

5 You made it!

Unit profile

Vocabulary: Verbs for making things
Reading: From hobby to job
Grammar: Past simple and continuous
Vocabulary: Time adverbs
Writing: A story (1)

Warmer

Put students into mixed-ability teams and give each team two or three of the following verbs: *create*, *customise*, *design*, *decorate*, *fix*, *invent*, *mend*, *rebuild*, *recycle*, *stick*, *sew*. Ask them to use their dictionaries to write a definition for each word. Monitor and check answers, helping with pronunciation as necessary. Then get each team to teach their words to the class.


Possible answers: *create* (make something exist), *customise* (change something to make it suitable for a particular purpose), *design* (draw or plan something before making it), *decorate* (make something more attractive by putting things on it), *fix* (repair), *invent* (design something that has never existed before), *mend* (repair), *rebuild* (build something again), *recycle* (put used paper, glass, etc. through a process so that it can be used again), *stick* (make something become joined to something else, usually using glue), *sew* (join things together with a needle and thread).

Your profile

Put students into pairs to exchange their ideas and opinions. Ask for a show of hands of those who think they are creative and nominate individuals to explain why. You could get students to bring in examples of their crafts or artwork to the following class. As an alternative, students conduct a class survey. They ask and answer the questions and write a summary of their findings. Nominate individuals to report back to the class.

VOCABULARY Verbs for making things

- 1 Check understanding of *recycled* by asking what is often recycled (paper, glass, etc.). Monitor and help with vocabulary as students answer the questions. Alternatively, if you feel they will find the vocabulary challenging, write the following words on the board: *metal*, *wood*, *seat*, *clock*, *trainers*, *material*, *smartphone*, *app*. Use the pictures to check meaning. Put students into pairs to take turns to describe the photos. Monitor and encourage them to help each other describe things if they don't know a word. Bring the class together and invite two or three students to describe a picture. Write any useful vocabulary on the board and check understanding by asking for a description, mime or translation of the words.

- 2  1.13 Read the instructions and play the recording. Elicit answers and see if the class agrees before confirming.

Audioscript

Mark

Dad and I worked on this project together. We had a look in our garage to see what we had. We found a clock, an old bicycle and some other things. In fact my brother Jake was mending the bike a couple of years ago but then he stopped because he moved away. But we took some bits from his bike! Anyhow, you can see that this is a ukulele, that's a small guitar, and it's made of wood, and there is metal and some leather there as well. The metal is the clock. That was Dad's idea. It's so cool. I really like that part. When we create something new from something old, it's really satisfying, I guess because we all know how important it is to recycle. I couldn't have done it without Dad though, that's for sure.

Leah


My shoes! Yes! Well, it started with a Year 7 project. We had to buy a plain pair of trainers, you know from canvas, like cotton, and we had to customise them, you know, make them our own. First, we thought about the design and how we wanted to decorate the shoes – that was fun, especially because everyone had completely different ideas! I love beads and I wanted to use glue. While I was sticking the beads on, I decided to sew some bits of material on. It was such a fun project – I'm going to do design next year!

Sam

I got into software about two years ago, I think. I was helping to rebuild the school website when I learnt how to look at problem-solving in a creative way, so you fix a problem but also make something new. So now in my free time I create apps for smartphones. I invented a teen news app – so it collects interesting news items for teens from different places. Now everyone knows what's happening in the world.

Answers

Mark b Leah d Sam c

- 3  1.13 Put students into mixed-ability pairs. Ask them to read the sentences and monitor and help as they complete the exercise. Play the recording again for students to check their answers. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 b 2 c 3 a 4 f 5 d 6 e 7 h 8 i 9 g

- 4 Put students into same-ability pairs to do the exercise. Tell the student who is listening to tick the words in bold in exercise 3 as their partner uses them. Monitor and give positive feedback. Ask students to tell their partner which of the words they used at the end of their turn.

- 5 Put students into pairs to read the questions and to number them in order of interest. Tell them to start their discussion with the question they are most interested in. Remind them to expand their answers with examples and reasons. Monitor and give positive feedback for detailed and/or interesting information. Bring the class together and share any interesting comments.

Extension activity

Put students into different pairs and ask them to tell their new partner about anything interesting they learned about their previous partner. Discuss answers as a class.

READING

- 1 Direct students to the title of the article and the photos. Do a quick class brainstorm on what the topic of the article could be and write ideas on the board. Set a short time limit for them to read and decide on the topic. Invite two or three students to make suggestions and give reasons why.

Answer

It's about a young fashion designer.

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 3

Task description

Reading Part 3 (True/False) tests students' ability to read a text quickly to find specific information. It consists of a long text and ten True/False questions. Students scan the text and say if each sentence is correct or incorrect. The questions follow the order of information in the text.

Tip

Tell students to read each question carefully first, and then scan the text to find each answer. Remind them that the information in the text follows the same order as the questions.

- 2 ● Read the instructions and example as a class. Give students time to read the sentences and check vocabulary as necessary. Monitor and check they are writing the words which helped them decide for both correct and incorrect sentences as they continue the exercise individually. Allow students to compare their answers with a partner before checking as a class. Note that there are ten questions in the actual exam task.

Answers

- 1 Correct (just seven years old. ... 'I usually added things – like pockets or zips.')
- 2 Incorrect (Woodbury, just outside Minneapolis)
- 3 Correct (this came as no surprise)
- 4 Incorrect ('That was hard. I looked for the right material for a long time.')
- 5 Correct ('It's such a fun thing to do.')
- 6 Correct (the money went to her own favourite charity)
- 7 Correct ('At that time, I did all my work on the clothes after dinner, as I had a busy timetable at school and loads of homework as well.')
- 8 Incorrect (she is looking forward to a short break)

- 3 Read the instructions and do the first item as a class (*technique*). Monitor and help as they continue individually.

Fast finishers

Ask fast finishers to choose two of the words from exercise 3 and to write one sentence about themselves containing each word. They can read their sentences to the class after checking answers to exercise 3.

Answers

- 1 technique 2 skill 3 collection 4 season

EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then put students into small groups. They take turns choosing one use of the word *look* and nominating another student to make a sentence using it. The rest of the group decide if the sentence is correct or not.

Answers

- 1 looks like 2 looks good 3 looked
4 looking forward 5 looks like

Talking points

Put students into pairs to discuss the questions. Monitor and help them to express their ideas and offer suggestions. For the first question, remind students to provide reasons to support their opinion. For the second question, tell them to think of at least five creative hobbies, e.g. model building, pottery, playing a musical instrument, painting, jewellery making, photography, acting. For the third question, write one or two hobbies on the board and ask students how they could lead to a future career, e.g. teaching someone to play a musical instrument, portrait photography or web design. Discuss ideas as a class.

Cooler

Students make a note of three things they have looked for this week, three things they think they look good in and three things they are looking forward to. Put them into pairs to discuss their ideas before whole-class feedback.

GRAMMAR Past simple and continuous

Introduce the past simple and continuous by asking different students the following questions: *What did you do last night?* and *What were you doing at eight o'clock yesterday evening?* Write the questions on the board. Tell students that they can either tell the truth or not and that others in the class should decide if their answers are true or false.

- 1 Read the instructions and do the first item as a class. If you think the class might find the activity challenging, do the whole exercise as a class. Otherwise, monitor and help as students continue individually. Check answers and repeat the words in bold which illustrate the rules. You could also remind students of how the tenses are formed at this point, and review the form of negative and question forms of both tenses. Direct students to the questions on the board and ask them which one is the past simple and which is the past continuous. Point out that the auxiliary *do* changes to *did* and that *be* changes to *was/were*. Make negative sentences for each tense, e.g. *He didn't watch the news last night* and *She wasn't playing on the computer at eight o'clock yesterday evening*, and remind students that the negative follows the auxiliary.

Mixed ability

Encourage stronger students to come to the board and write example sentences for the rules. For example:

Rule a – *I visited my aunt last week.*

Rule b – *I was watching TV at 5 o'clock.*

Rule c – *At that time I was learning the violin.*

Rule d – *I was walking to school when I remembered what he'd said.*

This will challenge stronger students and provide weaker students with extra support.

Extension activity

Students test each other on the article. Give them five minutes to read it again and to write five questions using past tenses to ask their partner. Give some example questions, e.g. *How old was Rachel when she went to the Minnesota Fashion Week?* *What was she doing when she decided to take the design course?* Tell students to close their books and ask each other their questions. Monitor and make a note of any problem areas to look at with the class at the end of the exercise.

Answers

1 d 2 b 3 c 4 a

→ Grammar reference Student's Book page 149

- 2 Give students time to choose the correct verbs. To check answers, nominate a student to say the correct answer for item one. This student nominates another to do item two, and so on. Ask the class to say if the answers are correct before feeding back.

Answers

1 fixed 2 was walking; started 3 spent 4 opened
5 was studying 6 was waiting; saw

- 3 Ask students to look at the picture and say what the writer used to make the piece of art. Tell them to read the text and ignore the blanks to check their ideas. Check new vocabulary as necessary, e.g. *driftwood*, *seaweed* and *starfish*. Put students into mixed-ability pairs to complete the description. Monitor and encourage them to work collaboratively and to use the rules in exercise 1 to explain why they think an answer is correct. Nominate individuals to give answers.

Answers

1 was walking 2 picked 3 put 4 was running 5 dropped
6 was looking 7 had 8 was cleaning 9 had 10 took

Corpus challenge

Ask students to look at the sentences and find the mistake before comparing with a partner. Ask a student for the corrected sentence and see if the class agrees before feeding back.

Direct students to the uses of the past tense in the box in exercise 1 (page 34) and ask them to match the sentence with one of the uses (b).

Answer

I saw some of your friends in the youth club. They were playing games on the computers.

- 4 Give students five minutes to make a note of their ideas and suggest that they can talk about another person's experiences if necessary. Put them into mixed-ability pairs or small groups to discuss the questions. Monitor and respond with interest to individual students' stories. Invite a pair of students to have the conversation in front of the class before putting students into different pairs to repeat the exercise.

VOCABULARY Time adverbs

- 1 Do the exercise as a class. Elicit more examples of time adverbs and write these on the board.

Answers

Three; *then* and *Later*.

- 2 Direct students to the picture and ask *What can you see?* Tell students to read the text and say what they learned about the writer's friend (*it's her birthday, she likes cats and she loved the birthday card*). Review the use of the adverbs if necessary and monitor and help as they complete the exercise individually. Allow students to compare their answers with a partner before checking as a class.

Extension activity

Write the title *A bad day* and these phrases on the board: *make breakfast, drop coffee, walk to school, start rain, break laptop*. Tell students to write the story, putting the verbs in the appropriate tenses and using adverbs from exercise 2. Put them into small groups to share their stories and ask each group to choose one story to share with the class.

Answers

1 First 2 then 3 Next 4 suddenly 5 later 6 finally

- 3 Read the instructions and tell students that they should include information about the background (for example, what was going on at the time), describe the people involved, use time adverbs to connect actions and describe the final event. Monitor and help with ideas as they decide on a topic and make some notes.

Mixed ability

To give weaker students extra support, ask stronger students for suggestions of what might happen in each of the situations which would make them interesting or exciting. Write ideas on the board. For example: a visit to a city – *get lost*; a trip to the cinema or a concert – *meet an old friend*; a problem that you solved – *on a computer*; a difficulty with a friend – *lending something that hasn't been returned*; a surprise from a friend – *an unexpected gift*.

- 4 Put students into same-ability pairs to tell their partner what happened. Monitor and encourage students to make eye contact and to ask questions if they want more information. In feedback, elicit a story for each of the ideas in the box.

Fast finishers

Tell fast finishers to think of another situation (for example, receiving a gift or going on holiday). They ask their partners to talk about the situation. Share some examples with the class.

Extension activity

Students write a description of something interesting or exciting that happened to their partner. They exchange their descriptions and decide if all the information has been included. Share some descriptions with the class.

WRITING A story (1)

- 1 Model the activity by giving your own opinion. Put students into pairs to discuss the questions. Monitor and join in with the discussions before nominating individuals to share their ideas with the class.

- 2 Read the instructions and set a short time limit for students to read the story and answer the questions. Check answers.

Answers

The same sunglasses; four

- 3 Tell students to read Marilyn's story again and answer the questions. Allow students to compare their answers with a partner before checking as a class.

Answers

1 end 2 middle 3 beginning

- 4 Read the information in the *Prepare* box. Put students into small groups and set a short time limit for them to find the language in the text for points 1–3. Ask the group that finishes first to give answers. Tell them to reread Marilyn's story again and to say if it is a good story or not, and why.

Possible answers

- 1 went, wanted, saw, tried on, picked out, chose, saw, started, was
2 were planning, were walking, were leaving, were wearing
3 First, Next, Suddenly

- 5 Read the instructions and look at each of the points in turn. Write some example answers on the board. Monitor and offer ideas as students plan their stories.
- 6 Put students into pairs. Tell them to help each other by suggesting additional information. Remind them to think about the past tense of irregular verbs.

Prepare for Preliminary for Schools

Reading and Writing, Writing Part 3, Question 8 Story

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter (Question 7) or a story (Question 8). They need to write about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the story, they are given the title or the first sentence.

Tip

Tell students that it is important that the story has a definite ending. They should not just stop writing when they reach 100 words.

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

- 7** ● Tell students that their story must be related to the title or the first sentence given – it can't be about a different topic. Monitor and help students who need more support as they write their stories. Tell students to revise their work after they have finished. Pair students who finish around the same time to read each other's stories. They can comment on whether or not their partner has followed the information in the *Prepare* box.

Sample answer

The New Trainers

Harry loved playing basketball for the school team, but he had not played well recently. He was very upset about this and his aunt gave him a new pair of trainers to cheer him up. Harry wore them for his next match. As soon as he walked on the court, he had a strange feeling in his feet, and his arms and legs soon began to feel more powerful, too. Harry played a fantastic match and scored 25 baskets, so his team won easily. He knew it was all because of his new trainers, which had real magic in them!

Cooler

Put students into small groups and ask them to write the time adverbs on page 34 on separate slips of paper. These are put face down and students take turns to choose one and make a sentence containing the time adverb.

Project

Tell students they are going to make, repair or decorate something at home. Put them into small groups to review the different creative things mentioned in the unit. They decide individually on how they will be creative, and make a list of the things they will need. Once they have done the activity, they write a description and photograph their creation or bring it to class. In the following class, students practise telling a partner and then the class about what they made and how. As an alternative, students could film how they made the item and upload it to YouTube or a similar website.

Teacher's resources

Student's Book

Grammar reference and practice page 149

Vocabulary list page 139

Video

You made it!

Workbook

Unit 5, page 20

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks