess the adjective on the actor's piece of paper.

Grammar**Present perfect simple and continuous****Lead in**

The students make a short list of activities they have done or have been doing in the last six months. Demonstrate this yourself and write the activities on the board (for example: throw a birthday party; go to the gym for two months; visit my family four times; learn German). Elicit some ideas from the class without drawing their attention to the grammar point yet.

- 1 The students work in pairs to answer 1-3. After feedback, elicit which verbs in the six sentences are in the present perfect simple (1a; 2b; 3b) and which in the present perfect continuous (1b; 2a; 3a). Elicit the uses of the two tenses.

Answers

1 1 a, 2 b 2 1 b, 2 a 3 1 a, 2 b

If you used the lead in activity, ask the students to make a sentence using your examples on the board (example: "I have thrown a party"; "I have been going to the gym for two months").

- 2 Allow the students who are struggling to work in pairs to fill the gaps in exercise 2 and encourage them to refer to page 162 while completing the exercise. During feedback elicit why one tense is required instead of the other (Is it the result of an activity, the length of an activity, a repeated action, an unfinished action, a temporary action or a permanent action?).

Answers

2 has asked (repeated action)
 3 've (have) cleaned (result of an activity)
 4 has been playing (length of an activity)
 5 've (have) passed (result of an activity)
 6 's (has) only been living (temporary action)
 7 've (have) spent (repeated action)
 8 've (have) been cooking (length of an activity)

- 3 Students correct the sentences alone or if they have been struggling ask them to work in pairs. During feedback elicit why the original tenses were wrong.

Answers

2 **learned have learned** - the period being referred to is still ongoing
 3 **fix have fixed** - refers to a repeated activity
 4 **play have been playing** - refers to the length of time of the activity
 5 **had been doing have been doing** - The action started "when I started the project" and continues until the present (with the past perfect in the original sentence the action would have taken place before the start of the project)
 6 **had been talking have been talking** - The two actions in the sentence are simultaneous. The first refers to the length of time of the action and the second to the result
 7 **are have been** - the state started many years ago and is ongoing now

Fast Finishers

The students individually write two questions starting with "How many times have you...?" and two with "How long have you been...?" and ask each other the questions in pairs. (e.g. How long have you been studying English? 'How many different countries have you visited?') Elicit their questions on the board during feedback and allow the rest of the class two minutes to discuss the questions for extra practice.

Extension activity

Students write three sentences about themselves using the present perfect simple or continuous, for example: (I've been to New York six times). Two sentences should be true and one false. The students work in group of four and ask questions to identify each students' lie (for example: How old were you the first time you were in New York?).

Reading and Use of English Part 2

Lead in

Write on the board "electronics", "entertainment", "accessories", "food", "shoes", "videogames", "apps", "beauty products", "music" and "clothes". Tell the students that this month you have spent a bit of money on clothes and electronics, and that you have been spending a lot of money on food because you've been going out for dinner quite often. Give the students one minute to make a note of which of these items they have spent money on in the last month. The students share their lists in groups. Encourage them to use the present perfect simple and continuous.

Exam information

After the students read the exam information, ask the students what type of words they think are missing from the text. Elicit that it always function words (prepositions, linkers, auxiliaries, pronouns and so on) and never content words such as "chair", "sister" or "happiness".

Exam advice

- 1 The students work individually to match 1-7 to a-g before checking their answers in pairs. Challenge the more confident students to come up with a sentence for each phrase and elicit these as examples during feedback.

Answers

1 b; 2 f/c; 3 a; 4 d; 5 c/e; 6 g/a; 7 e

- 2 The students work in groups to answer the two questions. For question two, the students take turns to ask each other questions using the phrases, for example "Do you receive pocket money from your parents?", "Yes, but I have to do chores in return".

Answers

Getting money: get a part-time job, receive pocket money
Managing money: open a bank account, pay bills, buy essential items, set a budget, make choices

- 3 Point out to the students that it is very useful in the exam to read the text quickly before trying to fill the gaps. Allow about two minutes. During feedback elicit the answers recycling the vocabulary in 1.

Answers

Get money: receive regular pocket money, get a part-time job, do housework

Manage money: spend all of it, open a bank account, save a set amount, set a budget

- 4 Allow about five minutes for students to complete the task. Once the time is up, withhold feedback and ask the students to go on to exercise 5 to check or complete their answers.

Answers

1 where; 2 from; 3 do; 4 them; 5 to; 6 for; 7 as; 8 their

Fast Finishers

Work in pairs and look back at vocabulary exercise 2 on page nine. Student A hides a preposition, pronoun, auxiliary or other function word with his / her finger and Students B has to guess the word.

- 5 The students work individually before checking their answers in pairs. Support the students who are struggling by providing the answers on the board jumbled up for them to match to the correct gap.
- 6 The students work in pairs to answer the question. Encourage the students to acknowledge each other's opinions and agree or disagree with them before giving their own as it will be good practice for the speaking exam.

Extension activity

Divide the students into four groups and ask them to do some research for the next lesson. Assign one of these topics to each group: 1) How do you set up a bank account in your country? 2) How do you set a budget? 3) What bills need to be paid and how can you save money? 4) What part-time jobs can teenagers get in your country? The students can find out this information from their parents or on the internet. During the next lesson, set up the classroom as a fair, if possible, by having a desk in each corner of the room. Assign a desk to each group and instruct half of the group at each desk to stand behind the desk (the representatives) and the other half to walk around the room (the public) and gather information from the other three desks.

1

Vocabulary

Collocations with *make* and *do*.

Lead in

The students think back to page 13. What verb went with "choice"? What verb went with "housework"? Give the students three minutes in teams to brainstorm words that go with "make" and words that go with "do". The team with the most correct answers wins.

- 1 The students look at the noun phrases in 1 and categorise them, adding them to their lists if you did the lead in above.

Answers

make: an arrangement, the bed, a change, a choice, a decision, an effort, an excuse, friends, an impression, a mistake, money, a noise, a phone call, a plan, progress, a promise
do: an activity, business, the cleaning, a course, (an) exercise, a favour, homework, housework, a job, the shopping, (a) sport, work

- 2 The students work individually to fill the gaps with *make* or *do*. Challenge the more confident students to cover the table on page 14 while completing the exercise.

Answers

1 do; 2 make; 3 do/ do; 4 made/ making; 5 do/ make; 6 made

- 3 Allow one minute of silent thinking time before the students start speaking. If they want to take notes, encourage them to not write their sentences in full. Challenge the stronger students to combine the vocabulary with the present perfect simple / continuous.

Extension activity

For homework, the students write a short text using as many *make* / *do* collocations as possible. The topic could be family life or their relationship with their family members. Check their collocations are correct and delete all the instances of "make" and "do". The students give their text to their partner for them to complete using the correct form of "make" or "do".

Speaking Part 1

Lead in

The students work in groups for two or three minutes to write down one question to ask you about each of these topics: your studies, your plans for the future and your family and friends.. Elicit questions from different groups and answer these with opinions / information and short phrases / longer answers as appropriate.

Exam information

After the students have read the exam information, point out that in this part of the exam candidates answer individually and do not need to interact with each other.

Exam advice

- 1 After the students answer the two questions in 1, if you used the lead in above you can ask the students to look at their lists of questions and decide whether they require opinions or information and a short phrase or a longer answer.

Answers

What do you like about the place where you live? asks for a personal opinion. *Where are you from?* asks for personal information.
Where are you from? can be answered with a short phrase. *What do you like about the place where you live?* needs a longer answer.

- 2 The students listen to Peter and Nuria and try to decide which candidate was better, sharing ideas in pairs. During feedback, elicit why Nuria's answers were better.

Answers

Nuria gives the best answers. She answers in sentences, not single words; she gives some extra details.

Audio script 03

Examiner: So, Tania, where are you from?

Tania: I'm from Brela. It's a small town on the coast of Croatia, which becomes quite a busy tourist resort in the summer.

Examiner: And what do you like about Llanes?

Tania: Well, it's a fairly quiet place in the winter, so it has quite a relaxed atmosphere, but it's got beautiful beaches nearby and it's surrounded by lovely countryside. Also, I've got lots of friends in the area, so I have a very active social life. And of course, most of my family and relations live nearby, too.

Examiner: And you, Peter, where are you from?
Peter: Bremen, in northern Germany.
Examiner: And what do you like about Bremen?
Peter: My friends, the shops, the sports centre ...
Examiner: Do you come from a large family?

3 Give the students a few minutes to work in pairs to select appropriate language from the list. Encourage them to think of examples when possible and elicit these during feedback.

4 The students work individually to match the sentence stems with the phrases in 3. Support the students who are struggling by guiding them to differentiate between the adjectives and nouns in the phrases.

Answers

It is: a, d, e, k
 It has: b, c, e, f, g, h, i, j, k, l

Fast Finishers

Work in pairs and form questions using the phrases in 3. For example: "Is the place where you live a large industrial city?", "Does the place where you live have a relaxed atmosphere?"

5 Pronunciation

Write today's date on the board using words, not numbers (for example: Tuesday the thirteenth of December). Elicit how many syllables are in the first word. Read the word to the class, exaggerating the stressed syllable. Elicit that the stressed syllables are louder and longer than the others. Read the full date (Tuesday the thirteenth of December) and elicit which syllables are stressed in each word, drilling the pronunciation. Students ask each other in pairs "When is your birthday?" and answer paying attention to word stress.

5.1 The students in pairs underline the stressed syllable in the words in 1. If during monitoring you spot a mistake, read the word out loud with the wrong stress, as the students marked it, and ask the students if it sounds good. Withhold feedback until after exercise 5.2.

Answers

industrial, relaxed atmosphere, wonderful, facilities, historic

5.2 The students listen to check their answers in pairs. During whole class feedback drill the pronunciation of the phrases and encourage the students to raise their hands on the stressed syllable.

Audio script 04

It's a large industrial city.
 It has quite a relaxed atmosphere.
 It has some wonderful beaches nearby.
 It has good facilities for sports.
 It has some impressive historic buildings.

6 The students work with a new partner to take turns to ask and answer the questions in 5. Challenge the more confident students to use as much vocabulary from 3 as possible. During feedback elicit answers from different students and highlight good use of vocabulary.

7 Give the students five minutes to brainstorm ideas in pairs. If you wish you can simulate exam conditions by having groups of three students, where one student asks the questions, one student answers and one student listens and takes notes on whether the answers were long and extended enough.

8 Allow the students to work in pairs to brainstorm how they could extend the answers in 5. Remind the students that they should not memorise a fixed answer to these questions as this will not be beneficial in the exam.

Writing Part 1 An essay.**Lead in**

Start with a review game of the vocabulary in 1 on page 13. Give the students one minute to look at the vocabulary again. Students close their books. Write the vocabulary a-f on the board and give each group of four a dice. Students take turns to roll the die and have five seconds to make a sentence using the vocabulary corresponding to his/her roll (1=a, 2=b, 3=c and so on), including the verb that collocates with it. Students win a point for each correct sentence they produce.

1

Exam information

After the students finish reading the exam information, ask these questions:

1. Do you have to use all the notes? (yes)
2. Do you have to use your ideas? (yes)
3. What happens if you write too little or too much? (candidates are not automatically penalised, but if they are under the word limit they have probably missed some content or if they are considerably over they may have gone off-topic and they will be penalised for this)

Exam advice

- 1 Encourage the students to underline the key points they must include in the essay and elicit these during feedback.

Answers

students' own answers

- 2 Students work in groups to generate ideas. Point out that in the exam they will need to brainstorm not only ideas they agree with, but also ideas they disagree with.
- 3 Encourage the students to highlight ideas in the text, colour coding them according to whether they agree or disagree with them. Allow the students to check in pairs and discuss their differences in opinions.
- 4 Point out that it is very important in the exam to divide an essay into paragraphs, and that each paragraph should talk about a separate idea. Allow the students to work in pairs to match the notes to the paragraphs.

Answers

paragraph 1: d paragraph 2: a paragraph 3: b
 paragraph 4: c

- 5 The students work individually before checking in pairs. Elicit alternatives during feedback (for example: as far as I'm concerned, the way I see it, personally, from my point of view, etc)

Answers

I believe, it is true that, in my view, in my opinion, I think

- 6 The students work independently to add the linkers in the correct gap and then check in pairs or groups of four. Elicit the correct answers and challenge the stronger students to modify the text so that another option would work (for example: Although most

teenagers can rely on their parents for the things they need, learning how to manage money is an important skill -> Most teenagers can rely on their parents for the things they need. However, learning how to manage money is an important skill).

Answers

1 Although 2 However 3 whereas 4 On the other hand

- 7 Allow the students who struggled with the previous activity to work in pairs to complete the sentences 1-6. Ask the fast finishers to help the students who struggle.

Answers

1 whereas; 2 Although; 3 However / On the other hand;
 4 Although; 5 On the other hand / However; 6 However / On the other hand

Fast Finishers

Work on rewriting the sentences so as to fit a different linking word in the gap. For example "Although I am happy to do some of the cooking, I don't want to do it all" -> "I am happy to do some of the cooking. However, I don't want to do it all".

- 8 Encourage the students to hand in not only their essay but also their essay plan. Ask the students to highlight their expressions to express opinions in one colour and their linking words in another colour, as this will make it easier for them to remember to include these in the essay.

After correcting the students' writing tasks, you may want to encourage them to start keeping a checklist of frequent mistakes they make. Each student is responsible for his/her checklist, using this to self-correct writing tasks before handing them in and updating them every time they get feedback (by either deleting items they do not make mistakes with anymore or by adding new ones).

Vocabulary

Phrasal verbs

get round to	hit it off
chill out	look out for
sort/work (something) out	take after (someone)
rely/depend on (someone)	look up to (someone)
fall out with (someone)	look back at (something)
try (something) out	set off

Personality

caring	(im)mature
cheeky	(dis)organised
childish	(im)patient
(un)cooperative	(un)reliable
(un)critical	(ir)responsible
energetic	self-confident
(un)enthusiastic	(in)sensitive
hard-working	(un)sympathetic
irritating	Thoughtful

Money

open a bank account	receive pocket money
get a part-time job	make choices
set a budget	pay bills
buy essential items	

Make and do

make an appointment	do an activity
make the bed	do business
make a change	do the cleaning
make a choice	do a course
make a decision	do exercise
make an effort	do a favour
make friends	do homework
make an impression	do housework
make a mistake	do a job
make money	do the shopping
make a noise	do sport
make a phone call	do work
make a plan	
make progress	
make a promise	

Vocabulary Activity 1

Phrasal verbs

Split the class into two teams. Two students from different teams stand in front of the class and mime the literal meaning of a phrasal verb you give them. Demonstrate how to do this using “chill out”: mime that you are cold by shaking and wrapping your arms around you, and then mime out by pointing at the door or window. The first team to guess the phrasal verb wins a point and has an opportunity to win another 2 points if they make a sentence with the phrasal verb. If they can't, the other team can try and win the 2 points.

Vocabulary Activity 2

Make and do

The students work in pairs to write down three sentences with do and three with make. Out of the six, two must contain a mistake. The pairs record themselves reading out the sentences using their mobile phones. The teams swap phones and listen to each other's recording trying to identify the two mistakes. The teams can swap phones again until everyone has listened to all the recordings.