


1 SURVIVAL

Objectives

FUNCTIONS	making and accepting a challenge
GRAMMAR	verbs followed by infinitive or gerund; verbs which take gerund and infinitive with different meanings: <i>remember, try, stop, regret, forget</i>
VOCABULARY	verbs of movement; adjectives to describe uncomfortable feelings

Student's Book pages 12–13

READING

- 1 Books closed. As a lead-in, ask students: *Have you ever been up a mountain? What was it like? What did you see there?* Listen to some of their answers in open class.
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 photos on the IWB. Say *a summit*, and nominate a student to point to the photo on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Say each of the four words for students to repeat and check pronunciation.
- 2 Divide the class into pairs or small groups for students to discuss the questions and make a list of dangers. Listen to some of their ideas in open class and write a list on the board.
- 3  1.06 Tell students they are going to read and listen to an article about two mountain climbers. 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. Students compare their answer with a partner before checking in open class.
- 4 This exercise is closely modelled on Reading and Use of English Part 6 of the Cambridge English: First exam. Read through the sentences with students and check/clarify: *failed, survive, crawl, stove, fuel, exhausted*. Encourage students to underline the key information in the sentences that will help them place the sentences in the text (e.g. *Then* in sentence A; *him* in sentence B). Students read the text in more detail to complete the exercise. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before whole-class feedback. During feedback, ask individuals to refer to the parts of the text they underlined.

Answers

1 C 2 F 3 A 4 H 5 B 6 E 7 G
D is the extra sentence

- 5 **SPEAKING** Give students two minutes to read the instructions and the questions. Check/clarify *paradoxical, owe*. Divide the class into pairs or small groups for students to discuss the questions. Monitor and help with any questions about vocabulary but, as this is a fluency activity, do not interrupt conversations unless errors impede communication. Listen to some of their ideas in open class for feedback and encourage further discussion.

Mixed-ability

Make similar-ability pairings. Allow weaker students some time to think about their answers before discussing them. Monitor, helping with vocabulary as required. Listen to some of their answers in open class.

Optional extension

A reading race: Ask students to find as many different infinitives and gerund forms in the text and the A–H sentences as they can in three minutes (not including *to be/to have*). Get them to work in pairs. When the time is up, students count how many verbs they have found. Ask the pair with most verbs to read them out and make a list on the board. Ask other pairs to add to the list where they can.

There are thirteen infinitives and seven *-ing* forms:

to climb, reaching, to go, to melt, to descend, lowering, hanging, dying, to leave, to understand, giving, to cut, to descend, crawling, hopping, to cross, to leave, to save, to survive, to crawl

TRAIN TO THINK

Thinking rationally

- 1 Read the introduction in open class.
To encourage students to think about relevant and irrelevant ideas, say: *I am looking for a present for my sister and I need to decide what to buy, which of the following is relevant to my decision?*
Read out the following sentences and ask students to say *relevant* or *irrelevant* in response to each one.
I have got a dog. (irrelevant)
I have got £20. (relevant)
My sister's name is Sally. (irrelevant)
Sally loves chocolate. (relevant)
Ask students to work with a partner and decide which of the facts were relevant. Check answers in open class.

Answers

3 ✓ 4 ✓ 6 ✓

- 2 **SPEAKING** Students work with a partner to discuss the question. Encourage students to think of several different feelings that Simon may have had. Listen to some of their ideas in open class.
- 3 **SPEAKING** Ask students to work individually to note down their answers to questions 1–3. Remind them that they should write what they *should do* and what they *might do* in each situation. Divide the class into pairs or small groups for students to discuss the questions. Monitor and help with vocabulary as necessary. Avoid error correction unless errors really hinder comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Listen to some of their ideas in open class as feedback and encourage whole-class discussion.

Optional extension

Organise a simple balloon debate. Elicit the names of four famous people, historical or living, real or fictional. This activity works best if the four characters have different backgrounds or professions e.g. a politician, a sportsman, an actor and a cartoon character.

Tell students that the four characters are in a hot air balloon which is falling from the sky due to the number of people on board. Students have to throw the characters out of the balloon, one at a time, in order for the remaining character to survive. Divide the class into groups of four and ask students to discuss the order in which the characters should be thrown from the balloon. During whole-class feedback, ask students to share their orders and also get them to give one relevant and one irrelevant reason for throwing each character from the balloon. Their classmates should say which is the relevant and which is the irrelevant reason.

PRONUNCIATION

For practice of alternative spellings of diphthongs go to Student's Book page 120.

Student's Book pages 14–15

GRAMMAR

Verbs followed by infinitive or gerund

- 1 Remind students that there are a variety of verb patterns in English. Look at the sentences from the article. Ask students to look back at the article and check which is the correct form. Students work with a partner to complete the rule before all answers are checked in open class.

Mixed-ability

Stronger students can complete the exercise before looking back at the article to check their answers. Allow weaker students to look directly at the article.

Answers

1 to climb 2 to lower/lowering 3 dying 4 giving
5 to cut 6 to descend/descending

Rule

1 a gerund 2 an infinitive 3 a gerund/an infinitive
4 an infinitive/a gerund

LANGUAGE NOTE

Point out that there are no specific rules to decide which verb is followed by what form and that verb patterns need to be learnt individually.

- 2 If you're short on time, set this exercise for homework. Students work individually to complete sentences 1–8. Allow them to compare answers with a partner before feedback in open class.

Mixed-ability

Stronger students can complete the exercise before looking back at the rule to check their answers. Encourage weaker students to look at the rule to help them with their answers.

Answers

1 climbing 2 going 3 to show 4 reading 5 walking
6 to buy, to get/to get, to buy 7 helping 8 being

Fast finishers

Students can write sentences including some of the verb patterns from the rule which are not used in Exercise 2.

Optional extension

Ask students to work in threes to practise using the different verb patterns. Students take it in turns to say a verb for their partners to race to respond with a full sentence. For example:

A: suggest

B or C: My brother suggested going to the cinema.

The first student to offer a correct sentence scores one point.

Workbook page 10 and page 122



Be aware of common errors related to verb patterns. Go to Get it right! on Student's Book page 122.

VOCABULARY

Verbs of movement

- 1 Ask students to complete the sentences and then look back at the article to check their answers. During feedback, ask concept-check questions, for example: *Do you hop on two feet or one? (one); When you crawl, where are your hands? (on the floor); When you descend, are you going up or down? (down).*

Answers

1 climb 2 descend 3 crawling, hopping

- 2 Divide the class into pairs and ask students to discuss the meaning of the verbs. Listen to some of their ideas in open class, but do not comment at this stage. Ask students to match the verbs to the definitions. Allow them to use English–English dictionaries if necessary. Check answers, giving further examples or demonstrating to clarify meaning, as required.

Answers

a 3 b 4 c 8 d 6 e 10 f 1 g 9 h 7 i 2 j 5

Fast finishers

Students think of more verbs to add to the list of verbs of movement. Allow them to use a dictionary. Listen to some of their examples in open class after feedback.

- 3 If you're short on time, you can set this exercise for homework.

Give students time to read sentences 1–10 and to ask about any difficult vocabulary. Check/clarify: *harbour, steep, ankle*. Students work individually to complete the gaps, being careful to put the verbs into the correct tense. Ask them to check with a partner before whole-class feedback.

Mixed-ability

Stronger students can cover the verbs in Exercise 2 and complete the sentences before looking back at the pictures to check their answers.

Answers

1 descending/to descend 2 wandering 3 swinging
4 climbed 5 tiptoed 6 to stagger 7 hop 8 rushed
9 crawl 10 leaped


Optional extension

Divide the class into pairs. Ask students to make a list of situations when they might have to or want to: 1 climb, 2 crawl, 3 hop, 4 tiptoe, 5 leap, 6 rush.

Listen to some of their ideas in open class as feedback.

Workbook page 12

LISTENING

- 1  1.09 As a lead-in, write the following questions on the board:

*What radio shows or podcasts do you listen to?
Do your parents/grandparents listen to different radio shows or podcasts to you?*

Divide the class into pairs for students to discuss the questions. Monitor and help with vocabulary and prompt students to describe programmes in detail. Listen to some of their answers in open class.

Tell students they are going to listen to part of a radio show called *Desperate Measures*. Nominate students to guess what the show might be about in open class, encouraging as much speculation as possible. Play the recording while students listen and answer the question, checking their predictions. Students can check answers with a partner before whole-class feedback.

Answer

Contestants are given 30 seconds to give an original and humorous answer to a question.

Audio Script Track 1.09

Radio Host Good morning. This is *Desperate Measures*, our programme for young people, with young people. We have three of them on the show. We gave each of them today's question three minutes ago, so they've had time to think a bit. The person with the most original and humorous answer is the *Desperate Measures* Champion of the Week. And today's question is: 'Imagine you are in an awkward situation, how do you get out of it?' And here we go. Our first guest is Dawn.

Dawn Hi.

Radio Host Hi, Dawn. Give us your answer. You've got 30 seconds.

Dawn If you have food in your mouth, no one can expect you to speak. It would even be rude to talk with your mouth full, wouldn't it? So remember to take a snack with you wherever you go. Just imagine you are in class, and your teacher has asked you a question but you're stuck and can't answer it ... that can be awful, right? But you don't need to feel ashamed. Just stuff your face with things to eat, chips, fruit, chewing gum ... whatever you have. And if you want to be absolutely safe, put toffees in your mouth. At least seven and ...

Radio Host Lovely answer. I remember eating a sandwich during a Maths class once because I was so hungry. I regret doing it as the teacher saw me and told me off. And now we have Philip. Hello.

Philip Hi!



Radio Host Philip. Give us your answer. You've got 30 seconds.

Philip When was the last time you were in an awkward situation? Wasn't it awful? I'm sure it was. But did you have a choice? Yes, you did. It's your own fault! Want to know why? Because the only way of getting out of an awkward situation is not to get into it. So here's my point. Never leave your room again. Just stay inside forever. If you stay in your room forever, you'll never get into any embarrassing situations in your whole life any more. Nothing to regret ...

Radio Host Sorry, Philip, but I regret to tell you that you've run out of time. And now our third guest on the show, Amanda. Give us your answer. You've got 30 seconds.

Amanda Imagine you're in a shopping centre, hanging out with some friends, and suddenly you can see someone you want to avoid. You can try pretending that you don't feel awkward but it won't work. But don't worry. Playing Dead is a simple trick. Try to find a place where you can sit down, and pretend you're asleep. It's always worked for me ... as long as you have your eyes closed, you and the other person can't see each other ... and there's one more point. This strategy gives you a chance to relax, and gain energy for the rest of the day.

Radio Host Perfect, thanks so much, Amanda, and thanks too to Philip and Dawn. And now it's time to ...

- 2  1.09 This exercise is closely modelled on  Listening Part 2 of the Cambridge English: First exam. Give students some time to discuss what they remember from the first listening and to read sentences 1–8. Check/clarify: *rude, awkward, scenario, tactic*. Play the audio again while students listen and complete the sentences. Allow them to compare answers with a partner before a whole-class check.

If necessary, play the audio again, pausing to clarify answers, during feedback.

Answers

- 1 young people 2 original, humorous 3 food 4 fault
5 stay in 6 shopping centre 7 asleep 8 eyes

GRAMMAR

Verbs which take gerund and infinitive with different meanings: *remember, try, stop, regret, forget*

- 1 1.09 Books closed. As an introduction write *to go* and *going* on the board. In open class, read out verbs from the rule on page 14 and nominate individuals to say whether they are followed by *to go* or *going* or both. This could be turned into a game with the class divided into two groups, answering questions in turn and scoring a point for each correct answer.

Books open. Remind students that certain verbs are followed by *to* + infinitive or the gerund form with no difference in meaning (give examples of *begin, start* and *continue* from page 14). Explain/elicite that other verbs can be followed by *to* + infinitive or the gerund form but with a change in meaning.

Ask students to work with a partner and complete the exercise. Check answers in open class. During feedback, check understanding with concept-check questions (e.g. *Which sentence is giving advice? Which sentence refers to the past?*).

Answers

- 1 to take, eating 2 doing, to tell 3 pretending, to find

- 2 Books closed. 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. Nominate individuals to describe each one. Read out sentences 1–4 in turn and ask a student to match a sentence to one of the pictures A–D, giving reasons for their choice. The rest of the class agree or disagree with the answers. If they disagree, ask them to say why. Alternatively, students do the matching activity in pairs before completing the rule. Check answers in open class.

Answers

- 1 B 2 C 3 D 4 A

Rule

- 1 gerund 2 infinitive 3 gerund 4 infinitive
5 gerund 6 infinitive 7 infinitive 8 gerund
9 gerund 10 infinitive

- 3 If you're short on time, set this exercise for homework. Students work individually to complete sentences 1–8. Allow students to compare answers with a partner before feedback in open class.

Answers

- 1 to buy 2 telling 3 to get 4 to buy 5 playing
6 to find 7 putting 8 loving

Fast finishers

Students write sentences about themselves or people they know, and include some of the verb patterns. You could ask them to write two true and two false sentences. They could then read them out to another fast finisher, who should guess which are the false sentences.

Optional extension

Write the following on the board:

Think of:

- something you remember doing as a child
- something you often forget
- something you regret doing
- something you have tried to do but failed
- something you have stopped doing

Monitor to help with vocabulary and ideas. Divide the class into pairs to discuss their answers.

Workbook page 11 and page 122



Be aware of common errors related to verb patterns. Go to Get it right! on Student's Book page 122.

Student's Book pages 16–17

VOCABULARY

Adjectives to describe uncomfortable feelings

- 1 In pairs, students choose an adjective for sentences 1–6. Do not let them refer to dictionaries at this stage. Check answers.

Answers

- 1 awkward 2 ashamed 3 guilty 4 desperate
5 puzzled 6 stuck

- 2 Students match the adjectives to the definitions. Ask concept-check questions to check understanding and give further explanation if necessary to clarify meaning.

Answers

- 1 ashamed 2 puzzled 3 stuck 4 awkward
5 guilty 6 desperate

Optional extension

Students write three sentences beginning: *I felt awkward/guilty/ashamed when ...* Tell them they can write about real or invented situations. When students have come up with some ideas, divide the class into pairs for students to discuss their answers. Listen to some of their examples in open class.

Workbook page 12

SPEAKING

- 1 Ask students to work individually to complete the exercise and then compare answers with a partner. Listen to some of their ideas in open class.
- 2 **WRITING** Look at the examples in the book and give further examples of your own to get students

started. While students write their sentences, monitor to help with vocabulary and to encourage them to use adjectives from the Vocabulary exercise to describe uncomfortable feelings.

- 3 Refer back to the problems in Exercise 2 and ask students to read the example advice. Point out the use of imperatives and verb patterns with *stop*; *remember*; *start*; *try*. Divide the class into pairs to listen to each other's problems and give each other advice. Monitor to make a note of any examples of good usage. Praise students who make attempts to expand on their answers. Nominate individuals to feed back problems and advice in open class.

READING

- 1 A recording of this text is available with your digital resources. Books closed. As a lead-in, write the following situation on the board: *Your plane has crashed in a remote forest. Everybody has survived. What skills will you need to survive in the forest?*

In pairs, students discuss the question. Listen to some of their answers in open class.

Books open. Look at the photos and the headline of the article with students. Check/clarify: *GPS*, *shelter*, *survive*, *tie knots*. Divide the class into pairs for students to complete the exercise. Focusing on the topic in this way encourages prediction, a useful technique for improving reading speed.

BACKGROUND INFORMATION

Edward 'Bear' Grylls (born 7 June 1974) is a British television presenter, famous around the world for his television series such as *Born Survivor*, *Man vs Wild* and *Running Wild with Bear Grylls*. As well as teaching survival techniques, the shows involve stunts such as parachuting, ice climbing, fighting wild animals and so on. Among his other death-defying feats, he has climbed Mount Everest, spent 30 days circumnavigating the British Isles on jet skis and crossed the North Atlantic in an inflatable boat.

- 2 Give students a three-minute time limit (or longer with weaker classes) to read the text and check their predictions. Tell them not to worry about understanding every word and to just focus on checking their predictions. Allow students to compare with a partner before whole-class feedback.

Answers

how to build a fire ✓
 how to build a shelter in the wild ✓
 how to survive outdoors in bad weather ✓
 how to tie knots ✓

- 3 Divide the class into pairs or small groups for students to discuss the questions. Encourage them to underline the parts of the text that support their answers. Listen to some of their ideas in open class as feedback.

Optional extension

Ask students to work in pairs and make a list of films, books or television dramas which deal with people surviving in the wild. Regroup students into different groups for them to compare their lists, discuss what happens in each one, and make recommendations.

THINK SELF-ESTEEM

How adventurous are you?

- 1 **SPEAKING** Ask students to work individually to make a list of four or five adventurous activities. If students have difficulty coming up with ideas, brainstorm activities in open class and create a group list on the board. Ask students to work with a partner to discuss which activities they have tried or would like to try. Encourage them to go into detail and give reasons for their answers. Listen to some examples in open class as feedback.
- 2 **SPEAKING** In pairs or small groups, students complete the exercise. Encourage them to use the language in the list of points when describing the activities. When students have discussed several activities, ask: *Following your discussion, would you like to try any different activities? Why?* Listen to some of their ideas in open class.

Optional extension

Ask students to work in pairs or small groups. Tell them that they have a friend coming to stay and they need to plan a week of adventurous activities which should include as many of the points in Exercise 2 as possible. Make sure all students note down their ideas. Re-group students for them to explain their plans to other groups.

WRITING

An email about an experience

This exercise can be done for homework or in class. Ask students to read the instructions and work in pairs or small groups to discuss the topic and note down their answers. Monitor and help students with any questions. Students work individually to expand their notes into an email. In the next lesson, put students back into the same groups to read each other's emails. Encourage them to work together to correct each other's mistakes and to say what they like about each other's emails.

Student's Book pages 18–19

PHOTOSTORY: episode 1

The challenge

- 1 To introduce the concept of challenges, say *I bet you can't say the alphabet in 15 seconds*. Tell students that you are issuing a challenge. You could ask for volunteers to accept the challenge and say the alphabet quickly in open class, to change the pace and add an element of fun to the lesson.

Tell students they are going to read and listen to a story about a group of students. If you are using an IWB, project the images on to the board and ask students to close their books. Students look at the title and photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.

Answer

- 2 To not use their phones at all during the whole weekend.

- 3 1.10 Play the audio for students to read, listen and check their answer to Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

DEVELOPING SPEAKING

- 3 Ask students what they think happens next. Get them to brainstorm possible endings to the story, in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4 EP1 Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*
- 5 Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

- 1 He thinks she doesn't want him to overhear what she's saying.
- 2 She watched YouTube videos on her phone.
- 3 He didn't last one night without using his phone.
- 4 Three hours.
- 5 She spoke to her friend Julia on the phone.

PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–6 in the story on page 18 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.

Answers

Nicole says phrases 1–5. They all say phrase 6.

- 2 Working in pairs, students complete the dialogues. Check answers. Drill the dialogues in open class (for students to repeat together), paying attention to the intonation of sentences and questions. Give students time to practise saying the dialogues with a partner.

Answers

1 something or other, Same here 2 give me a shout, It's a deal 3 You know what 4 where were we

WordWise

Expressions with *right*

- 1 Books closed. To introduce this activity, write the word *right* in the middle of the board. In open class, ask students to think of different meanings for *right* and any words that could go before or after *right*. Write any correct answers on the board.

Books open. Ask students to work with a partner and complete the exercise. Check answers in open class. Give further examples to outline meaning of the phrases if necessary.

Answers

1 right away 2 Too right 3 right up to 4 right?
5 Right 6 All right!

- 2 Students work individually to complete the sentences using phrases from Exercise 1. During whole-class feedback, say the phrases for students to repeat and check pronunciation.

Answers

1 right 2 right up to 3 right away 4 Right
5 Too right 6 All right

Optional extension

Divide the class into AB pairs. B closes his/her book. A says each sentence (in random order) replacing the *right* expression with *beep* for A to guess it. Repeat the activity with B asking A.

Workbook page 12

FUNCTIONS

Issuing and accepting a challenge

- 1 Look at the eight phrases. Students work with a partner to decide which are used to issue a challenge and which to accept or turn one down. Check answers. Say the phrases for students to repeat and check pronunciation.

Answers

- 1 issue a challenge
- 2 accept a challenge
- 3 issue a challenge
- 4 accept / turn down a challenge
- 5 issue a challenge
- 6 accept a challenge
- 7 issue a challenge
- 8 accept a challenge

- 2 **WRITING** Check/clarify: *doughnut, licking your lips*. Students work with a partner to write short dialogues, then practise acting them out. Encourage them to sound enthusiastic when issuing or accepting challenges. Listen to some examples in open class as feedback. Ask: *Why would these challenges be difficult?* Students discuss in pairs.

Mixed-ability

Weaker students can write their dialogues and practise them before trying to act out their dialogue without looking at their notes. Stronger students can perform dialogues spontaneously.

Optional extension

Ask students to work in pairs and issue each other challenges that could be taken up in the classroom.