


WELCOME

Student's Book pages 4–5

A WHAT A STORY!

A lucky pilot

- 1  1.02 Books closed. As a warm-up, divide the class into pairs and ask students: *Have you ever flown in an aeroplane? Where did you fly to? Which of you has flown the furthest?* Give students a couple of minutes to discuss in pairs, and then listen to some of their answers in open class. For further speaking practice, ask students to work in pairs and make a list of reasons why people are afraid of flying.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the picture on the IWB. Ask: *Have you ever flown in a plane like this? How is this plane different from the planes you have flown in?* Tell students they are going to read about a flight in a small aeroplane. Ask students to read the instructions and the list of verbs and check understanding. Check/clarify: *engine; fuel tanks; parachute; life raft.* Ask students to read the text quickly, ignoring the gaps, to answer the question: *Why was the pilot lucky?* (He survived when his plane crashed into the sea.) Students work individually to complete the gaps. When the majority of students have completed the exercise, divide the class into pairs or small groups for students to compare their answers. Play the audio for them to check their answers.

Answers

1 set 2 added 3 carry 4 dive 5 hit 6 destroyed
7 managed 8 pulled 9 end 10 find 11 screamed

- 2 Give students a minute to read through the questions. Check/clarify: *safely; rescued.* Students work with a partner to decide which key information they need to look out for in the conversation. Students read the conversation and complete the exercise. As they read, encourage them to underline the parts of the article that support their answers. During whole-class feedback, ask students to refer to the text and to explain why they chose their answers.

Answers

1 From California to New Orleans.
2 Because it's usually too far for a small plane.
3 He tried to use a parachute.
4 People from a fishing boat rescued him.

Descriptive verbs

- 1 Students work with a partner to complete the exercise. During whole-class feedback, say the verbs for students to repeat and check pronunciation. Ask: *Which three of the verbs have an irregular past tense?* (flee–fled; strike–struck; dive has two past forms, dived and dove).

Answers

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

Fast finishers

Students can write sentences including some of the verbs to describe any recent news events they've heard.

- 2 If you're short on time, set this exercise for homework. Give students time to read through the sentences and check understanding. Students work individually to complete the exercise. Allow them to compare answers with a partner before whole-class feedback.

Mixed-ability

Stronger students may like to cover the rest of the page and try to complete the sentences before looking back at Exercise 1 to check their answers.

Answers

1 had fled 2 demolished 3 Grab 4 had been raging
5 had smashed 6 screamed 7 dived

Optional extension

Divide the class into pairs. Ask students to think of a story (a news story? a film? a TV programme?) in which:

- 1 there was a raging fire
- 2 something demolished something else
- 3 someone screamed
- 4 someone grabbed something
- 5 someone fled a place
- 6 something was smashed

Monitor and help with any questions about vocabulary or to give students ideas for storylines. Make sure all students are taking notes to help them remember their stories. Put students with different partners to tell each other their stories. As feedback, ask some volunteers to tell their stories in open class.

Phrasal verbs

- 1 Students complete the sentences, then look back at the conversation to check their answers.

Answers

1 set off 2 end up 3 find out

- 2 Students work individually to complete the exercise before comparing answers with a partner. Monitor and help with any questions about vocabulary. Check answers in open class. Point out the use of the *-ing* form after the prepositions in sentences 1, 4 and 8. During feedback, elicit/explain the meanings of each of the options in the sentences.

Answers

1 gave up 2 take up 3 sort it out 4 carry on
5 looking forward to 6 stands out 7 broke down
8 ended up

Fast finishers

Students think of three examples of things that break down and three things that people find hard to give up.

Childhood memories

- 1 **SPEAKING** Books closed. To introduce the topic of cinemas, divide the class into pairs or small groups and ask students to take turns to describe films they have seen recently to their partners/groups, who must guess the film. During whole-class feedback, ask students which films they described. You could also initiate a class discussion around this question: *Which is better, watching films at home or at the cinema? Why?* Books open. Ask students to discuss the questions in pairs. Nominate individuals to describe what they remember in open class and write some of their memories on the board.
- 2 Tell students they are going to read about a man's memories of cinemas in his childhood. Set a three-minute time limit and encourage students not to worry about unknown vocabulary, but to focus on answering the question. Allow students to compare answers with a partner before a whole-class check. During feedback, compare the memories in the passage to the ones written on the board.
- 3 Ask students to read the questions and check understanding. Give students a minute to try to answer the questions without looking back at the text. Before students re-read, check/clarify: *front row; boo; cheer; villain*. Students re-read the text and answer the questions. Allow them to compare answers with a partner before whole class-feedback.

Answers

1 Adults couldn't go.
2 He went with his older brother.
3 They went early so they could get seats near the front.
4 They cheered when they saw the opening pictures and when the hero won.
5 They booed when they saw the villain.

Elements of a story

- 1 Books closed. Choose a film or story that the majority of your students will know and write the title on the board. Ask individuals to describe what happens in the film/story and try to elicit the words from the list. Books open. Ask students to work with a partner to complete the exercise. During whole-class feedback, say the words for students to repeat and check understanding. When checking pronunciation, write the words on the board and mark the stress for clarification.

Answers

1 set 2 hero 3 characters 4 villain 5 plot
6 ending 7 dialogue

- 2 **SPEAKING** Before asking students to work together, you may like to elicit some examples in open class to give them some ideas. Divide the class into small groups and give students five minutes to think of as many examples of each of the four things as they can. Monitor and encourage competition. After five minutes, establish which group came up with the most ideas. For feedback, regroup students and ask them to take it in turns to describe one of their ideas for the rest of their group to guess who/what is being described.

Talking about past routines

Before asking students to complete the exercise, you may like to review the difference between *would* and *used to*. Write the following sentences on the board.

I used to live in France.

When my brother was young, he loved chocolate and would eat three chocolate bars a day.

Elicit/explain that we use *used to* to describe a repeated past action or past state that no longer occurs. *Would* is also used to describe repeated past actions but not states.

Students work individually to complete the four sentences. Allow them to compare answers with a partner before checking in open class. During feedback, clarify that *used to* would be acceptable in all four sentences, but *would* only in sentences 1 and 3, which mention a time frame.

Answers

1 used to (*would* is not possible as the sentence is describing a state) 2 used to (*would* is possible)
3 would (*used to* is also possible) 4 used to (*would* is also possible)

Optional extension

Write the following questions on the board and ask students to write five sentences about themselves using *used to* and *would*.

Think about yourself when you were in primary school.

What routines did you have?

What things did you regularly do?

Divide the class into pairs or small groups for students to compare their answers.

B AN UNCERTAIN FUTURE

Future plans

- 1 1.03 Write the following questions on the board, or dictate them, and ask students to discuss them in pairs or small groups: *Do you want to go to university when you finish school? Why (not)? If so, what do you want to study? If not, what do you want to do?* Listen to some of their ideas in open class.

Ask students to read the conversation quickly in order to answer the question: *Has Greg decided what to do in the future?* (no). Ask students to work individually to complete the exercise before comparing answers with a partner. Play the audio for students to check their answers.

Answers

- 1 get a good degree 2 then retire 3 when you leave school 4 and then travel the world 5 before I think about settling down 6 to start a family

- 2 Ask students to read the sentences and try to complete the exercise based on their first reading. Students re-read the conversation to decide if the sentences are true or false or if the information is not mentioned in the text (DS). Ask them to underline key text that supports their answers. Allow students to compare answers with a partner before feedback in open class. During feedback, ask students to correct the false sentences.

Answers

- 1 T 2 DS 3 F 4 T 5 T

Life plans

- 1 To introduce the topic, you might like to tell students what your life plans are (or what they were when you were younger). Try to include some of the words from the list in your plans. Ask students to work with a partner to complete the sentences. Check answers in open class. During feedback, it is good practice to check students' understanding of vocabulary by asking concept check questions e.g. *Do you intend to travel the world when you are older? How would you feel if you got promoted? Why?* etc.

Answers

- 1 travel 2 leave 3 degree 4 promoted 5 retired 6 career 7 settled 8 start

Fast finishers

Ask students to write down a list of things that they want to do before they're 30. Listen to some of their ideas in open class after feedback on Exercise 1.

- 2 **SPEAKING** Divide the class into small groups and ask them to discuss the questions. For better results, you may like to give students a few minutes to think about their ideas before they start their discussions. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not

interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas in open class as feedback.

Future continuous

- 1 To remind students of the future continuous, write the following sentence on the board:

At 7 o'clock tonight I _____ eat _____ dinner.

Elicit words to complete the gaps (*will be eating*). Give them the answer if they are unable to guess. Tell them we call this tense the future continuous. Remind students that we use continuous tenses to refer to an activity in progress at a particular point in time.

To check understanding at this point, ask a few students to give you an example of their own for each verb in the list.

Ask students to work individually to complete the exercise. Check answers in open class. During feedback, point out the double *l* in *travelling*.

Answers

- 1 be travelling 2 be living 3 be studying 4 be working 5 be listening 6 be wondering

Fast finishers

Students write sentences imagining what they will be doing five, ten years from now.

- 2 **SPEAKING** Divide the class into pairs or small groups. Students discuss which statements are true for them. Monitor to prompt them to use the future continuous in their answers and to check they are using it correctly. Listen to some of their ideas in open class as feedback.

Optional extension

Ask students to work in pairs to ask each other questions with the future continuous.

For example: *What will you be doing tomorrow at 3 pm?*

You could extend this and ask students to speculate about their futures.

For example: *What do you think you will be doing in 2027?*

Future perfect

To remind students of the future perfect, write the following sentence on the board:

By 2050 we will have used up our planet's resources.

Ask students if the action will take place before, in or after 2050 (*before*). Ask them if we know exactly when (*no, we don't – we only know it will be sometime before 2050*). Emphasise that the future perfect action is something that will be completed before a given time in the future. Compare this with the future continuous, where the action will still be in progress at a particular point in the future.

Students read the text. Do the first sentence in open class if necessary, making sure students understand why *will have left* is the correct answer. Working individually, students complete the exercise. Check answers with the whole class.

Answers

1 will have left 2 will have saved 3 will have travelled
4 will have decided 5 will have settled 6 will have started

Optional extension

Divide the class into small groups. Ask them to work individually and write sentences making predictions about their partners. Students can then share and discuss their predictions.

Being emphatic: so and such

- 1 Ask students to try to complete the sentences from memory before looking back at the conversation on page 6 to check. Check answers in open class. Elicit rules for the use of *so* and *such*. (We use them to make statements more emphatic. We use *so* + *adjective* and *such* + *a/an* + *adjective* + *noun*.)

Answers

1 so 2 such

- 2 Working in pairs, students complete the sentences. Check answers in open class. During feedback, say the statements for students to repeat, and check pronunciation. Make sure students are putting the main stress on the words *so* or *such*.

Answers

- The thought of working in the same job for 40 years is so terrifying.
- Travelling gives you such important experience.
- It's such an awful waste of time to go travelling.
- Deciding to settle down is such a huge decision.
- It's such amazing news that you want to start a family.

- 3 Students work with a partner to discuss who might have said statements 1–5. Check answers in open class.

Answers

1 G 2 G 3 M 4 G 5 M

- 4 **SPEAKING** In open class, say: *Going to university is such a fantastic idea. Do you agree?* Listen to some of their ideas and encourage discussion.

Ask students to work with a partner and discuss which of the five statements in Exercise 2 they agree or disagree with. Encourage them to give reasons for their answers. Monitor and help with vocabulary, but do not interrupt unless errors impede conversation. Listen to some of their ideas in open class.

Extreme adjectives

- 1 Ask students to try to remember words to complete the exercise before looking back at the statements in Exercise 2 to check. Remind students that we do not use *very* with extreme adjectives so we can say *very scary* but we can't say *very terrifying*.

Answers

1 terrifying 2 fantastic/amazing 3 awful 4 huge

- 2 Books closed. If there is an IWB available in the classroom, introduce this language point with a heads-up activity in open class. Before the lesson, use the text icon to prepare a screen with the twelve words, each in a separate text box. Ask students to categorise the words into gradable or extreme adjectives. After two minutes, ask individuals to come to the board to drag and drop one of the words into the correct column. Ask other students to agree or disagree.

Books open. Ask students to put the adjectives into the correct place. Allow them to compare answers with a partner before feedback in open class.

Answers

1 terrible 2 brilliant 3 interesting 4 scared
5 funny 6 delighted 7 miserable 8 exciting
9 huge 10 tiny 11 freezing 12 hot


- 3 If you're short on time, set this exercise for homework. Go through the example in open class. Students work individually to complete the exercise. Remind them to look back at the lists in Exercise 2 before they make their choice. Allow them to check answers with a partner before feedback in open class.

Answers

1 delighted 2 hilarious 3 tiny/minute
4 fantastic/wonderful/brilliant/amazing
5 terrified 6 awful/terrible


- 4 **WRITING** Ask students to read the instructions, and then work with a partner to write dialogues. Monitor and give suggestions for how students could use extreme adjectives. Give students time to practise their dialogues several times before listening to some examples in open class.

Student's Book pages 8–9**C HOW PEOPLE BEHAVE****Conversations**

- 1  1.04 Books open. If there is an IWB 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. Ask students: *What's happening in the pictures?* Listen to some of their ideas in open class but do not comment at this stage. Play the audio while students listen and match the pictures to the conversations. Students compare answers with a partner before a whole-class check.

Answers

1 C 2 A 3 B

- 2  1.04 Give students two minutes to read the conversations and try to complete the gaps from memory. Play the audio again for students to listen and check their predictions. When students have compared answers with a partner, check in open class.

Answers

Conversation 1 kind, rude, shouldn't
Conversation 2 have, allowed, unfriendly
Conversation 3 mind, hang, have, let

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 from Exercise 2 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 and students have memorised the entire conversation. 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.

- 3 **SPEAKING** Read the instructions in open class. Point out the use of *would have* + past participle to refer to a possible past situation. Students work with a partner to complete the exercise. Listen to some of their ideas in open class as feedback.

Mixed-ability

Stronger students could create new conversations based on the pictures.

Personality

SPEAKING Books closed. As a lead-in, give students three minutes to work in small groups and make a list of personality adjectives. Elicit examples and create a mindmap on the board, grouping similar adjectives where possible. Encourage students to copy the mindmap into their notebooks for future reference.

Books open. Ask the class: *Which, if any, are on your mindmaps?* Read through the list of adjectives and check understanding. Students work in pairs or small groups to complete the activity. Listen to some examples in open class as feedback.

Mixed-ability

Give weaker students time to prepare their answers before saying them to their partner.

Using *should*

SPEAKING Ask students to read the instructions and the example. Ask: *Why do they say 'shouldn't have' in the example?* (to express regret or give advice about a past action). Elicit further possible responses to the example to check students understand how to use *should(n't) have*. Students work with a partner to complete the exercise. Listen to some of their ideas in open class as feedback, checking their use of *should* and correcting, as necessary.

Mixed-ability

Give weaker students time to think about whether their answers refer to the past, present or future before deciding whether to use *should have* + past participle or *should* + base infinitive.

Career paths

- 1 Books open. Look at the pictures with students and nominate individuals to name the jobs. Write the names on the board. If there is an IWB available in the classroom, the picture description would best be done as a heads-up activity with the whole class.

Answers

A engineer B nurse C bus driver D street cleaner
E child minder

- 2 Tell students they are going to read an article about choosing a career. Set a time limit of two minutes to encourage students to practise reading quickly to search for specific words. Tell them not to worry about unknown words, but to just focus on checking which of the jobs are mentioned. Check answers, referring back to the jobs listed on the board.

Answers

engineer, childminder

- 3 **SPEAKING** Students re-read the article to complete the exercise. Encourage them not to use dictionaries, but to try to understand difficult vocabulary from its context. Get them to underline the parts of the article that helped them decide on their answers. Students compare answers in pairs before a whole-class check. During feedback ask students to refer to the parts of the article they underlined to justify their answers. You could hold a class vote to find out which of the tips students found most useful.

Decisions

- 1 The article contains a variety of expressions connected to decisions. Give students two minutes to try to complete the questions from memory before looking back at the article to check. Confirm answers in open class. During feedback, elicit some possible answers to the questions in preparation for the following exercise.

Answers

1 make 2 mind 3 make up 4 come to 5 long, hard

- 2 **SPEAKING** Working individually, students make notes on their answers to the questions in Exercise 1. Monitor and help with ideas or deal with questions about vocabulary. Divide the class into pairs or small groups for students to compare and discuss their answers. Listen to some of their ideas in open class as feedback and encourage further discussion.

Permission

- 1 To quickly review this area of grammar, nominate individuals to describe school rules. Elicit sentences such as:

Our teachers (don't) let us bring our phones into the classroom.

We are (not) allowed to ride bicycles in the playground.

My teacher makes (doesn't make) us do homework every week/evening.

Point out the absence of *to* with *let* and *make* and the use of *be* with *allowed*. Also draw students' attention to the negative forms.

Ask students to work individually to complete the sentences. Encourage them to look carefully at the context of each one before deciding which verb to use. Allow students to compare answers with a partner before feedback in open class.

Answers

- 1 let 2 make 3 are allowed to 4 makes
5 was allowed to 6 lets

Optional extension

Ask students to describe rules at home. Elicit sentences such as:

My parents (don't) let me stay up until midnight at the weekend.

I am (not) allowed to play on my Xbox every day.

My dad makes/doesn't make me tidy my bedroom every week.

- 2 **WRITING** If you're short on time, set this exercise for homework. Ask students to work individually and write sentences about their perfect job or career. Monitor carefully to ensure students are using the structures correctly and to make a note of any common errors. Divide the class into pairs for students to read each other's work. During feedback, listen to some examples in open class and elicit corrections to any repeated errors.

Student's Book pages 10–11**D NEW THINGS****A change of lifestyle?**

- 1 **1.05** Books closed. As a lead-in, write these questions on the board, or dictate them, and ask students to discuss their answers with a partner: *Do you like doing sports? What sports do you do? What sorts of clothes do you like wearing for sports?* Give pairs a few minutes to discuss and then listen to some of their answers in open class.

Tell students they are going to hear a conversation about going to the gym.

Play the audio while students listen, read and answer the questions. Tell them to focus on answering the questions and not to worry if they do not understand every word. Allow them to compare answers with a partner before a whole-class check.

Mixed-ability

Stronger students could be asked to close their books and answer the questions based solely on listening to the conversation.

Answers

- 1 They are at the sports/leisure centre.
2 Tom doesn't want to be there because he feels uncomfortable wearing sports gear.

- 2 **1.05** Give students time to read the dialogue and clarify any difficult vocabulary. Play the audio again while students complete the dialogue. Ask them to compare answers with a partner before checking in open class.

Answers

- 1 impatient 2 agreed 3 unhealthy 4 persuaded
5 encouraged 6 uncomfortable 7 should 8 hadn't

- 3 Divide the class into pairs or small groups for students to complete the exercise. Check answers in open class.

Answers

- 1 Because he's fed up with his unhealthy lifestyle.
2 Because he's got thin legs.
3 Because they're too busy doing exercise.
4 Because Tom keeps complaining.

Reporting verbs

- 1 This activity could be done via a *Test-Teach-Test* approach. Read the instructions with students and ask them to work individually to complete the exercise (*Test*). Allow students to compare answers with a partner. During open-class feedback, focus on the different structures that follow each verb (*Teach*). If students have had difficulty with particular verbs, give them further examples (*Teach*) and ask them to think of examples of their own (*Test*). Approaching the exercise in this way allows you to see which areas students are already aware of and which they need further practice in.

Answers

- 1 He recommended I watch that film.
2 He refused to help Molly.
3 She explained that she was late because there hadn't been any buses.
4 He agreed to lend Tony his jacket.
5 Alice persuaded me to go to the cinema with her.
6 I encouraged Sue to ask him.

- 2 **SPEAKING** Give students two minutes to read the sentences and think about their answers. Divide the class into pairs or small groups for them to discuss. Monitor to check students are using language correctly and to make a note of any repeated errors. Write these up on the board, ensuring anonymity and ask students to correct them during whole-class feedback. During feedback, ask students to share any interesting information they discovered about their partner.

Negative adjectives

1 Books closed. Write *happy* on the board and elicit the negative form (*unhappy*). In open class, brainstorm a list of other prefixes used to make adjectives negative and write them on the board.

Books open. Ask students to work with a partner to complete the exercise. Write answers on the board, and elicit and mark the stress during feedback. Say the adjectives for students to repeat and check pronunciation.

Answers

1 unhappy 2 impatient 3 impossible 4 unconcerned
5 irregular 6 illegal

2 Ask students to read the instructions and example. Check/clarify: *logical; responsible*. Students work with a partner to complete the exercise. During feedback, pay attention to pronunciation of the adjectives, and correct as necessary.

Answers

1 informal 2 unimportant 3 illogical 4 impolite
5 irresponsible

Another country

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. Focus on the pictures on the left of the page, or ask students to cover the text on the right of the page in their books. Nominate individuals to describe the things in the photograph and write their answers on the board. Students then read the blog and complete the exercise. Tell them not to worry if they don't understand every word; they should just focus on answering the question. Ask students to check their answer with a partner before feedback in open class.

Answer

the temple

2 Check/clarify *get used to* by giving an example situation, for example: *driving abroad on the other side of the road felt very strange at first, but after a few weeks, I got used to it and it seemed normal*. Students read the text again to complete the exercise. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, students can justify their answers by quoting the text they have underlined.

Answers

the traffic, the time it takes to get to school, the language

3 **SPEAKING** Working individually, students think of two more things Hayley has to *get used to*. Divide the class into pairs for students to compare their ideas. Listen to some of their answers in open class as feedback.

Suggested answers

the noise a different currency the climate

Changes

Ask students to work with a partner and complete sentences 1–7. During whole-class feedback, say the words for students to repeat and check pronunciation.

Answers

1 taking up 2 struggle 3 doing well 4 form
5 give up 6 ways 7 break

Regrets: *I wish ... / If only ...*

1 Ask students to try to complete the sentences from memory before looking back at the text to check their answers.

Answers

1 had told 2 I'd listened

2 Get students to read the instructions and the list of verbs. Elicit the past participle of each verb to remind students to use them in their answers. Students complete the exercise individually before comparing answers with a partner. Check answers in open class.

Answers

1 I'd brought 2 I'd worn 3 I'd known 4 had found

Optional extension

Write the following question on the board:

What things would you change about the last year if you could?

Ask students to write three sentences beginning *I wish ...* or *If only ...*

Divide the class into pairs. Ask students to take turns to read one of their sentences to their partner. Their partner asks them questions about it. Listen to some examples in open class as feedback.

Alternatively, you could ask students to think of celebrities who have done things they wish they hadn't. Students could find pictures of celebrities and write their thoughts in a speech bubble, for example a footballer might think: *If only I'd scored that goal!*