

1 Creative minds

Unit profile

Vocabulary: Online, films, music, media; Spelling
Reading: Four profile texts
Grammar: Simple, continuous or perfect
Writing: An essay (1)

Warmer

- 1 Read these questions aloud. Ask students to note down their guess for each question.
 - 1 How many hours a day do you think teenagers spend watching TV, listening to music, surfing the Web, social networking and playing video games?
 - 2 How many hours per weekday do you think teenagers spend on sport and exercise?
 - 3 How much TV do you think a teenager watches per day and how much does a person over 75 watch?
 - 4 How much time each day do you think teenagers spend reading books, including schoolbooks?
- 2 Write these numbers on the board: 7.5, 1, 2, 4, 0.5. Tell students these refer to hours spent, and ask them to match each one to a question with a partner. Then give students the answers and find out how similar or different these were to their own guesses before discussing which piece of information they found most surprising.

Answers

1 7 ½ 2 1 3 2 and 4 4 0.5

Your profile

Ask students to discuss the questions in small groups. Do their results match the results from the Warmer? How do most students in the class spend their free time?

VOCABULARY Online, films, music, media

- 1 Read through the questions as a whole class. To check students understand, read each question aloud, asking for volunteers to answer and to provide a definition of the word in pink. Then give students time to answer the other questions individually. Monitor and deal with any difficult vocabulary, adding definitions of these words to the board, as they could be useful to other students in the class too (e.g. *blog*: a record of your thoughts that you put on the internet for other people to read; *cast*: all the actors in a film or play; *lyrics*: the words of a song; *charts*: official list of the most popular songs each week). Model and drill the pronunciation of *lyrics* /'lɪr.ɪks/.


Fast finishers

Ask fast finishers to add one more question to the questionnaire and to ask their extra question in exercise 2.

- 2 Before students discuss the questions, ask them to underline the verbs in the example and identify the tense being used (*present perfect and present simple*). Then give students time to discuss the question in pairs. Nominate one or two pairs to give their answers to the whole class.
- 3 Write the names of a TV presenter, novelist and director (e.g. Steven Spielberg) the students are likely to know on the board. Ask students to describe what they do. Then ask them to complete the exercise individually before checking answers. With weaker students do this as a whole-class activity.


Answers

1 critic 2 editor 3 director 4 novelist 5 TV presenter

- 4  1.02 Tell students that they will hear five people talking about their jobs. Play the recording once for students to match the people to the jobs in exercise 3. If necessary, with weaker students, pause the recording after each speaker. Then ask students to check their answers with a partner. In feedback, ask students *How do you know?* for each speaker, so that they explain what they heard.

Answers

1 novelist 2 critic 3 director 4 editor 5 TV presenter

- 5  1.02 Play the recording again, pausing after each speaker to give students time to write, and ask students to take notes. In feedback, bring the students' notes together on the board. Students can then use this information in their discussion. In pairs, students discuss the questions. Monitor and help with vocabulary and pronunciation as necessary. Encourage students to add details. Give positive feedback for interesting ideas. After a few minutes, select two pairs to tell you their responses in front of the whole class.

Audioscript

Speaker 1: I aim to do at least four thousand words every day. It might not sound like a lot but that's about six hours' work. The first draft of anything takes me at least two months. I haven't had any bestsellers yet, but there is a film version of one of my short stories.

Speaker 2: Most of my work is related to TV, rather than films. So most days I receive DVDs of new shows – sometimes months before they're going to appear on TV. I watch them, take notes on key scenes and the characters and then write my review. Most of my stuff is published online but the odd thing is printed in newspapers.

Speaker 3: You might imagine I'm always behind a camera, telling the cast members what to do, and shouting 'Cut!' In fact, my day-to-day work's not half as exciting as people think. A lot of my time is spent in an office, phoning people, making plans. Boring stuff like that. When we're actually filming, I often work more than 12 hours a day. It can be exhausting.

Speaker 4: I work very closely with the author of a book to get it ready for publication. A lot of people think we just correct spelling and grammar mistakes, but it's a lot more than that. I'm responsible for everything, from the very first idea of a story until the book is finally on the shelves, and hopefully a bestseller!

Speaker 5: People think I have the easiest job in the world but it's not true. The show I'm doing at the moment is live from seven in the morning. That means I have to be up at four, ready to leave home by four thirty and at the studio by five, not to mention being in bed by eight the previous evening to make sure I get enough sleep! Then it's meetings, rehearsals and, of course, make-up. You have to look good if millions of people are watching!

Tip

Where there are multiple short texts, tell students to read quickly through each one to understand the gist before they attempt the specific matching task.

→ See Exam Profile 1, Student's Book page 120.

- 2** ● Remind students that the people can be chosen more than once. They will need between five and ten minutes to complete this exercise. Monitor and give help with vocabulary if needed. If they found exercise 1 challenging, break the exercise down by asking them to read paragraph B and write *B* next to two questions. Then read paragraphs C and D, to make it more manageable. If your class is preparing for the First for Schools exam, set them a time limit of ten minutes for this task.

Answers

Text B:

- 1** While Emerson was reading the first novel in the Harry Potter series, he came up with the idea of Mugglenet
8 Emerson persuaded his parents to let him leave school and teach himself at home ... it quickly proved successful for him.

Text C:

- 3** Nancy even trained in martial arts in order to write the fight scenes more accurately.
6 Nancy believed in her ability to succeed.

Text D:

- 5** But just as popular as Tom's comments on the game itself were the details he gave about what he was up to personally.
7 At first, Tom's father wasn't convinced the project would be successful.

- 3** Stronger students can try to complete the sentences first without looking back at the text. With weaker students, encourage them to complete the sentences from context, but allow them to use a dictionary for any difficult words. Give students a few minutes to complete the task, monitoring, and giving help where necessary. Then check answers as a class.

READING

- 1** Ask students if they know of any teenage writers or singers. Give them a few minutes to read the questions and check they understand words and phrases, such as *famous*, *talent*, *in order to*, *private*, *well received* (reacted in a positive way), *confident*, *unsupportive* (not giving help or encouragement) and *benefitted from* (was given an advantage). Then give students five to ten minutes to complete the exercise.

Answer

Text A:

- 2** revealed a surprisingly mature singing voice
4 her mum started uploading Jackie's performances to the web ... Jackie used the clips to enter an audition for the TV show

● **Prepare for First for Schools**

Reading and Use of English Part 7**Task description**

Reading and Use of English Part 7 requires students to match ten options to different parts of a text. The text can be one long text or, as in this example, a number of short texts. This part tests students' understanding of opinion, detail, specific information and implication.

Extension activity

Ask students to discuss these questions in groups:

Who inspires you in life? How would you like to make a living? What do you have the potential to excel at in life? Monitor and join in conversations. Encourage students to add details. Share the most interesting ideas as a class.

Talking points

In pairs, students discuss these questions. For the first question, tell them to provide reasons to support their opinion. For the second question, tell students to think of at least five other qualities. Monitor and comment on interesting ideas. Ask for volunteers to share ideas with the class.

Answers

1 peak 2 convinced 3 launched 4 inspiration
 5 potential

EP Word profile

When students have read the phrases with *not*, put them into pairs to take turns saying a new sentence with each phrase. Then set the exercise on page 132.

Answers

1 d 2 a 3 c 4 e 5 b

Cooler

Ask students to work in small groups and to discuss whether they would prefer to work in music, writing or video gaming. Ask one or two groups to feed back their discussion to the class.

GRAMMAR Simple, continuous or perfect

- 1 Ask students to find and underline sentences 1–6 in the text. Read the meanings aloud and go through the exercise together as a class. Ask for volunteers to give another example for each meaning and write these on the board. Give students a few minutes to do the matching exercise in pairs. Check answers.

Answers

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

- 2 Give students a few minutes to complete the rules, using the example sentences in the book and those on the board to help them. Focus on sentence 1 and ask about the form of the present perfect (have + past participle). Ask *Does the sentence link the past and the present?* (Yes). Ask students to look at sentence 2 and ask about the form of the past perfect (had + past participle). Check answers.

Answers

1 simple 2 continuous 3 perfect

→ Grammar reference Student's Book page 148

- 3 Do the first sentence as a class and explain the reason why *b* is correct (see Answers). Then give students a few minutes to complete the rest of the exercise in mixed ability pairs. Monitor, and give additional help if needed. Nominate students to give answers and ask the class to say if they are correct before giving feedback.

Answers

1 b They spoke to Jack, so Jack hadn't left when they arrived.
 2 a Yesterday is a finished past time period.
 3 b The question is asking about a current activity.
 4 b He hasn't finished reading the series.
 5 b This happens regularly.

Corpus challenge

Ask students to correct the sentence and to explain the error. We need to put the second verb (*have lost*) in the past simple to show that it was a single event at a fixed point in the past.

Answer

My worst experience was when I lost my house key.

- 4 Tell students to read the text once, setting a time limit of just a few minutes. Then read out these questions for students to answer: *How did Kishan get the idea for the story he wrote? What does Kishan do for a job? What does he hope to achieve in the future?* Reading the whole text first should help students to make better choices when considering which verb is correct. Ask students to complete the exercise individually, and to check their answers in pairs. Monitor and give help where necessary.

Fast finishers

Ask fast finishers to look back at each answer and to think about the reason for their choice. Once all students have finished exercise 4, ask some of the fast finishers to explain their reasons.

Extension activity

In pairs, ask students to discuss these questions: *What do you think is Kishan's biggest achievement? What qualities do you think he has? Do you think he will achieve his dream in the future? Why / Why not?* Feed back as a class.

Answers

1 was travelling
 2 explained
 3 inspired
 4 directed
 5 was already
 6 had appeared
 7 made
 8 has won
 9 isn't working
 10 dreams

VOCABULARY Spelling

- 1 Tell students to write down these words (don't spell them!):
 a definitely
 b efficient
 c wonderful
 d travelled

Ask volunteers to spell the words aloud and check them as a whole class. Then give students two minutes to complete exercise 1.

Answers

- 1 successful 2 surprisingly 3 believed 4 Although
 5 especially

- 2 Give students a few minutes to complete this task. Then ask them to look at the words you read out in exercise 1 again and to decide what kind of spelling mistakes they made, if any.

Answers

- b especially c believed d surprisingly e although

Extension activity

In small groups, students write an example of a misspelt word for each category a–e. They can use a dictionary if necessary. Give them no more than five minutes for this. They then swap their list with another group, who has to spell each word correctly. Groups swap back and mark each other's words. They show scores by raising their hands. Groups can report those words which were not spelt correctly by the other group.

- 3 Set this as an individual task with a time limit of just a few minutes, before students check their answers in pairs. Then check answers as a whole class.

Answers

- 1 choice – b
 2 necessary – a
 3 until – e
 4 receive – c
 5 environment – d
 6 whether – d

WRITING An essay (1)

- 1 Write *creative subjects* and *academic subjects* on the board. Ask students to come up with examples for each (e.g. *art and music are creative subjects; biology and spanish are academic subjects*). Put students into pairs to discuss the questions. Extend the discussion by asking students which subjects they think are most important and why. Monitor and report interesting ideas back to the class.
- 2 Ask the students to do this task individually and then check answers as a whole class. Highlight the structure of these types of questions, which are divided into three sections. The first section tells them what they are writing and for whom (an essay for their English teacher). The second section is the actual essay question, written in bold type (Subjects such as drama and music...). The third section (Write about) tells them the three things that their answer *must* include. Ask students to discuss their ideas, and how they might organise them, in mixed ability pairs. Monitor and join in discussions, helping with ideas if necessary.

Answer

Subjects such as drama and music are just as important as maths and languages. Do you agree?

- 3 Books closed. Write *Paragraph 1, Paragraph 2, Paragraph 3* and *Paragraph 4* on the board. Invite students to give ideas for what each paragraph should contain for the task in exercise 2. Books open. Ask them to compare what you have written on the board with the paragraph plan in the *Prepare* box. Give students time to do the matching exercise on their own before checking answers as a whole class. When checking, you could ask students to highlight the parts in each paragraph that helped them make their decisions.

Answers

- Paragraph 1: B
 Paragraph 2: D
 Paragraph 3: C
 Paragraph 4: A

- 4 Once students have found the highlighted expressions, ask them to work with a partner to think of one extra word or phrase that performs each function (e.g. *Finally, In addition, For example, It is generally thought that, However*).

Answers

- 1 Most people agree that (The majority of people agree that)
 2 Furthermore (Moreover, In addition)
 3 In contrast (Conversely)
 4 For instance (For example, such as)
 5 To sum up (In conclusion, In summary)

- 5 Give students 15 to 20 minutes to answer questions 1–4. Monitor and help students with ideas and organisation. If appropriate for your class, put students in mixed ability pairs so that weaker students are supported more. Once students have completed the task, ask them to compare their answers with a partner or another pair if they have been working in pairs.

Mixed ability

You could suggest these ideas if some students are struggling to generate ideas:

For: Not all students are academic. School should teach practical life skills, e.g. budgeting and CV writing. Students often have no experience of applying for a job and need to learn how to.

Against: These life skills should be taught by parents. There is not time to teach such things in school. Teachers do not necessarily know about managing money or how to apply for a job.

● Prepare for First for Schools

Writing Part 1

Task description

This part is a compulsory task. Students are required to write an essay giving their opinion on the essay title using the ideas given and providing an idea of their own. Students should write 140–190 words.

Tip

Before attempting to write the essay, encourage students to brainstorm their ideas and organise them in a logical way. They can use the ideas in the *Prepare* box to decide where each idea fits best.

→ See Exam Profile 3, Student's Book page 125.

- 6 ● Ask students to write the essay. If students are working towards an exam, set a strict time limit of 40 minutes to encourage them to get used to exam conditions.

Sample answer

This is a complex issue, and the balance of subjects will depend on the type of school and the aims of its students. However, it is certainly true that most teenagers would benefit from learning some practical skills.

Academic subjects such as science, maths and history are clearly important for any students intending to study at university, and there may not be much free time left for other aspects of education.

On the other hand, students do need basic skills to survive in the wider world. For instance, they should be able to set a spending budget and save money. Furthermore, when young people leave home, they will need to know how to change a plug or a light bulb!

Another thing to consider, in my opinion, is the continuing need for creative subjects in school, such as art and drama. Even if a student is not planning to have a career in these areas, they are enjoyable subjects and will make that individual a more interesting person.

To sum up, having a wider choice of subjects is good in theory. However, it may not always be achievable.

Cooler

Ask students to make brief notes on the main points of their essay. Then tell them to use these notes to present their essay's main ideas in groups of four. Ask them to decide who has the most convincing arguments and why. Discuss some ideas as a class.

Project

Tell students they are going to write a questionnaire to find out an older person's (e.g. a parent) opinions on education. Brainstorm some possible questions on the board e.g. *What was your favourite subject at school?* Then in pairs, ask students to write their questionnaires. Their questionnaires should have at least six questions. To recycle the tenses you could suggest these ideas:

- subjects their parents studied
- their opinion on creative and academic subjects
- any courses or training they are doing now
- jobs they have done
- who they think should teach young people about life skills

Ask students to write up their findings in a short paragraph. Give them some useful expressions to help, e.g. *Everyone agreed that ...*, *Almost half the respondents stated that ...*, *No one thought that ...*, *The most common opinion was ...*

Students can present their findings in the following class, using PowerPoint if you have access to it. They could also publish their results on the class blog.

Teacher's resources

Student's Book

Grammar reference and practice page 148

Vocabulary list page 139

Video

Creative minds

Workbook

Unit 1, pages 4–7

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks