

# 3

# Having fun

## Unit objectives

### Topic: Hobbies and free time activities

**Listening Part 4:** multiple-choice: listening for detailed meaning

**Reading Part 3:** multiple-choice: reading to understand gist and detailed comprehension of a text

**Speaking Part 2:** describing a picture

**Writing Part 2:** story: planning paragraphs

**Grammar:** verbs followed by *to* or *-ing*

**Vocabulary:** leisure activities; prepositions of place; phrasal verbs; people's hobbies

**Pronunciation:** *-ing* endings /ɪ/

## Starting off SB page 26

### Lead-in

Put students into pairs. Ask them when they have free time, e.g. breaks between lessons, in the evening after they have finished their homework, at the weekend. Students ask each other questions about what they do or what they did at a specific time using adverbs of frequency for present simple questions and past time expressions with the past simple. Elicit examples of each and questions that could be formed with them, e.g. *usually* – *What do you usually do during breaks?* *last night* – *What did you do last night?* Set a time limit of two minutes and elicit some of the activities mentioned.

- 1 Tell students to open their books and cover everything except the photos. Students work in pairs to discuss what the people are doing. It can be motivating for students to see how much vocabulary they already knew before it is presented. Elicit the answers and point out that when we use the *-ing* form of the verb we follow it with a singular verb form, e.g. *computer games are fun* / *playing computer games is fun*. Elicit similar sentences about other activities in the list, e.g. *taking photos is interesting*.

### Answers

2 taking	3 going	4 riding	5 playing
6 seeing	7 posting	8 diving	

- 2 Students put the leisure activities from Exercise 1 in order, then work together to decide the best one.
- 3 Remind students about the Speaking Test Part 3 which they looked at in Unit 2. Elicit what they have to do (discuss in pairs and make a decision), how they can start (by suggesting which idea they should start with) and how long they have (two minutes). Elicit phrases which the students could use for this activity and write them on the board, e.g. *Which activity do you think is the best? What about...? Where shall we put...?* Monitor and help students where necessary. Elicit the best and worst activities from different pairs.

### Extension idea

Put students into groups of three. They have two minutes to list as many other free time activities ending in *-ing* as they can, e.g. *reading*. Find out how many ideas each group has got and elicit these, starting with the group who have the least.

## Listening Part 4 SB page 26

### Background information

Ryan Parrilla uses different techniques to take his photos. Sometimes he has to be quick to capture someone walking past a specific building. Sometimes he has to be patient, waiting for the light to fall on the city in exactly the way he wants. A love of skateboarding helped him to learn to take photos quickly as his subjects jumped or did tricks. Following his friends as they skateboarded took him to different parts of New York and gave him more inspiration. Now, some major companies such as Nike have hired him as a photographer but Ryan still considers himself a normal teenager.

- 1 Tell students to also give their opinions about the photos, saying which they like best and why.
- 2 Tell students they don't need to look at the options yet. Elicit the information and some possible answers, e.g. *Why did he put his photos on Instagram? Because it is easy to use. Because it is free. Because his sister told him how to use it.*

### Answers

1 a reason	2 things/people/places	3 a time / a reason
4 a thing	5 an action	6 an action

### Listening Part 4 (multiple-choice)

Discuss the advice with the students. Tell them that they should quickly underline key words in the questions and options to help them decide what information they need to listen for. Point out that this form of multiple-choice is very similar to the multiple-choice activity with three pictures. In both cases, there are references to the information in all three options, but only one will be correct, so the students have to listen carefully to what the speaker says about them.

Exam  
advice

- 3 When students have chosen the correct answers, allow them to discuss their choices in pairs and try to justify their answers if they disagree with each other. Play the recording again. Elicit the answers and information from the text which helped students to decide which was the correct answer. If necessary, make a photocopy of the audioscript for students to also see why the other two answers are incorrect.

#### Answers

1 B 2 A 3 A 4 A 5 B 6 C

#### Track 13

- Narrator:** You will hear a radio interview about a young photographer called Ryan Parrilla. For each question, choose the correct answer.
- Presenter:** Today I'm talking to journalist Amy Ortega about the teenage photographer Ryan Parrilla, who turned his hobby into a successful career. Why, Amy, did Ryan post his early pictures on Instagram?
- Amy:** He knew other photographers usually try to have theirs published in magazines, but he hoped that with Instagram he could receive comments from across the world, getting to know people online and perhaps also in real life by travelling overseas. The result is, he has become well-known internationally, attracting the attention of companies such as Nike, who have since given him work. Ryan has around 100,000 people following him on Instagram, with thousands of 'likes' and comments for every photo.
- Presenter:** What does he most like to photograph?
- Amy:** He recently took an amazing photo of birds following a ferry he was on while in Mexico, but Ryan grew up in New York and what he really loves is getting pictures of his city, its sights and those who live there. He considers photography an art form because it lets him catch life and ordinary people through his own eyes.
- Presenter:** Which does he feel are his best photos?
- Amy:** He's taken great photos from the roof of his 54-storey Manhattan building, just as the city's waking up. But the ones he's most proud of are those he hadn't intended to take until he suddenly saw something surprising, like

a skateboarder flying through the air, and he knew it was the right moment for a picture.

**Presenter:** What kind of camera did he begin with?

**Amy:** He's been taking photos since he was nine, and nowadays he chooses from the latest models, but most of his early photos were taken with the camera on his sister's phone. Before that, though, he began with an old one belonging to his dad which he'd found lying around in the house. By the age of twelve, photography was changing his life.

**Presenter:** What happened when he was twelve?

**Amy:** He started taking photos around New York. At home, his dad noticed Ryan seemed to be on his computer and he thought Ryan was playing video games, but actually he was busy teaching himself about photography and looking up information about it.

**Presenter:** What advice does Ryan have for other young photographers?

**Amy:** He warns against choosing a particular type of photography just because it's cool and instead advises them to do whatever brings them pleasure. He also believes that thinking you can't achieve what you want while you're young is a mistake. And Ryan's amazing career shows just how true that is.

- 4 Set a time limit of two minutes and then elicit ideas. Continue the discussion by asking students about photos they have seen on the Internet or social media which they have found interesting.

#### Extension idea

Students work in groups of four and choose one hobby which they could turn into a job. When they have agreed, they discuss how they could do this and think of advice they could give to someone who was interested in such a career, e.g. *riding a bike – bike courier. You have to keep your bike in good condition. You have to get fit so that you can ride fast. You need to be very careful on the roads. You need to have safety equipment.*

#### ► Workbook page 14

## Vocabulary SB page 27

### Prepositions of place

#### Lead-in

Write 'What is it?' on the board. Look around the room and make a sentence using a preposition of place, e.g. *It is on my desk next to my books.* or: *It is on the floor between the door and the board.* The students have to identify the object. You could make this a competitive activity by putting the students into groups and giving a point for the first group to give a correct answer. Try to say about five different sentences.

- 1 Before students start the activity, elicit: *racket, wardrobe, floor, shelf* so that they can concentrate on the prepositions of place without being worried about unknown vocabulary. Ask students to compare their pictures before they check on page 163. If they have placed things differently in their pictures, they should try to decide who is correct by remembering what the people on the recording said.

#### Answers

**1** on the floor in front of the wardrobe **2** on the shelf opposite the window, behind the clock **3** under the small table next to the bed **4** inside the wardrobe on the right, on the shelf above the shelf where her jeans are

#### Track 14

- Kirsty:** Hi Jack, I forgot I'm playing tennis later and I've left all my things at home! Can you find them for me? And could you bring them with you later?
- Jack:** Sure, I'll go and look for them in your room now. Where's your racket?
- Kirsty:** You'll see that as soon as you walk in. It's lying on the floor just in front of the wardrobe.
- Jack:** Right, I'm just opening the door ... yes, there it is.
- Kirsty:** Great. Now there should also be some tennis balls, four I think, on the shelf that's opposite the window. Can you see it?
- Jack:** Yes, I can.
- Kirsty:** They're actually behind the clock there.
- Jack:** Yes, all four are there. I'll bring those too. What else?
- Kirsty:** My trainers. Do you see the small table next to my bed? Well they're under that.
- Jack:** I've got them. Is that everything?
- Kirsty:** Just one more thing. Could you get my T-shirt?
- Jack:** Sure. Where is it?
- Kirsty:** If you look inside the wardrobe, on the right, you'll see it on the shelf above the one where my jeans are. And that's all.
- Jack:** OK, if I can find a big enough bag, I think I can carry everything!
- Kirsty:** Thanks, Jack.
- Jack:** No problem, see you later.

- 2 Tell students that more than one answer may be possible. Look at the example sentence and compare it to what was said in the recording (*It's lying on the floor just in front of the wardrobe*). If you think the students need more help, play the recording again and tell them to number the prepositions depending on which object they describe, i.e. *near, on, in front of* should all be marked. Students can then make their sentences knowing which prepositions of place to use for each object. Elicit sentences to make sure they are correct.

#### Extension idea

Ask students to quickly draw the room in the picture twice without the added objects. Set a time limit of two minutes so they don't try to draw it too carefully. Then ask them to add five objects of their own wherever they like in the picture. Students now join together in pairs and, without showing their pictures to each other, describe where their five objects are. Their partner draws these in their second picture. When they have both described and drawn, they compare pictures with each other to see if the objects are in the same places.

## Reading Part 3 SB page 28

### Starting off

#### Background information

There are several sand sculpture world championships. The world's tallest sand castle was built on Myrtle Beach in South Carolina in 2007. It was 15.1 m high and took 10 days to build and used 300 truckloads of sand.

- 1 Set a time limit of one minute and then ask students if they have ever seen anything like this before and, if so, where.

**Reading Part 3 (multiple-choice)**

Discuss the exam advice with the students. Point out that as well as deciding which answer is correct, they can also check that they are right by understanding why the other options are wrong.

Exam  
advice

- 2 Ask the students what the writer's main purpose means (it is the overall reason for writing, what the writer wants to do). Set a two-minute time limit. Check the answer and students' reasons for choosing the answer: the first paragraph talks about how enjoyable they are to make and the last one encourages readers to make one themselves.

**Answer**

4

- 3 Set a time limit of two minutes for the students to find the answers and discuss them in pairs. Pair stronger students with weaker to find the information. Don't provide answers at this point, as they are linked to Exercise 4.
- 4 Point out that the students have now done the first two tasks in the exam advice, i.e. they have read the text to get a general idea and they have written their own answers to the questions (the answers in Exercise 3). The students now look at the options and choose the ones most like their answers to Exercise 3. If none of them are similar, they have to read that section of the text again to find the correct answer. Tell them they should also read the parts of the text where the answers are written and check that the other two choices are definitely wrong.

**Answers**

1 D 2 B 3 C 4 A

**Fast finishers**

Students look at the wrong choices and find evidence for why they are wrong. When you elicit the correct answers, if anyone has chosen wrongly, the fast finishers can then explain why it is the incorrect answer.

- 5 Elicit what the activities are in the box. Set a time limit of three minutes for the discussion and then elicit ideas from the class.

► **Workbook page 12**

**Grammar: verbs followed by *to* or *-ing***

SB page 29

**Lead-in**

Elicit a verb from the class for something that they do every day, e.g. *eat*, *sleep*. Elicit a sentence containing the *-ing* form and *to* + verb for both verbs, e.g. *I enjoy sleeping*, *I want to eat now*. Accept other examples such as *I am sleeping*, *I used to eat a lot of ice cream*. Put students into groups of four and ask them to think of four more verbs and do the same, trying to make the sentences as different as possible. While the students are doing this, write two columns on the board headed: *enjoy* and *want*. Elicit sentences from the students and, if they have used a verb + *-ing* or a verb + *to* combination, write the verbs on the board below either *enjoy* or *want*. If the verbs can be used with *to* or *-ing*, e.g. *like*, write these between the two columns. When students have finished, elicit what the difference between the two groups of verbs is (one is followed by *-ing* and one followed by *to*) and why some are in the middle.

- 1 Elicit the answers and then ask students to think of different sentences using the same underlined verbs, e.g. *Dan seems to be worried about something*.
- 2 Allow students to work in pairs to discuss the verbs. Elicit the answers and any other verbs the students can think of. Write these on the board for students to add to their tables.

**Answers****verb + *ing***

enjoy, fancy, keep,  
feel like, finish, mind, miss,  
practise, recommend, suggest

**verb + *to* + infinitive**

afford, agree, decide, hope,  
learn, manage, promise  
seem, want, would like

**Extension idea**

Put students into groups of three or four. Tell them to write four sentences, two using verbs which take *-ing* and two with verbs which take *to*. When they have finished, elicit sentences from different groups and encourage students to make a note of four more example sentences from those that the other groups say.

- 3 Look at the instructions with the students. Elicit some verbs which can be used with *-ing* or *to* without any change in meaning, e.g. *start, like*, then ask them to look at the sentences in the exercise. Elicit the answers and ask students about something they remember doing when they were younger and something they will never forget doing.

**Answers**

something you have to do: **2, 3**  
a memory of something in the past: **1, 4**

- 4 Ask students to read the instructions and then ask: *Do all the sentences contain a mistake?* (No, some of them do). Monitor and help the students. When students have finished, ask how many sentences were wrong (five), then elicit the correct sentences.

**Answers**

**2** I hope ~~see~~ to see you soon!  
**3** I really enjoyed ~~to help~~ helping at a pop concert.  
**4** correct  
**5** Do you fancy ~~to come~~ coming out with us?  
**6** correct  
**7** When we finished ~~to eat~~ eating I went home.

- 5 Elicit that the correct verb forms can be found by looking at Exercise 2. Encourage stronger students to cover the table in Exercise 2 and to check their answers when they have finished.

**Answers**

**2** listening **3** to do **4** going **5** to bring **6** to do

**Students could do Grammar Reference: Verbs followed by to or -ing, Exercises 1 and 2, pages 122–123, at this point or for homework. /P/ -ing endings /ŋ/**

- 6 When students have listened to the sentences, drill the /ŋ/ sound on its own and then the words in which it appears alone (*going, listening, planning, going, bring*). Model the different sounds by saying the words with no /ŋ/ (*doin'*) and with a pronounced /g/.

**Answers**

**1** /ŋ/ no /g/ sound **2** No

**Track 15**

- 1 Where do you fancy going this evening?
- 2 What kind of music do you enjoy listening to at home?
- 3 What are you planning to do at the weekend?
- 4 Do you remember going away on holiday when you were younger?
- 5 Do you ever forget to bring anything to your lessons?
- 6 What would you like to do tomorrow?

- 7 To ensure students get the most practice possible of the verb forms, make sure they use them in both questions and answers, e.g. *I fancy going to the cinema* – not just *'the cinema'*. Monitor and check pronunciation and then elicit questions and answers from different students.

**Fast finishers**

Students think of questions they could ask other people in the class using different verbs in Exercise 2, e.g. *When did you last promise to help someone?* When everyone has finished Exercise 7, these students can ask other students in the class their questions.

- 8 Encourage students to make the task more communicative by asking follow-up questions. These don't necessarily need to use the verb forms being practised, e.g. *I'm learning to play the drums. When did you start? How often do you have lessons?* Elicit interesting information that the students found out from each other during the activity.

**Suggested answers**

**2** I can't afford to buy a new computer.  
**3** I decided to stop spending too much last week.  
**4** I must remember to phone my best friend tomorrow.  
**5** I'll finish doing this exercise soon.  
**6** I shouldn't forget to watch that film on TV next weekend.  
**7** I'm planning to see my grandparents on Sunday.  
**8** I really love studying English.

- ▶ Grammar reference pages 122–123: Verbs followed by to or -ing
- ▶ Workbook pages 14–15

**Vocabulary** SB page 30**Phrasal verbs****Lead-in**

Write the verbs: *take, get, put* in one column on the board and prepositions: *on, off, up, down, away, out, in, back* in another. Give some examples of phrasal verbs which can be made from the words on the board, e.g. *take off (clothes), get up (in the morning)*. Put the students into small groups and ask them to write as many phrasal verbs as they can using the words on the board, that they know the meaning of. Elicit ideas and definitions.

## Grammar box

Look at the definition of phrasal verbs with the students. Point out that it can sometimes be difficult to decide whether the second part of a phrasal verb is an adverb or a preposition but that they don't need to know when they are adverbs and when they are prepositions at this stage.

- 1 Elicit the answers and then point out that there are three different types of phrasal verb here: *hang on* doesn't have an object. You don't hang on something; *look after* has an object, e.g. my phone/your brother, etc. It is inseparable, i.e. the object always comes after the complete phrasal verb; *run out of* is a three-part phrasal verb. Again the object comes after the complete phrasal verb, e.g. run out of money/time/petrol.

### Answers

1 hang on 2 run out of 3 look after

- 2 Tell students to identify the nine phrasal verbs first. With a weaker group, this can be done as a class. With stronger students, as soon as most of the class have found them, elicit what they are and where in the text they can be found. This will enable all students to spend more time on deducing the meaning of the verbs

### Answers

2 take up                      3 put...down              4 sign up for  
5 set off                      6 give up                  7 go on  
8 look forward to        9 go off                    10 find out

- 3 Remind students that, with the phrasal verb *look after* we say *look after someone*, not *look someone after*. In this exercise, there is a phrasal verb where the person or thing is written in the middle of the phrasal verb. Elicit the answers and encourage the students to note down what kind of phrasal verb it is by writing *sth/sb* with the verb when noting new vocabulary. If there is no object, the students just write the phrasal verb, e.g. *put sth down, give up sth, set off*.

NB With separable phrasal verbs the noun can go between the verb and adverb/preposition or afterwards: *put your name down / put down your name*. However, pronouns always go between the noun and the particle: *put it down*, NOT *put down it*.

### Answers

Three words: sign up for, look forward to  
Separated: put (your name) down

- 4 Elicit the answers and allow students to discuss any different answers they have written. Don't give them the correct answers yet.

### Answers

2 went off    3 take up    4 put ... down  
5 gave up    6 go on        7 looking forward to

### Fast finishers

Students look at the phrasal verbs used in the text and dialogue and think of different situations in which they could be used, e.g. *set off for school*.

**Students could do Grammar reference: Phrasal verbs, Exercises 1 and 2, page 123, at this point or for homework.**

- 5 When students have listened, elicit the correct answers and then ask students to explain what the speakers are saying without using the phrasal verbs, e.g. *They want to start their journey very early in the morning*.

### Track 16

**Chris:** Hi, Ava. Are you and Megan going away on holiday soon?

**Ava:** Yes, on Saturday. We want to set off very early in the morning.

**Chris:** Are you going to the coast?

**Ava:** No, we went off beach holidays a long time ago. There are always too many people. We've decided to take up skiing instead. We're off to the Alps.

**Chris:** Do you know how to ski?

**Ava:** Er, not really. That's why I'm going to put my name down for lessons.

**Chris:** I tried skiing once but I found it really difficult. After three days I gave up and went home!

**Ava:** Well, the lessons go on until the afternoon, every day, so I hope I can improve quickly. I'm really looking forward to trying, anyway!

**Chris:** Yes, I'm sure you'll have a great time.

- 6 Remind students of the advice to give longer answers by adding details such as places and times. Tell students that when they answer the questions they should practise this part of the exam and extend their answers. Elicit some of the interesting information students found out about their partner.

► **Grammar reference page 123: Phrasal verbs**

► **Workbook page 13**

## Vocabulary SB page 31

### People's hobbies

- 1 Look at the example with the students and ask what a 'board' is and what the 'pieces' are. Check other vocabulary when they have finished the activity, especially *cook/cooker* as *cooker* is often mistaken for a job.

Answers		
hobby	person	equipment
1 cycling	cyclist	bike, helmet
2 painting	painter	brush, paint
3 cooking	cook	cooker, oven
4 camping	camper	tent, backpack
5 photography	photographer	camera
6 music	musician	instrument

- 2 Look at the example. Elicit the meaning of the words, e.g. *indoor game* – refers to where you play it, usually in a building; *black and white squares* – this refers to the design of the board; *queen* – this is one of the pieces; *move* – an action you do when you play. Set a time limit of two minutes for students to brainstorm their vocabulary. Elicit ideas unless you are using the extension activity below.

#### Suggested answers

cycling: wheels, seat, chain, lock, ride  
 painting: landscape, frame, picture, oils  
 cooking: recipe, saucepans, frying pan, boil, roast, bake  
 camping: sleeping bag, fire, campsite  
 photography: digital, zoom, close-up  
 music: practise, performance, notes, keys

#### Extension idea

Divide the class into six groups, splitting up pairs from Exercise 2. Allocate one of the activities 1–6 to each group. The students share all the vocabulary they wrote down for that one activity and explain any words that other group members don't know. Each group then presents its vocabulary to the rest of the class. Encourage everyone to make a written record of any new vocabulary they hear.

- 3 Allow students a few moments to think of ideas alone before they work with a partner. Monitor and note interesting descriptions and ask those students to describe their hobby to the class for other students to guess the hobbies.

► **Workbook page 13**

## Speaking Part 2 SB page 32

### Lead-in

Tell students they are going to describe a photo for their partner and see if their partner can recognise it from the description. Students work alone to find a photo in the Student's Book from Units 1 or 2 and think of how to describe it. Set a time limit of one minute. They then close their books and work in pairs, describing their photo to their partner. When they have both finished, they race to find their partner's photo first.

- 1 When students have discussed the questions, find out who does or has done any of the activities. Elicit details of where, when, with whom, etc. and whether or not the students would recommend them to other people.

#### Suggested answers

- A** ice-skating: you can ice skate round the rink, race or learn to dance on ice  
**B** skateboarding: you can do this in a skatepark and it involves jumping and doing tricks; you can also do it in the street, for example, skate to school  
**C** backpacking: this is going on holiday from place to place, carrying your belongings in a backpack; you can also do hiking and backpacking together

- 2 Allow students to compare which things they heard in pairs. Elicit their answers and any details they can remember, e.g. place – city, buildings, trees.

#### Answers

She is talking about photo B. She describes all of them.

### Track 17

**Rosa:** In this photo I can see some boys, teenage boys, and they're skateboarding. The boy at the front is wearing a red cap, a purple T-shirt and light-grey trousers, and I think his skateboard is blue with white wheels. They're on a road, but it looks like a very quiet road because there are no cars moving on it. In the background there are some buildings so it seems they're in a city, but there are a lot of trees too so maybe it's not the centre of the city. There also appear to be some traffic lights behind them and possibly that's why there aren't any cars coming. The weather looks cloudy, it's not a sunny day, but I don't think it's cold so it's probably in the middle of the day.

- 3 Ask students to read through the questions in pairs and ask them to discuss what the missing words could be. Stronger students or classes could write the words and check if they are correct. Weaker classes or students shouldn't write anything yet or, if they do, they should use a pencil. After listening, elicit the answers.

**Answers**

2 is wearing    3 looks like    4 In the background  
5 It seems    6 appears to be    7 looks

- 4 It may be worth pointing out that there is a third phrase 'looks as if'. This is commonly used with verb phrases and could replace *looks like* in the phrase *looks like they are in a skateboarding park*. Where there is only a noun and no verb, students can only use *look like*, e.g. *She looks like my mum. He looks like a teacher*. When looking at the prepositions, emphasise that we always say 'in the photo', not 'on the photo'

**Answers**

1 We use *looks like* with a noun (*it looks like they're going down a road*) and *looks* (without *like*) with an adjective (the weather *looks cloudy*). 2 She uses *at, in, in, behind*.

**Speaking Part 2 (describing a picture)**

Discuss the advice with the students. Ask why it is important to listen carefully to the instructions (the examiner generally asks students to describe the photo without any other task but students should listen just to be sure that this is what they are asked).

Exam advice

- 5 Tell students that while one is talking, the other should act as an examiner. Read the information in Exercise 6 with the class so that students know what the 'examiner' is listening out for. Time the activity and tell students when one minute has passed.
- 6 Encourage students to say what their partner did well and what they can improve on.

**Extension idea**

Once students have given each other their feedback, they could repeat Exercises 5 and 6, this time describing the other photo and trying to improve their performance.

- 7 Look at the instructions with the class. Give an example using something you can see in the classroom. Use the phrases: *It looks / It looks like* in your description and elicit what the thing is. Monitor and help students where necessary. Elicit descriptions from different students for the rest of the class to guess.
- 8 Again model the activity, showing the students a pretend photo (you can hold up a piece of blank paper) and describing it. Students then do the same in pairs.

► **Speaking Bank pages 154–158: Speaking Part 2**

**Writing Part 2 SB page 33****Lead-in**

Ask students to close their eyes and think about a great day out that they will never forget. Give them 30 seconds to think about the day and then put them in pairs to talk about their day. Elicit some of the places and activities mentioned during the activity.

- 1 Discuss the instructions with the students and ask them what kind of day it could and couldn't be, e.g. It could be a day trip to a city or the countryside. It couldn't be a day spent at home. It must be a positive experience.

**Answers**

1 Yes    2 first person

- 2 Before students read the story, ask them to describe the photo in pairs. Elicit what they can see and check their use of prepositions of place and *look / look like*. Students then read the story quickly to understand what it is about before doing the matching.

**Answers**

b 1    c 3    d 2    e 1

- 3 Point out that the first three ideas give students a choice either to use their imaginations or write about a real event, such as those they discussed in the lead-in, or about something based on a film or TV programme. Allow students two minutes to work alone, one minute to share ideas and two minutes to plan their story.

**Writing Part 2 (a story)**

Discuss the advice with the students. Ask students whether they think it is easier to write a story or an article and what each one requires, e.g. a story needs past forms and adjectives. Also the writer needs to use their imagination. An article is often written using present forms and requires some topic vocabulary. In the story, the student will use linking words such as *at first, later, suddenly, finally* to show the order of activities. In both stories and articles they can use linking words to connect ideas, e.g. *because, but, and*.

Exam advice

- 4 Set a time limit of fifteen minutes. In the exam they have 22.5 minutes but need some time for planning and checking their work. When students have finished, ask them to swap stories with a partner and give feedback on the ideas and the language used.



**Model answer**

I had a really great day out. It started badly. My parents decided to go walking in the mountains and I'm not keen on walking.

It was warm and sunny as we got out of the car and there was a ski lift to get to the top of the mountain. That was fun and very easy! We then walked for about four hours. The views were incredible.

We didn't go down the same way. There were special bikes which don't have pedals. You can only use them to go downhill. You just sit on them and go down the mountain path as fast as you want. It was brilliant.

**Extension idea**

Students work in groups of three or four. Look at the story in the book and ask comprehension questions, e.g. *What was the weather like? Who was the writer with? What were they doing?* Elicit the answers (lovely; his/her brother; snow biking). Tell the groups to write the first line of a story and five comprehension questions. You can write question words on the board: *Who, What, Where, When, Why, How, How long.* Monitor and help groups with ideas.

Groups now swap papers with a different group. They look at the first line and the questions and use their imaginations to answer the questions logically. Groups can use the first line and their answers to the questions as the basis for a homework story-writing activity.

- ▶ **Speaking Bank pages 154–158: Speaking Part 2**
- ▶ **Writing bank pages 150–151: a story**
- ▶ **Workbook page 15, Writing Part 2**
- ▶ **Complete Preliminary for Schools new edition Test Generator Unit 3**

## Vocabulary

### Leisure activities

diving in the sea  
doing sports  
going dancing  
playing computer games  
posting messages on social media sites  
riding a bike or horse  
seeing friends  
taking photos

### Prepositions of place

above	in
behind	in front of
below	inside
between	near

next to  
on  
on the right

opposite  
under

### Phrasal verbs

give up  
go off  
go on  
find out  
hang on  
join in  
look after

look forward to  
put (your name) down  
run out of  
set off  
sign up for  
take up

### People's hobbies

backpack  
bike  
board  
brush  
camera  
camping  
chess, chess player  
cook, cooker, cooking  
cycling, cyclist

helmet  
instrument  
music, musician  
oven  
paint, painter, painting  
photographer, photography  
pieces  
tent

### Vocabulary activity 1

Gapped word points. Divide the class into two teams. Tell the class they are going to guess the missing letters to find the word. Their team gets a point for every time a letter they guess appears in a word. They can't say the word, only individual letters. However, the team which recognises the word first can gain more points by knowing which letters to say. Start by writing: \_\_\_\_\_ (*photography*) on the board. For example, if a team guesses 'e', write the letter on the board and give them 0 points. If a team guesses 'o', write the two 'o's in the gaps and award two points. The team with the most points at the end of the activity is the winner.

### Vocabulary activity 2

Students work in groups of four. They write down two words each from the leisure activities and people's hobbies sections of the list which can be shown in a mime, e.g. cooking. One student starts by miming one of their words. The other students have their books closed so they can't look at the word lists and try to guess the word. The first to guess the word wins a point. Students continue until everyone has mimed two words.