

Reading p60



► **TIP FOR READING EXAMS**

Elicit why it is important to read the whole text first before answering specific questions. Ask students to read the tip and look at Exam Success on page 151 for more ideas.

- 1 **READING** Students read the interview with a teenage girl and say what her favourite free-time activity is and why the book *The Hunger Games* is special for her.

Answers

Her free-time activity is collecting books.
The book is special because it's a first edition, it's got the author's signature and she loves the story.

- 2 Students read the text again and match the questions with the correct part of the text.

Answers

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

- 3 **SPEAKING** **What about you?** In pairs, students spend a few minutes discussing the questions, then ask different students to share their answers with the class.

Writing p60



► **TIP FOR WRITING EXAMS**

Ask students to read the tip about writing a short note and look at Exam Success on page 151 for more tips.

- 4 Ask students to look at the notice from a school notice board and elicit who the notice is from and what three pieces of information they want.

Answers

It's from Stephanie in class 2B.
She wants to know: 1 Which day or days does the school Book Club meet? 2 Where are the meetings? 3 What exactly does the club do when it meets?

- 5 Students write a reply to Stephanie's note. Remind them to give all the necessary information and invent details. For less confident classes, photocopy the model text below and let students read it before they start.

Model text

Hi Stephanie,
My name's Jo. I'm in class 2C and I'm a member of the school Book Club. We meet on the first Tuesday of every month at five o'clock. We don't meet in the school library because students study there. But Room 14 is quiet and it's free then, so we meet there. Mr Jackson is in charge of the Club. He gives us a book to read, but we can choose and vote for a different book if we want. We read sci-fi, fantasy and contemporary books for teenagers. They are really good! Come to the club next Tuesday and see what we do! See you,
Jo

Use of English p61

► **TIP FOR USE OF ENGLISH**

Students read the tip for choosing the correct responses in dialogues. Remind them that it's very important that the response is grammatically correct and logical. Ask them to turn to Exam Success on page 151 for more ideas.

- 6 Ask students to choose the correct responses to complete the dialogue.

Answers

1 A 2 F 3 B 4 E

Listening p61



► **TIP FOR LISTENING EXAMS**

Elicit from students what they should remember to do in True/False/Not Mentioned activities. Ask students to read the tip to compare their ideas and then look at Exam Success on page 151 for more ideas.

- 7 **LISTENING** 44 Tell students they are going to listen to a man called Mike answering questions about where he lives. Ask students to read the questions. Play the track for students to listen and say if the sentences are True (T), False (F) or the information is Not Mentioned (NM). See p167 for the audioscript for this exercise.

Answers

1 T 2 NM 3 T 4 T 5 NM 6 T 7 F 8 T

- 8 **SPEAKING** **What about you?** In pairs, students discuss if they would like to live in this place and say why or why not. Elicit opinions from different students around the class.

HOMEWORK

Assign students pages 42–43 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p61

- 1 Ask students to read the 'can do' statements and reflect on their own ability. Students mark from 1–4 how well they can do each thing in English.
2 Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.