

10 HIGH FLYERS

Objectives

FUNCTIONS	talking about achievement; talking about the past; asking for information about the past; talking about the weather
GRAMMAR	past simple: <i>was / wasn't, were / weren't, there was / were</i> ; past simple: <i>Was he ...? / Were you ...?</i> ; past simple: regular verbs
VOCABULARY	time expressions: past; the weather

Students' Book page 92–93

READING

- 1 Books closed. As a warm up, ask students: *What is your dream?* You may like to answer the question yourself to get them started. Tell them what your dream was when you were a child and what your dream is now. To help students answer the question, write some prompts on the board, e.g. *job, family, money, sport*, etc. Students work in pairs to answer the question. Listen to some examples in open class.
- Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the pictures on the IWB. Say: *achievements*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class.

Answers

2 F 3 D 4 A 5 E 6 C

- 2 Look at the two photos with students. Divide the class into pairs for students to discuss the questions. Monitor and help with vocabulary. Listen to some of their answers in open class. If students do not recognise the two people, give them the names and try to elicit answers to Questions 2 and 3. If students have access to the Internet, they can do some research on Mother Teresa and Nelson Mandela in groups, and report their findings back to the class.


Answers

- 1 Mother Teresa, Nelson Mandela
- 2 Macedonia, South Africa
- 3 Mother Teresa became a nun and worked in India for most of her life, helping the poor. Nelson Mandela fought for equality for black people in South Africa and spent 27 years in prison for his beliefs.

BACKGROUND INFORMATION

Mother Teresa (1910–1997) was a nun who founded the Order of the Missionaries of Charity, a Roman Catholic group dedicated to helping the poor. She was a teacher until 1946, when she decided to dedicate her life to charitable works in India. In 1979 she was awarded the Nobel Peace Prize for her humanitarian work. By 1997, the Missionaries of Charity had 610 foundations in 123 countries.

Nelson Mandela (1918–2013) was a politician and activist who became the first black president of South Africa in 1994. In his youth, Mandela was a prominent member of the anti-apartheid movement, which campaigned against the racist policies of the government in South Africa. He directed peaceful protests for 20 years, but was sentenced to imprisonment for his beliefs in 1962. He was released in 1990. His fight for racial equality in South Africa led to the country's first democratic elections in 1994, when he became President. He won the Nobel Peace Prize in 1993.

- 3 Students work in pairs and name some famous people in their country. Make sure they discuss reasons why the people are famous. Listen to some examples. An alternative way to give feedback would be for one student to name a famous person and the rest of the class to say why the person is famous.
- 4  2.30 Tell students they are going to read and listen to an article about a woman called Valentina Tereshkova. Play the audio while students read the text to find the answer to the question. Tell them it is not important to understand every word but to focus on answering the question. Students compare their answer with a partner before checking in open class.

Answer

She was the first woman to go into space.

- 5 Read through the sentences with students and check/clarify: *century, carrier*. Encourage students to underline the key information in the sentences that they will be looking for in the text. Students read the text in more detail to put the events in order. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to refer to the parts of the text that support their answers.

Answers

2 d 3 a 4 b 5 c

THINK VALUES

Hard work and achievement

- 1 Read through the instructions and sentences 1–8. Elicit answers to the first sentence to act as an example. Students complete the exercise individually. Tell them there are no right or wrong answers and encourage them to think about why they believe each thing is important or not important. Ask: *Would you add anything else to the list?*
- 2 **SPEAKING** Read the example dialogue in open class. In pairs or small groups, students compare their ideas from Exercise 1. Tell students to make notes and see how many people have the same answers. Monitor and help with vocabulary as necessary. As feedback, ask for volunteers to report back to the class on what they found out.

Optional extension

Write on the board:

Woman of the 21st century

Man of the 21st century

Ask students to work in pairs or small groups and choose a winner for one or both of the prizes (stronger students could choose a winner for both prizes). Tell students they should make notes on the reasons for their choices and prepare a brief presentation for the rest of the class. If students have access to the Internet, allow them to search for information on their chosen people. Monitor and help with vocabulary and ideas. It is preferable if all groups choose different people. When students have prepared their presentation, ask groups to take it in turns to present their choices to the rest of the class.

Student's Book page 94–95

GRAMMAR

Past simple: was / wasn't; were / weren't; there was / were

- 1 Working in pairs, students refer back to the text to complete the sentences. Check answers.

Mixed-ability

Stronger students may like to try to complete the sentences from memory without referring to the text. They can then read the text quickly to check their ideas before a whole-class check.

Answers

- 1 was
- 2 wasn't
- 3 were
- 4 were

Students complete the rule and the table in pairs. Write the table on the board and nominate individuals to complete the gaps in open class during feedback. Drill some simple sentences with the verbs (e.g. *I was in the garden. I wasn't at school. They were sad. They weren't happy.*) for students to repeat and check pronunciation.

Rule

be

Table

1 was 2 were 3 weren't 4 wasn't

- 2 If you're short on time, set this exercise for homework. Go through the example as a class. Students complete the sentences with the correct form of *to be*. Check answers. Point out the use of *there was* and *there were* in Question 2.

Answers

- 1 was, weren't, were
- 2 were, was, was, was

Fast finishers

Ask students to write example sentences of their own using *was/wasn't* and *were/weren't*.



Be aware of common errors related to the use of *was* and *were*, go to Get it right on Student's Book page 125.

Workbook page 90 and page 126

VOCABULARY

Time expressions: past

- 1 2.31 Books closed. As a lead-in, ask: *What month is it? What day is it today? What day was it yesterday? What time is it?* Elicit answers in open class.

Books open. Read through the instructions and time expressions. Students work in pairs to complete the exercise. Play the audio to allow students to check their answers. Ask students to add some more examples to each group if they can think of any.

Language note

Students may ask if it is possible to say *in morning/afternoon/evening*. Point out that we must say *in the morning/afternoon/evening*.

Answers

- 1 last
 - 2 yesterday
 - 3 in
 - 4 at
- 2 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the pictures and nominate students to describe what they can see, using the phrases in Exercise 1. Alternatively, students can match the phrases and pictures in pairs before working together to write sentences. Monitor and help with vocabulary and to check that students are using the time expressions correctly. Listen to some examples in open class as feedback.

Answers

- B Joseph was at the football match yesterday evening.
- C Leo was at the cinema at 9 pm yesterday.
- D Sam was in Paris in July 2014.
- E Camilla was at a birthday party at 3.30 yesterday afternoon.
- F Evelyn was at her grandparents' last night.

- 3 Look at the three times on the clocks in Exercise 2. Working individually, students make notes on what they were doing at the three times. Give an example of your own if necessary, e.g. *At a quarter past eleven yesterday morning, I was in my garden.* Monitor and help with vocabulary.

Fast finishers

Ask students to write sentences describing where they were at other times yesterday or last weekend.

- 4 **SPEAKING** Divide the class into pairs. Students expand their notes into full sentences and tell each other where they were. Encourage them to try to add further information, e.g. *who they were with.* Monitor and make a note of any repeated errors. During feedback, write errors on the board and elicit the correct answers.
- 5 **SPEAKING** Students report back information on their partner to the class. If you have a large class, divide students into small groups to report back on their partners.

Workbook page 93

LISTENING

- 1 Books closed. As a lead-in, nominate individuals to answer the following questions in open class:

Where were you last Saturday morning/afternoon/evening?

If two students give the same answer, ask the rest of the class:

Where were they on Saturday morning/afternoon/evening?

Books open. Look at the picture with students and elicit descriptions. Read the instructions and draw students' attention to the prompts in the box. Divide the class into pairs for students to say where they think Freddie and Vicky were and to think of ways to complete the sentences in the box. Write some of their ideas on the board but don't give the correct answers at this stage.

- 2 **2.32** Tell students they are going to listen to a dialogue between Freddie and Vicky. Play the audio while students check their answers from Exercise 1. Tell students not to worry if they don't understand every word, but to focus on checking their answers. If necessary, play the audio again before whole-class feedback. During feedback, refer to the predictions you wrote on the board before the listening to see who predicted correctly.

Answers

- On Saturday evening, Freddie was at Lara's birthday party.
On Saturday evening, Vicky was at the cinema.

Audio Script Track 2.32

- Vicky Hi, Freddie.
Freddie Hi. How are you?
Vicky Well, I'm fine, but how are you? We were all at the cinema on Saturday evening. Only you weren't there. Where were you?
Freddie I'm sorry. I was ... erm ... at a birthday party.
Vicky OK. Whose birthday was it?
Freddie Oh, you don't know her. She's a good friend of mine. Her name's Lara.
Vicky OK. Was it a good party?
Freddie Oh, yeah. It was fantastic.
Vicky Great. Were there a lot of people?
Freddie No, there weren't. There were only twelve people, but they were all cool.
Vicky Why were they so cool?
Freddie Erm ... well, they were just great really. There was Lara, my friend, and her sister Julia. There were four other girls. There was me, of course. And there were five other boys.
Vicky Five boys? Who were they?
Freddie They were from a band.
Vicky What was the band's name?
Freddie I can't remember. Ah, let me think ... One Direction?
Vicky You are joking! One Direction? The famous One Direction? Were they really at the party?
Freddie Yes, they were. And their music wasn't bad.
Vicky Really? Wow? My favourite band were at the party! I can't believe it. You were so, so, so lucky! Wow!
Freddie Vicky, that was only a joke. One Direction weren't at the party. But their concert was live online. And that really wasn't bad.
Vicky Oh, Freddie. Very funny!

- 3 **2.32** Read through the questions and answers in open class and check/clarify: *fantastic*. Play the audio again while students complete the exercise. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio once more, pausing to clarify answers.

Answers

- 1 a 2 d 3 b 4 f 5 c

GRAMMAR

Past simple: *Was he ...? / Were you ...?*

- 1 Students order the words to make questions. Check answers. You may want to explain that there are two possible answers for Question 3. Say the sentences for students to repeat and check pronunciation.

Answers

- 1 Were you at the cinema?
2 Was the music good?
3 Were there a lot of people? / Were a lot of people there?

- 2 Working in pairs, students match the answers to the questions. During whole-class feedback, ask: *What does 'it' refer to in Sentence a? (the music).* Say the answers for students to repeat. For further pronunciation practice, say each question for students to respond with the correct answer.


Answers

2 a 3 b 1 c

Ask students to work together with a partner to complete the table. Check answers in open class, referring to the questions in Exercise 1 to clarify and giving further examples as required.

Table

1 Were
2 wasn't
3 were

- 3  2.33 If you're short on time, and if students have access to the audio files online, set this exercise for homework. Go through the example as a class. Students complete the sentences with the correct form of *was*, *were*, *wasn't* or *weren't*. Play the audio while students check their answers. Alternatively, if you are short on time, students could complete the exercise at home and listen to the audio in the next lesson to check their answers. If time allows, play the audio again while students try to speak the lines in time with the audio. This is a great way for students to practise producing features of connected speech, such as rhythm and intonation. It's also lots of fun.

Mixed-ability

Weaker classes: If students have difficulty with this exercise, read through it with them and ask them to underline the subject in each sentence. They can then refer to the table to find the correct form of *to be* before completing the gaps.

Answers

1 was
2 was
3 Were
4 was
5 was
6 was
7 Were
8 weren't
9 was
10 was

Workbook page 90 and page 126

FUNCTIONS

Asking for information about the past

- 1 Books closed. As a lead-in, show students the photo of Valentina Tereshkova on page 93 and ask: *What do you remember from the text about Valentina?* Listen to some of their answers in open class, but do not comment at this stage.

Books open. Give students time to read through the sentences. Students work with a partner to complete the questions. Check answers in open class. In pairs, students ask each other the questions and try to remember the answers. Give students two minutes to find the answers in the article on page 93. Check answers. Alternatively, you could turn this into a memory game with groups scoring points for each correct answer.

Answers

1 Was
2 Were
3 Were
4 Was
5 Were

- 2 Working individually, students make notes about themselves to answer the questions. Monitor and help with vocabulary as necessary.
- 3 **SPEAKING** Divide the class into pairs or small groups for students to ask and answer the questions in Exercise 2. During whole-class feedback, listen to a few answers from each group.

Student's Book page 96–97

READING

- 1 Books closed. If you have access to the Internet, a good lead-in to this activity would be to show trailers from *X-Men* and the *Percy Jackson* films. Alternatively, write *superheroes* in the middle of the board and brainstorm names of superheroes. Write them on the board. Try to elicit the *X-Men* and *Percy Jackson*.

Books open. Look at the pictures with students. Divide the class into pairs for students to answer the questions. Monitor and help with vocabulary as necessary. Listen to some of their ideas and write them on the board, but don't give answers at this stage.

BACKGROUND INFORMATION

Storm is a character in the *X-Men* series of films, in which a group of superheroes save humanity from evil forces. There have been seven films in the series, beginning with *X-Men* in 2000. The films have been very popular, making more than \$3 billion at the box office. Other *X-Men* characters are Professor X, Wolverine, Cyclops, Phoenix, Iceman and Rogue.

Percy Jackson first appeared in a series of 10 novels for teenagers written by Rick Riordan. The first two books were also made into films in 2010 and 2013. Percy is a troubled young boy with dyslexia, who is unaware that he is the son of a Greek god until he is called to Mount Olympus to stop a war between Zeus and Poseidon. Percy Jackson has also been made into a popular video game.

- 2 **2.34** Students read and listen to the article to check their answers. As students are reading to get a general idea of the text and find the answers to Exercise 1, tell them not to worry if they don't understand every word. You might like to set a two-minute time limit to encourage them to read quickly. Allow them to compare answers with a partner before feedback in open class.

Answers

Storm can change the temperature and can make rain, sunshine, hurricanes, clouds and storms. Percy is a very fast swimmer; he can stay underwater for a long time; he can talk to sea animals and he can make sea storms.

- 3 Read through sentences 1–6 with students. Check/clarify: *died, good at using, at the beginning, hurricanes*. Students read the text again to decide if the sentences are true or false. Tell them to underline key information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the parts of text they have underlined. Ask students to correct any false information. Students work with a partner to complete the exercise.

Mixed-ability

Weaker classes: To help weaker students complete the exercise, pre-teach *hard, successfully, half-brother, in the end*.

Answers

- 1 F – They died in Egypt.
- 2 T
- 3 F – She didn't always use them successfully.
- 4 F – He was the god of the sea.
- 5 T
- 6 T

TRAIN TO THINK

Sequencing

- 1 Look at the picture with students and nominate individuals to describe it. Ask students to identify who they think Kidhero is, but do not check answers yet. Tell students they are going to tell a story about Kidhero. Give students time to read through sentences a–h and check/clarify: *jumped, saved*. Point out that Sentence d is the beginning of the story and Sentence b is the end of the story. Divide the class into pairs for students to order the rest of the story. Check answers in open class. If you are using an IWB, prepare a board with the sentences in individual text boxes. During feedback, ask individuals to come to the board and drag and drop sentences into the correct order.

Answers

- 2 e 3 h 4 a 5 c 6 f 7 g

- 2 **SPEAKING** In pairs, students tell the story. Ask them to read the story aloud twice, taking it in turns to say a sentence, then try to remember the story without looking at the book. When students have practised the story, ask them to include the three extra lines and tell the story again. As feedback, re-tell the story in open class, nominating individuals to say one sentence each.

GRAMMAR

Past simple: regular verbs

- 1 Look at the example with students in open class. Ask students to work with a partner to complete the exercise. Check answers.

Answers

- 1 start
- 2 move
- 3 try

- 2 Working in pairs, students refer back to the text on page 96 and complete the sentences. Check answers in open class.

Answers

- 1 started
- 2 moved
- 3 tried
- 4 helped

Students now read through the rule and complete it with a partner. Check answers with the whole class. Remind students that the past simple has the same form for all persons, e.g. *I helped, she helped, we helped*, etc.

Rule

- 1 -ed 2 i

- 3 Ask students to refer to the rule and write the past simple forms of the verbs. Students check their answers in the text on page 96.

Answers

- 1 worked
- 2 died
- 3 hated
- 4 crashed
- 5 liked
- 6 worried

- 4 In open class, ask students: *Who is Bruce Wayne? (Batman) Do you know anything about him?* Listen to some of their ideas. Check/clarify: *attack, kill, crime, criminal*. Ask students to work with a partner to complete the exercise. Check answers in open class.

Answers

- 1 killed 2 arrived 3 decided 4 worked 5 called
6 tried 7 helped

Fast finishers

Ask students to write down ten more examples of verbs in the past simple, including some that end in -e and -y.

Workbook page 91 and page 126

PRONUNCIATION

For pronunciation practice of past simple regular verbs, go to Student's Book page 121.

VOCABULARY**The weather**

- 1 2.37 Books closed. As a warm-up, ask students: *What is/was the weather like today / yesterday / last weekend? What is the weather like in April/August/December?* Elicit answers from students and write any weather vocabulary on the board.

Books open. Students work with a partner to match the sentences with the pictures. During whole-class feedback, listen to the audio for students to check their answers and practise pronunciation. Draw attention to the long vowel sounds in *raining*, *cloudy* and *warm*.

Answers

2 H 3 D 4 F 5 A 6 B 7 E 8 C

- 2 Read through the instructions with students. Ask students to work with a partner and complete the dialogues. Monitor and help with any queries. During feedback ask pairs to say the dialogues in open class. Encourage them to say sentences with enthusiasm when there is an exclamation mark.

Answers

- 1 It's sunny / It's hot / It's warm
2 It's snowing
3 it's windy

Fast finishers

Ask students to write sentences to describe the weather they like / don't like, e.g. *I like / don't like it when it's sunny/rainy*, etc.

- 3 **SPEAKING** Students work in pairs to write similar dialogues, then act them out. Monitor and help with vocabulary and check pronunciation and intonation. Encourage them to be creative and refer to Exercise 2 for ideas on how to expand their dialogues.

Workbook page 93

Student's Book page 98–99**CULTURE****Statues**

- 1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos and read the words one by one. Nominate students to find the things in the photos. Alternatively, students complete the activity in pairs before checking answers with the whole class.

Answers

Photo 1: upside down
Photo 2: shoulders, suit
Photo 4: desert, sand

- 2 2.38 Read the instructions and check/clarify: *statue*. Play the audio while students read and listen to the article to complete the exercise. Tell them not to worry if they do not understand every word, but to focus on answering the question. Allow them to compare answers with a partner before a whole-class check.

Answers

The statue of Charles La Trobe is in Melbourne, Australia.
The statue of Franz Kafka is in Prague, the Czech Republic.
The statue of Hachiko is at a station in Tokyo, Japan.
The Hand of the Desert is in the Atacama Desert in Chile.

- 3 Read through the sentences with students and check/clarify: *unusual*, *sculptor*. Encourage students to underline the key information in the sentences that they will be looking for in the article. Students read the article to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Mixed-ability

Ask stronger students to answer any of the questions they can from memory before they read the text again.

Answers

- 1 F – He was from Prague.
2 T
3 T
4 F – He waited at the station.
5 T

WRITING

A statue in my town

- 1 As a lead-in, ask students: *Are there any statues in your town? Can you name any famous statues?* Listen to some of their ideas. Tell students they are going to read a text written by a girl who has an idea for a new statue. Students read the text and answer the question. Allow them to compare their answers with a partner before a whole-class check.

Answer

She wants a statue of The Stone Roses because they were important for Manchester and their music helped people all over the world know about the city.

BACKGROUND INFORMATION

The Stone Roses are a four-piece rock band who formed in Manchester in 1983. Their first album in 1989 mixed rock and dance music and was a great critical and commercial success. Their most popular songs include *Made of Stone*, *She Bangs the Drums* and *I Wanna Be Adored*. Their second album took nearly 4,000 hours to record and was not successful. The band split up in 1995 and didn't play together again until 2011, when they played a series of sold-out concerts.

- 2 Students work with a partner to read the text again and find examples of the past simple. During feedback, clarify the use of *didn't* + base infinitive to form the negative past simple.

Answers

started, recorded, was, called, had, didn't like, stopped, played, were, helped

- 3 This exercise helps students understand how to organise a text. Read through the instructions and the three items. Ask students to work with a partner to think about the best order before looking back at the text to check their ideas. Check answers in open class.

Answers

2 3 1

- 4 Read through the instructions in open class. Give students time to plan and make notes about their own statue. This can be done individually or as a collaborative activity with students working in pairs to complete the activity. Monitor and help with ideas and vocabulary. Suggest that students use Maggie's text as a model.
- 5 The writing task can be set as homework or completed in class. When students have completed their texts, display them on the walls of the classroom for students to read each other's work. Have a show of hands to decide which statue should be built.

READING AND WRITING

1 Part 3: Dialogue matching

Answers

1 F 2 H 3 A 4 D 5 B

TEST YOURSELF UNITS 9 & 10

1 VOCABULARY

Answers

1 warm 2 yesterday 3 carrots 4 in 5 at
6 sandwich 7 cloudy 8 last 9 juice 10 meat

2 GRAMMAR

Answers

1 Would 2 was 3 must 4 Can 5 mustn't 6 were

3

Answers

1 play played 2 was were 3 to-do do 4 having have
5 tryed tried 6 like 'd like / would like

4 FUNCTIONAL LANGUAGE

Answers

1 help, thanks 2 yesterday, was 3 open, course
4 Can, problem