

12 A FIRST TIME FOR EVERYTHING

Objectives

FUNCTIONS	expressing regret; talking about fears
GRAMMAR	phrasal verbs; <i>I wish / If only</i> + past perfect
VOCABULARY	phrasal verbs (2); nervousness and fear

Student's Book page 110–111

READING

- 1** **SPEAKING** Books closed. If you'd like a warm-up/lead-in to the topic of memories, draw a curved double line across the centre of the board to depict a river and write *My childhood* above it. Write 0 at the left end and 12 at the right end. Explain that the river represents your childhood. Draw crosses along the line to represent important moments in your childhood, for example when you started school, when you learned to ride a bicycle, but do not explain what each cross refers to. In open class, ask students to guess. Write any correct answers on the board. Answer questions that your students may have about your experiences and explain any unexplained crosses. Also elicit further suggestions of important moments in childhood. Books open. Focus attention on the photos. Which of the important moments depicted had your students come up with in the warm-up? Nominate students to describe the childhood moments shown. If you're using an interactive whiteboard (IWB), this exercise would best be done as a heads-up activity with books closed. Put students into pairs to discuss the questions. Encourage them to use the structures in the example sentences. Monitor and help with vocabulary. Nominate one or two students to report back to the class on things they remember doing for the first time.
- 2** Before students read the article, ask them to predict the answer to the question. They then read to check. Remind students that at this stage they are reading to get an overall understanding of the article and they shouldn't worry about understanding the meaning of every single word. Set a time limit of three minutes to encourage students to focus on gist rather than on in-depth understanding.

Answer

happy

- 3** **2.30** Ask students to read the questions and underline the key words. Play the audio while students listen, read and answer the questions.

Encourage them to underline the text in the article that gave them the answers. This will make it easier for students to check their answers once they've finished and it will also help them justify their answers during pair-checking and whole-class feedback stages.

Suggested answers

- 1 Tom cried because a dog stole his ice cream.
- 2 Alice cried because they couldn't get out of the car when it broke down.
- 3 No, it isn't. The research suggests that children younger than four or five do form memories, but that what we remember about our very early lives changes as we get older.
- 4 The researchers asked children to describe their first memories and how old they'd been when the event occurred.
- 5 Two years passed between the first and second interviews.
- 6 Nearly all of them said something very different in the second interview.
- 7 Many of them described exactly the same memory in the second interview.
- 8 Researchers are now trying to answer the question of why children remember certain events and not others.

TRAIN TO THINK

Logical conclusions

- 4** To show the difference between a logical and an illogical conclusion, write these examples on the board and elicit which one is logical and which one illogical:

I can speak Spanish. Therefore I am Spanish. (illogical)
She was born on the same day as her sister. Therefore they are twins. (logical)

Students refer to the article to identify the two ideas and then discuss whether it is a logical conclusion.

Answers

Idea 1: Children younger than ten reported a different earliest memory in the second interview from the one they'd reported in the first interview.
Idea 2: The children aged ten and over reported the same memory in both interviews.
It is a logical conclusion.

- 5** Ask students to work with a partner and decide which of the conclusions are logical and which are illogical. Monitor and praise students who are challenging each other and explaining their reasons fully. Check answers in open class.

Answers

- 1, 2 and 3 aren't logical.
- 1 Not all Bradley Cooper films are necessarily good – some are good; others could be terrible.
 - 2 Jane doesn't necessarily order steak when she goes to the restaurant.
 - 3 I might eat and drink lots of unhealthy things as well as eating apples.

SPEAKING

Put students into pairs/groups to discuss the questions. Praise those attempting to develop their answers. Nominate one or two students to share their ideas in open class and encourage further discussion.

Optional extension

Ask students to draw their own 'river' as in the warm-up. They should include at least three crosses. Put students into small groups for them to guess what the crosses refer to. Tell them they can think of approximate ages if they're unsure exactly when the events occurred. Write these stems on the board as prompts: *Is that when you ... for the first time? Were you [5] when you ... for the first time?* Monitor to help with any questions and to check students' use of narrative tenses. (These are commonly used in telling anecdotes.) Make a note of any students describing particularly interesting events and call on these students to share them with the class during feedback. Also go through any common errors with narrative tenses.

Student's Book page 112–113**VOCABULARY****Phrasal verbs (2)**

- 1 Books closed. Explain/elicite that phrasal verbs are verbs with more than one word. They consist of a verb, e.g. *get* and a particle (preposition), e.g. *up*. Books open. Ask students to find each of the verbs in the article and circle them. You could set this up as a race to vary the pace and raise energy levels. Once students have completed the matching exercise, check answers in open class. Be prepared with further examples to clarify meaning of each of the phrasal verbs, where necessary.

Mixed ability

Challenge stronger students to cover up the definitions on page 112 and try to work out the meaning of each of the verbs using the context provided by the article. They can look at definitions 1–8 to check their answers. Get weaker students to work in pairs to do the matching using both the definitions and context provided in the article in tandem.

Answers

- 1 stand out 2 look forward to 3 carry out 4 look into 5 sort out 6 blow out 7 break down 8 work out
- 2 If you're short on time, set this exercise for homework. Students can do the exercise in pairs. If you feel your students would benefit from additional support, get them to first decide on the appropriate phrasal verb and conduct brief feedback on this before they attempt to put them into the correct form. Check answers in open class.

Answers

- 1 looking forward to 2 broke down 3 looking into 4 stands out 5 work out 6 carrying out 7 work ... out

Fast finishers

Ask students to look back at reading texts in earlier units in the book to find more examples of phrasal verbs.

Workbook page 110

GRAMMAR**Phrasal verbs**

- 1 If your students would benefit from more of a lead-in into this language focus, write these questions on the board:

A: *What should I do if I don't know the meaning of a word?* (Look it up in a dictionary.)

A: *I've lost my coat. What can I do?* (Look for it!)

Elicit and write up the answers. Ask students what the phrasal verb is in each sentence (*look up, look for*). Ask students if they notice a difference between these two phrasal verbs. Prompt them to think about word order. Answer: *look* and *up* are separated by *it* in the first sentence; the verb and particle are not separated in the second sentence. Tell students that some phrasal verbs are separable; an object can be put between the verb and particle and some aren't. Books open. Focus attention on the example sentences and ask students to identify the object in each sentence before answering the question. Check answers in open class.

Answers

- 1 blow [the candles] out and 3 sort [it] out

Elicit and write up the answers. Ask students to work with a partner and complete the rule using the example sentences in the rule box, which appear immediately below each rule, to help them. Check answers in open class.

Rule

- 1 separated 2 together 3 separated 4 between 5 between

- 2 If you're short on time, set this for homework but go through the example in class. Students should work individually to complete the exercise before comparing answers in pairs. Tell them to write sentences out in full rather than simply number the words in their books. Also get them to write both sentences where two different orders are possible (as is the case in the example). Point out that the capital letter indicates the first word. Refer to the rule during whole-class feedback.

Answers

- 1 They are looking into the robbery. 2 We have to look after them. 3 She blew out the candles. / She blew the candles out. 4 I need to sort out the problem. / I need to sort the problem out.

Fast finishers

Ask students to write questions for the sentences: *Can you work out the answer? Are they looking into the robbery?* etc.

- 3 **SPEAKING** Ask students to complete the questions individually. Do a quick check before putting students into small groups for the discussion stage. Monitor students' use of the phrasal verbs. Correct any mistakes on-the-spot and also note down any persistent errors to review during whole-class feedback. Nominate one or two students to report back to the class on what their group discussed.

Answers

- 1 broke down 2 looking forward to 3 hang out
4 sort out 5 looking after 6 give up

Optional extension

Students write a short dialogue using three of the phrasal verbs from the unit in pairs.

Workbook page 108 and page 127



Be aware of common errors related to phrasal verbs, go to *Get it right* on Student's Book page 126.

LISTENING

- 1 Books closed. As a lead-in to this topic, ask students: *How much do you know about the history of the Internet?* Invite responses in open class. Elicit the names of the famous websites in the exercise (Amazon, Skype, Facebook, YouTube) by asking: *Which are the most visited websites, do you think?* Tell students they are going to hear a presentation about the history of the Internet. Books open. Focus attention on the images and ask students to answer the question in pairs. If you're using an IWB, do this as a heads-up activity with books closed. Elicit students' answers in open class but do not comment at this stage.
- 2 **▶▶2.31** Play the audio for students to check their answers to Exercise 1. Discuss which of students' predictions/answers were correct during whole-class feedback.

Answers

- 1 the first email was sent 2 the first webpage was launched 3 the first item was bought on Amazon
4 the first sentence was said on Skype 5 the first Facebook account was opened 6 the first YouTube video was uploaded

Audio Script Track 2.31

Hello and welcome to my presentation. Today I'd like to talk to you about the history of the Internet. Now, for all of us, of course, it isn't even possible to imagine life without the Internet. But we have to remember that it was only in the mid-1990s that it really started to become part of everyday life. Most of our parents grew up in a world without it!

It's actually quite difficult to put an exact date on when the Internet was invented because lots of different people were working on similar projects at the same time. What I can tell you, though, is that the first email was sent in 1971 by a man called Ray Tomlinson and he sent it to himself. And what did it say? Ray himself can't even remember, but he says it was probably something like 'qwertyuiop' – you know, that line of letters on a keyboard!

Well, we have to go forward another 20 years, to 1991, to see the first website to appear on the net. And guess what this website was about? It was, in fact, all about the World Wide Web itself. It explained what it was and how to use it to search for information. Of course, at that time, there wasn't really very much information to find. But that changed very quickly. Soon we were all using the Internet to do more and more things, like shopping. In 1995, the shopping site Amazon came online. The first thing ever bought on Amazon was a book about science.

The Internet also allowed us to speak to each other more easily, and services like Skype also meant that finally we could see the person we were talking to. The first sentence actually spoken on Skype in 2003 was in Estonian, I'll have a try. It was something like 'Tere, kas sa kuuled mind?', which in English means 'Hello, can you hear me?' It was said by someone in the team that developed the program.

These days, we all use social media to keep in touch with our friends and most of us probably use Facebook. But it's incredible to think that Facebook was only founded in 2004. The first person to have a Facebook account was Mark Zuckerberg, who helped set it up. His account number was four because the first three account numbers had been used in tests.

Finally, a quick word about video. YouTube is, of course, the biggest video site, but it was only started in 2005. The first video was of the man who helped create it, Jawed Karim, at San Diego Zoo. It's been watched more than 10 million times.

So, as you can see, the Internet as we know it hasn't really been with us for very long at all. And yet in that short time it has grown incredibly. Who knows where it's going next?

Thanks for listening. Has anyone got any questions?

- 3 **▶▶2.31** Check that students are clear on the task. Point out that the notes (1–6) do not appear in the order they appear on the audio. If you think this would be useful for your students; ask them to re-order the notes according to the order in which they'll hear them. Give students a minute to write down anything that they remember from the first listening then play the audio again for students to check and complete their notes. Ask students to compare notes with a partner before whole-class feedback.

Answers

- 1 When? 1991 About? The World Wide Web
2 When? 1971 Sent to? Ray Tomlinson
3 Number: 4 Who? Mark Zuckerberg
4 What? Jawed Karim at San Diego Zoo Number of hits: 10 million
5 What? A book about science When? 1995
6 What? Hello, can you hear me? Language: Estonian

- 4 **SPEAKING** Students work in pairs or small groups to discuss their answers. Write these stems on the board to encourage students to use modals of deduction in their discussions: *It might/It will (probably/definitely) It (definitely/probably) won't* + base infinitive. Invite students to share their ideas with the class during feedback and hold a class discussion to decide which the best websites are and what the future of the Internet might be.

Optional extension

Divide the class into small groups. Ask each group to appoint a secretary to note down the group's answers to the following quiz questions. Read them one-by-one. Tell groups to discuss their answers very quietly so that the other groups don't hear! Students can mark each other's papers. Elicit answers in open class and award one point for each correct answer.

- 1 Which was the first YouTube clip to be watched a billion times?
- 2 How many Americans use Amazon every month?
- 3 Which country has the fastest Internet connection?
- 4 How high is the world's highest webcam?
- 5 Who was the first person to have 100 million likes on Facebook?
- 6 How many computer terminals are there in the world's largest Internet cafe?

Answers

- 1 The song Gangnam Style by South Korean Rapper Psy in summer 2012.
- 2 Around 90 million.
- 3 South Korea
- 4 5675m (It's on Mount Everest)
- 5 Colombian singer Shakira in July 2014
- 6 ChamsCityDigital Mall in Nigeria has 1.027 terminals

THINK VALUES

Breaking new ground

- 1 Students complete the exercise individually. Ask them to put their hand up and say *'finished'* as soon as they have completed the exercise. During feedback, ask the first person to finish: *How did it make you feel to be the first to finish?*

Answers

1 b 2 e 3 d 4 a 5 c

- 2 **SPEAKING** Put students into pairs or small groups to compare ideas. If your students tend to be a bit shy about speaking in English, make AB pairs and tell As that they have to argue that it is *extremely* important to be first to do something and that coming first is more important than taking part. Bs have the opposite view. Students must try to convince their partner that their opinion is the right one. Monitor and help students explain their ideas if they are struggling to express themselves. Ask students if they were convinced by their partner in open class before giving students a minute or two to discuss their 'real' opinions.

BACKGROUND INFORMATION

Neil Armstrong (1930–2012) was the first man to walk on the moon in July 1969. He travelled to the moon in the Apollo 11 with fellow astronauts Buzz Aldrin and Michael Collins.

Nelson Mandela (1918–2013) was President of South Africa between 1994 and 1999. Before becoming President, he had spent 27 years in prison for being a member of the South African Communist Party and attempting to overthrow the government.

Yuri Gagarin (1934–1968) became the first human to journey into outer space when he completed an orbit of the Earth on 12 April 1961. He died when piloting a training jet.

Kathryn Bigelow (born 1951) is an American film director. She has directed a number of well-known films including *Point Break*, *Zero Dark Thirty* and *The Hurt Locker*, which won her an Oscar in 2008.

Marie Curie (1867–1934) was a Polish scientist. She won the Nobel Prize for Physics in 1903 and the Nobel Prize for Chemistry in 1911, making her the first person (and still the only woman) to win twice.

Student's Book page 114–115

READING

- 1 A recording of this text is available with your digital resources. Books closed. If you'd like a warm-up, write these sentence stems on the board:

I felt nervous when ...

I felt frightened when ...

I was petrified when ...

Check/clarify: *nervous, frightened, petrified* by asking students to make appropriate facial gestures. Ask students to complete the sentences. Monitor and help with any difficulties. Ask students to compare answers in pairs. Listen to one or two examples in open class. Books open. Focus attention on the four pictures. If you're using an IWB, do this as a heads-up activity with books closed. Give students a minute to match the words to the photos in pairs then take feedback in open class.

Answers

A 4 B 1 C 2 D 3

- 2 **SPEAKING** Put students into small groups to discuss. Monitor but avoid correcting mistakes unless they really hinder comprehension. The focus of this task is on fluency, not on accuracy. Ask students to share any interesting stories they heard with the rest of the class.
- 3 Ask students to read the four stories quickly and match them to the photos in Exercise 1. Allow students to compare answers with a partner before doing a whole-class check. Alternatively, divide the class into four groups (A, B, C and D) and assign each group a different text. Regroup students to make ABCD groups and ask them to give a summary of what they read before they do the matching task.

Answers

A Roseli B Ingrid C Paul D Hanif

- 4 Ask students to read the sentences and underline key words. They should then read the text more carefully to decide if the sentences are true or false. Tell them to underline the parts of the stories that gave them their answers. During feedback, ask students to correct the false sentences.

Answers

1 F He panicked so they took the rope off. 2 F He said 'If only I'd taken a photo.' 3 T 4 F He stumbled through two minutes 5 F She went down the slide. 6 T 7 T 8 T

- 5 Ask students to work in pairs or small groups. Challenge them to try to come up with as many different answers as possible. Encourage creativity. Listen to their answers in open class and accept all as correct as long as students can justify them.

Suggested answer

A (Paul) because he was too frightened to do it in the end.

- 6 **SPEAKING** Give students some thinking time before they discuss in pairs or small groups. Monitor and make a note of any repeated mistakes. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

PRONUNCIATION

For practice of the different pronunciations of *ea*, go to Student's Book page 121.

GRAMMAR

I wish / if only + past perfect

- 1 Focus attention on the sentences and ask students: *Is the speaker wishing about an event happening now or in the past?* (in the past). Ask students to try to complete the sentences before they refer back to the stories to check their answers. This will promote noticing. Check answers in open class. Next, ask students to complete the rule with a partner and then do a whole-class check. Elicit that the past perfect is made up of *had ('d)* + past participle. Consider contextualising this by reminding students that we use *if only / I wish* + past simple to describe wishes about the present. You could do this by showing a photo (or drawing a picture on the board) of a man dreaming about being on the beach. Elicit: *I wish / if only I was on the beach.*

Answers

1 I'd stayed 2 I hadn't gone 3 I'd taken 4 I'd thought

Rule

1 *only* 2 past perfect

- 2 Go through the example in open class. Students work with a partner to complete the exercise. Encourage them to use contractions. During whole-class feedback, focus on students' pronunciation of *wish*.

Answers

- 1 I wish / If only I'd gone to bed early.
- 2 I wish / If only I'd asked her for her phone number.
- 3 I wish / If only I'd studied last weekend.
- 4 If only / I wish Dad hadn't forgotten (had remembered) Mum's birthday.
- 5 If only / I wish my friends hadn't fallen asleep.

Fast finishers

Ask students to write three sentences about regrets that their family members/friends might have.

Optional extension

To draw attention to weak forms and contractions, read the following sentences at natural speed and ask students to write them down word-for-word. Ask them how many words they heard in each sentence. Tell them that a contraction e.g. *I'd* counts as two words. Say the sentences again for students to check their answers – again at natural speed. Ask them to compare with a partner before revealing the sentences on the board. This stage is the key part of the activity. Give students a minute to compare the sentences with what they've written and allow them to ask questions and/or make observations either in pairs or in open class.

I wish I'd bought a better computer.

If only he'd brought his boots.

I wish I'd had my phone.

If only we'd gone to France last year.

I wish you'd remembered my birthday.

- 3 Working individually, students write down some of their regrets. Monitor to help with vocabulary and to check students are using *I wish / If only* correctly. Invite students to share one or two regrets with the class during feedback.

Workbook page 109 and page 127

FUNCTIONS

Expressing regret

- 1 Students order the dialogue in pairs. Check answers and draw attention to the advice given by Oliver (*you should lie down*). Remind students that we can use *should* + infinitive to give advice.

Answers

3, 1, 5, 4, 6, 2

Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

- 2 Divide the class into small groups. Students take turns to read their sentences from Exercise 3 and have similar dialogues to that in Exercise 1. Encourage students to give a couple of different suggestions for advice and to respond to the advice given. This exercise can be done as a mingle activity with students changing partners after each dialogue.

VOCABULARY

Nervousness and fear

- 1 To lead into this exercise, ask students to scan the stories on page 114 and find at least five words or phrases connected to fear (there are 13 in all). Once they're ready, nominate students to call out their answers and write them on the board. If you're using an IWB, this exercise would best be done as a heads-up activity with books closed. Focus attention on pictures A–D and ask students to work with a partner to match them to sentences 1–4. Check answers in open class and perhaps do a further check on the meaning of the words in bold by eliciting mimes or examples from your students.

Answers

A 2 B 1 C 4 D 3

Optional extension

Write these categories on the board: *Movement*; *Sound*; *Physical reaction*; *Feeling*. Ask students to sort the words in bold in Exercise 1 into these categories. Tell them that some of the words could go into more than one category.

Answers

Movement: biting my nails; tremble; shaking
 Sound: breathe hard
 Physical reaction: sweating, mouth went dry, tremble, shaking
 Feeling: terrified, panicked

- 2 **SPEAKING** Focus attention on the three photos and elicit the three fears they represent (fear of flying (top left), fear of snakes (bottom left) and fear of heights (top right)). Ask students: *Why do some people find these things frightening? Do you have this fear?* Listen to their answers in open class. Put students into pairs and get them to race to list another ten fears that people commonly have.

Fast finishers

Ask students to invent some phobias, for example mobilophobia; the fear of mobile phones.

Optional extension

Before the lesson, prepare an IWB screen or handout with the following list of phobias – but without the descriptions. Divide the class into small groups and give them five minutes to guess what the fear is. To make the exercise easier, tell students that there is a clue in the first part of each word. If this is still too difficult, jumble up the definitions for students to match them with the phobias. Elicit answers in open class and give groups one point for each correct answer.

Aerophobia – Fear of flying.
 Arachnophobia – Fear of spiders.
 Bibliophobia – Fear of books.
 Claustrophobia – Fear of confined spaces.
 Cyberphobia – Fear of computers.
 Dentophobia – Fear of dentists.
 Hydrophobia – Fear of water.
 Megalophobia – Fear of large things.
 Microphobia – Fear of small things.
 Octophobia – Fear of the number 8.
 Scolionophobia – Fear of school.
 Zoophobia – Fear of animals.

- 3 Students write sentences individually. Encourage them to include examples of specific times when they or people they know have been afraid. Monitor and help with vocabulary and grammar. When students have written three sentences, divide the class into different groups, for variety. Ask students to compare their sentences and decide which of the fears is strangest. Invite feedback on this in open class.

Workbook page 110

Student's Book page 116–117

FICTION

- 1 **2.34** Focus attention on the book cover and ask: *What kind of story is it?* Play the audio for students to listen to and read the introduction. Put students into pairs and ask them to discuss what they think the story might be about. Elicit their predictions in open class and write them on the board, but do not comment at this stage. If students ask about the names in the title, tell them that they will be explained later on in the story.
- 2 **2.35** Play the audio while students read and listen to the rest of the extract. Ask students to compare answers with a partner before a whole-class check. During feedback, refer to the predictions on the board and ask: *Whose predictions were correct/the closest?*
- 3 Ask students to read questions 1–6 and underline key words or phrases. As they read, encourage them to underline the parts of the extract which helped them find their answers. Allow students to compare answers with a partner before feedback in open class. Ask students to refer to the text when giving reasons for their answers.

Answers

- Cloudy (Fizza's horse) and Golden (Fletcher's horse)
- He has tears in his eyes from laughing so much.
- Fizza doesn't want to take his hand because she is angry at him for laughing at her.
- She goes shopping in Birmingham because her friend likes it.
- Fletcher calls her the Bullring Kid because that's the name of the shopping centre she goes to in Birmingham.
- It says in the text that Fletcher kept his promise that he wouldn't let her get hurt.

- 4 **SPEAKING** Check/clarify: *treat somebody badly, nickname*. Put students into pairs or small groups. During their discussions, encourage students to expand on their answers by giving reasons for their opinions and ideas. Nominate two or three students to report back to the class on what they discussed.

Optional extension

This might be a good opportunity to review prepositions as there are lots of them in the extract. Tell students they are going to do a memory test. Ask them to work with a partner and give them five minutes to read the text again. Get them to focus on the prepositions and the words before and after them. To help weaker students, tell them you are focussing on these prepositions: *at, to, off, with, on, out, up, in*.

When the time is up, ask students to close their books. Write these sentences on the board.

- 1 Cloudy was ____ one side and Golden was ____ the other
- 2 Cloudy moved and Fizza fell ____ the ground.
- 3 You're not fighting ____ her.
- 4 Let me help you,' he said, putting ____ his hand to help her get ____.
- 5 Fizza was a bit cross ____ being laughed ____.
- 6 'Oh come ____!' he said.
- 7 '... lift your right leg ____ and ____.'

Students complete the sentences with a partner. Check answers in open class. Check/clarify: *cross* (angry).

Answers: 1 on; on 2 to 3 with 4 out; up 5 at; at 6 on 7 up; over

WRITING

A story about a bad decision

- 1 As a lead-in to the topic, ask students who they talk to if they have to make a big decision. Is it their parents, another member of their family or a friend? Elicit one or two answers in open class and encourage further discussion in pairs. Tell students they are going to read a story about a bad decision. Check/clarify: *to run a shop, homesick*. Students read the story and answer the question. Ask students to compare with a partner before whole-class feedback.

Answer

Pauline's bad decision was to go to university when she didn't really want to.

- 2 Put students into pairs. Ask them to find and underline phrases with the same meanings as those underlined in 1–4, in the story. Check answers in open class. If necessary, refer back to the rules of *wish* / *if only* + past perfect to express past regrets and *should have* + past participle to criticize past actions.

Answers

- 1 Pauline wished she hadn't gone 2 If only you'd told
- 3 I wish she'd told 4 Pauline should have made

- 3 Students work with a partner to complete the exercise. Check answers in open class. Draw their attention to the fact that each paragraph is about a distinct point and that the order is typical for a story.

Answers

- a 2 b 1 c 4 d 3

- 4 This exercise can either be set as homework or done as a collaborative writing activity in class with pairs of students working together. If you're opting for the collaborative writing approach, tell students they need to cover all of the points and that they should follow a similar four-paragraph structure to the one

in Exercise 3. When pairs have finished, ask them to swap stories with another pair and evaluate it on the basis of **content** (Did they cover all five points listed in the question?); **organisation** (Did each paragraph include a clear and distinct idea like the model answer?); **communicative purpose** (Did you enjoy reading it?); and **language** (How many of the phrases from the model answer did they use? Did they use these correctly?). Also encourage pairs to say what they liked most about the story to foster a positive and supportive environment for peer feedback.

Student's Book page 118–119

CAMBRIDGE ENGLISH: Towards First

THINK EXAMS

READING AND USE OF ENGLISH

1 Part 6: Gapped text

Answers

- 1 G 2 F 3 A 4 B 5 D 6 C

Workbook page 107

TEST YOURSELF UNITS 11 & 12

1 VOCABULARY

Answers

- 1 look ... up 2 afraid 3 hang out 4 panicked
- 5 broke down 6 impatient 7 looking forward to
- 8 work out 9 irresponsible 10 looking into

2 GRAMMAR

Answers

- 1 such 2 in order to 3 feel like 4 afford
- 5 only 6 I wish

3

Answers

- 1 It's a big problem now. We need to ~~sort out~~ **sort it out**.
- 2 My friends and I really hated ~~to~~ bungee jumping last weekend.
- 3 I'm ~~such~~ **so** hungry! I'll have to eat something now.
- 4 They're going to cover the hole so **as** to prevent future accidents.
- 5 It was ~~so~~ **such** a bad car crash that nobody survived.
- 6 After the accident, my dad promised ~~wearing~~ **to wear** a seat belt in future.

4 FUNCTIONAL LANGUAGE

Answers

- 1 so as; such 2 matter; hadn't 3 in; idea 4 so; that