


# 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.

exercise. Divide the class into pairs for students to compare their ideas with a partner. Listen to some of their ideas in open class as feedback.

- 2 1.22 Ask students to read the instructions. Play the audio for them to listen and answer the questions. Ask students to check answers with a partner before whole-class feedback.

### Answers

- 1 paperweight, doorstep, laptop stand, something to stand on, hammer, car wheel chuck
- 2 two faces, tree, broccoli, human brain

### Audio Script Track 1.22

- Boy So, did you do the one with the brick?  
 Girl Yes.  
 Boy OK. So. How many things did you think of?  
 Girl Well I only came up with six things.  
 Boy Only? I think six is a lot! What are they, then, your six?  
 Girl Well, first of all, a paperweight – you know, put it on top of a pile of papers to stop them blowing away when you open the window.  
 Boy Right. Of course! Why didn't I think of that?  
 Girl Then, a doorstep, to stop a door banging in the wind. Then, er, something to put your laptop on, make it higher so you don't have to look down at the screen. Erm then you can use the brick to stand on ...  
 Boy What?  
 Girl You know, when you're at a concert or something, and you can't see, you stand on the brick. That's four. And the other two are ... a hammer, to knock nails into a wall, and lastly you can put the brick behind the wheel of a car to stop it moving.  
 Boy You're not serious, are you?  
 Girl About what?  
 Boy About using a brick as a hammer. I mean, it's too soft, the brick would break.  
 Girl Oh please. It's only a game. Don't take it so seriously.  
 Boy Yeah, OK. What about the picture one?  
 Girl I haven't done that one yet. Have you?  
 Boy Yes, and I got four things.  
 Girl Come on then. What are they?  
 Boy Well, I can see ... two people's faces looking at each other if you focus on the trunk ... and I can see a tree ...  
 Girl Yes, yes. That's obvious. What else? Come on!  
 Boy OK, OK, don't be so impatient! A piece of broccoli ...  
 Girl OK ... hmm, yes, OK, although any tree could be said to look like a piece of broccoli. And ...?  
 Boy ... and then lastly, a human brain ...  
 Girl What? How do you see a human brain in this picture?  
 Boy Can't you see it? Look – there! The top bit ... if you ignore the trunk.  
 Girl Oh come on! You can't just base it on one part of the picture and ignore the other ... that's cheating!  
 Boy Now who's taking things too seriously?  
 Girl Yes, sorry. But honestly – who makes these things up? Do you think they really say anything about a person?  
 Boy Well they're supposed to show how imaginative you are. And I'm a bit hopeless, so I guess it means I'm not very imaginative!  
 Girl No, don't be so hard on yourself. What's so creative about thinking of things to do with a brick?  
 Boy You've got a point, I guess. Fun, though, isn't it?

- 3 **SPEAKING** Divide the class into pairs for students to compare their ideas with those of Briony and Mark.

- 4 1.22 This exercise is closely modelled on \* Listening Part 2 of the Cambridge English: First exam. Ask students to read the sentences and check the meaning of any unfamiliar words or phrases. Get them to underline the key information they will need to listen for and to make predictions as to possible answers or the types of word needed to complete the sentences, before listening. Play the audio while students check their answers. Let students compare with a partner before feedback in open class.

### Answers

- 1 comes up with 2 pile of papers 3 nails 4 cheating
- 5 how imaginative 6 hard

## THINK VALUES

### Appreciating creative solutions

- 1 Ask students to work individually to choose the best ending for the sentence. Tell students that there isn't only one correct answer. Students compare ideas with a partner. During feedback, have a quick vote to find out which sentence students chose. Nominate one or two students to give reasons for their choice.
- 2 Working individually, students rank the five items in order of importance. Remind them to think about what is important for themselves, not for people in general. Encourage them to reflect on the reasons for their choices and to note these down.
- 3 **SPEAKING** Ask students to compare their answers in pairs or small groups. Listen to some of their ideas in open class during feedback and also decide on the best order to rank the five items, as a class.

### Optional extension

Write the following questions on the board:

- 1 In which school subjects do you have to be imaginative? Do you like those subjects? Why (not)?
- 2 Do scientists need to be imaginative? Why (not)?
- 3 What would a society full of very imaginative people be like? What about a society where nobody had any imagination?

Ask students to discuss the questions in pairs or small groups, then listen to some of their ideas in open class and encourage further debate and discussion.

### Student's Book pages 42–43

## READING

- 1 A recording of this text is available with your digital resources.

Books closed. As a lead-in to this exercise, ask students: *Do you know what you want to do when you finish school? Go to university/start work? Is there anything that worries you about going to university or starting work?* Ask students to work with a partner and discuss the questions. During feedback, make a

note of the most common worries and elicit ideas on the best way to overcome them.

Books open. Tell students they are going to read a post from a student who is worried about university. Working individually, students quickly read the text and answer the question. Set a two-minute time limit to encourage them to read quickly, for gist, rather than getting bogged down in trying to understand every word. Check answers with the whole class.

### Answer

He's worried about the course he's planning to do at university because he doesn't think he's creative enough to be able to succeed at it.

- 2 **SPEAKING** Working in pairs, students discuss the best way to reply to Paul's post. Listen to some of their answers in open class and make a note on the board for future reference, but do not comment at this stage.
- 3 Tell students they are going to read a reply from Sarah. Check/clarify: *relate, denying, brought up, assumption, enthusiasm*. Ask students to read the reply and underline the sections that refer to specific advice for Paul. Allow them to compare answers with a partner. During whole-class feedback, refer back to the ideas on the board. Ask: *Did anyone suggest the same advice?*
- 4 Do the first one with students to clarify the task. Before reading the text again, ask students to underline the key words in the statements that will help them decide if the sentence is true or false. Students read the letters again and complete the activity. Check answers with the whole class. Ask students to correct false statements.

### Answers

- 1 F (He wants to work in TV.)
- 2 T
- 3 T
- 4 F (She says she can completely relate to his post.)
- 5 T
- 6 T
- 7 F (She thinks we shouldn't see things as 'right' or 'wrong'.)
- 8 T

- 5 **SPEAKING** Divide the class into pairs or small groups for students to discuss the questions. Monitor and help with vocabulary as necessary. Try the 'silent tick' – writing a tick on a student's notebook if they speak well. Students can be quite motivated by this! Ask some of the students to share their opinions with the whole class and encourage open-class discussion.

## PRONUNCIATION

For practice of pronouncing words with *gh* go to Student's Book page 120.

## GRAMMAR

### Adverbs and adverbial phrases

- 1 Books closed. Divide the class into two teams and have a game of 'vocabulary tennis'. Teams take it in turns to say an adverb. Elicit one or two in whole class to check students are clear on what an adverb is. If a team makes a mistake or takes more than five seconds to think of an adverb, the other team scores a point. To avoid stronger students dominating the game, nominate a different student for each answer. As well as acting as an introduction to this language point, this game will give you an idea of the extent of students' current knowledge of adverbs.

Books open. Ask students to read the instructions. Check/clarify *time, manner, place* and *certainty* with adverbs that do not appear in the exercise (e.g. *finally, happily, outside* and *certainly* or *clearly*). Ask students to work with a partner and complete the exercise. Check answers in open class.

### Answers

1 T 2 C 3 C 4 P 5 M 6 P 7 C 8 T 9 M

- 2 Check understanding of *qualify*. Do number 1 in class to make sure students understand the activity. Students look back at the text on page 42 to complete the exercise. Allow them to check answers with a partner before whole-class feedback.

### Answers

1 relate 2 start, believe 3 think 4 thinking 5 work

- 3 Explain to students that an adverbial phrase is a group of words that act in the same way as an adverb i.e. they qualify a verb. Look at the examples in lists A and B with students. Ask students to work with a partner and complete the exercise. Check answers in open class.

Read through the rule in open class and elicit answers. Refer back to the sentences in Exercise 3 for examples of the two types of adverbial phrase. Put the adverbial phrases into sentences for further clarification. For example *He completed the exercise without difficulty*.

### Answers

A	B
friendly	fear
interesting	surprise
strange	enthusiasm

### Rule

1 adjective 2 noun

- 4 If you're short on time, set this exercise for homework. Ask students to work individually and complete the sentences with an adverbial phrase of their choice. Allow students to compare answers with a partner before feedback in open class.



**Answers**

- 1 a friendly / strange / horrible way
- 2 difficulty / interest / enthusiasm
- 3 a / an interesting / strange / different way
- 4 excitement / interest / enthusiasm
- 5 enthusiasm / excitement / interest

**Fast finishers**

Ask students to close their books and write down all of the adverbs and adverbial phrases from page 43 that they can remember. When they have completed their lists, students open their books to check.

Workbook page 37 and page 123

**VOCABULARY****Common adverbial phrases**

- 1 Look at the example in open class. Ask students to work with a partner and complete the exercise. Check answers in open class. During feedback, say the adverbial phrases for students to repeat. Pay particular attention to the pronunciation of *row* /rəʊ/ and *purpose* /'pɜ:pəs/.

**Answers**

- 1 in public 2 in private 3 on purpose 4 by accident
- 5 in a panic 6 in a hurry 7 in a row

- 2 Give students time to read through the sentences. Check/clarify: *behaved*, *staring*. Working individually, students choose the correct option for each sentence. Students compare answers with a partner before feedback in open class.

**Answers**

- 1 in private 2 on purpose 3 in public 4 in a row
- 5 in a hurry 6 in a panic 7 by accident 8 in secret


**Optional extension**

Divide the class into AB pairs. Ask As to close their books and Bs to read sentences from Exercise 2 at random, replacing the adverbial phrases with 'beep' for A to guess them. After three minutes ask students to switch roles and repeat.

- 3 **SPEAKING** Ask students to read the questions and reflect on their answers. As these questions are difficult to answer spontaneously, give students some thinking time to make notes on their answers. You could also give some example answers of your own to get them started. Students discuss the questions in pairs or small groups. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt to correct mistakes unless inaccuracy hinders comprehension. Listen to some of their ideas in open class for feedback.

Workbook page 38


**Student's Book pages 44–45****PHOTOSTORY: episode 2****Writer's block**

- 1 Look at the title and elicit/explain the meaning. If you are using an IWB, project the photos on the board and ask students to close their books. Ask students to try to remember the names of the teenagers (Emma, Liam, Justin and Nicole) from episode 1. Students look at the photos and read the questions. Ask them to predict answers to the questions based solely on the photos. Write some of their ideas on the board.
- 2  1.25 Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: Who guessed correctly?

**Answers**

- 1 To write a story. 2 She's anxious about it.
- 3 No, he isn't being helpful.

**DEVELOPING SPEAKING**

- 3 Ask students: *What do you think happens next?* Get them to brainstorm possible endings. Students work 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  EP2 Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. *Who guessed correctly?*
- 5 Ask students to complete the exercise in pairs. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

**Answers**

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

**PHRASES FOR FLUENCY**

- 1 Ask students to locate expressions 1–6 in the story on page 44 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.
- 2 Working in pairs, students complete the dialogues. Check answers. If you'd like to do some pronunciation work with your students, focusing on intonation, drill the dialogues in open class (for students to repeat together).

**Answers**

- 1 Emma 2 Justin 3 Nicole 4 Emma
- 5 Nicole 6 Liam

## Answers

- 1 again 2 can't be serious 3 Calm down  
4 give it a rest, out of order 5 That's just it

### Optional extension

Disappearing sentences: you'll need to write out the dialogues on the board or project them on the 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. 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 lexical chunks.

## WordWise

### Expressions with *good*

- 1 Books closed. To introduce this activity, write *good* in the centre of the board. Divide the class into pairs and ask students to make a list of as many expressions with *good* as they can in three minutes. Elicit and write any correct answers on the board.  
Books open. Ask students which of the expressions on the board appear. Next, ask them to work with a partner and complete the exercise. Check answers in open class.

### Answers

- 1 not very good at 2 So far, so good. 3 It's all good.  
4 It's no good 5 It's a good thing
- 2 Students work individually to match the phrases from Exercise 1 with the meanings. During whole-class feedback, say the phrases for students to repeat and check pronunciation. Give further examples to outline meaning of the phrases if necessary.

### Answers

- 1 for good 2 It's no good. 3 It's all good.  
4 So far, so good. 5 not very good at 6 It's a good thing

### Optional extension

Ask students to work with a partner to complete sentences 1–6 with one of the phrases from Exercise 1. Check answers in open class.

- 1 \_\_\_\_\_ – the children are asleep. We can watch a film!  
2 She's not going to Australia just for a holiday – she's going there \_\_\_\_\_.  
3 Oh no! This food is awful! Well, I guess I'm \_\_\_\_\_ at cooking.  
4 A It's really cold today.  
B Yes. \_\_\_\_\_ we're wearing our coats.  
5 A How are you getting on?  
B \_\_\_\_\_. I think I'll finish in ten minutes.  
6 I've apologised three times to her, but \_\_\_\_\_ – she's still angry with me.

## Answers

- 1 It's all good 2 for good 3 not very good  
4 It's a good thing 5 So far, so good 6 it's no good

Workbook page 38

## FUNCTIONS

### Expressing frustration

- 1 To introduce the concept of frustration, tell a story about something frustrating that happened to you. For example: running for a flight only to find that it has been delayed, or finding it impossible to memorise something. Include some of the phrases to express frustration in your anecdote. Ask students to work with a partner to think of examples of frustrating things that have happened to them. Listen to some of their ideas in open class.

Look at the seven phrases. Students work with a partner to answer the questions. Ask students to find the phrases in the photostory before checking answers in open class. Say the phrases for students to repeat and check pronunciation.

### Answers

She doesn't say 2, 3, 5 or 6.  
The sentences all express a negative opinion about personal ability or a situation.

- 2 In open class, elicit as much information as students can recall about the woman who loses her key in the photostory. Refer students to the first sentence in Exercise 1 (I can't (do that)) and ask students what the woman might have thought using this expression. Nominate one or two students to share their ideas and then ask students to work in pairs to think of and write down three thoughts using other sentences from Exercise 1. Monitor to check that students are using the sentence stems appropriately. During feedback, ask students to share their ideas with the class and review any common errors.

## WRITING

### A story

The planning for this exercise can be done in class and the writing can be set as homework.

Tell students they are going to write a story ending with the words *Thanks, you saved my life!* and that the story doesn't have to be true. You could tell them a story of your own to act as an example or elicit Emma's story.

Give students a short while to think of ideas for a story and to make notes. Divide the class into pairs for students to share their ideas with a partner. Encourage partners to ask questions to elicit further details about the story and to give suggestions as to how they might make their stories more interesting. In open class, brainstorm adverbs or adverbial phrases (from page 43) and personality adjectives (from page 40) that students could use in their stories. When students have told their stories, ask them to work individually to expand on the notes they have made in order to make the story as interesting as possible and to try to use four items of vocabulary from the unit. Finally, students should write their final version in class or at home.

## THINK EXAMS

## LISTENING

1  1.26

## Audio Script Track 1.26

You will hear five different people talking about an after-school art group. Choose from the list (A–H) what each speaker likes most about the group. Use the letters only once. There are three extra letters that you do not need to use.

## Speaker 1

There's a massive emphasis at our school on sport and we're really encouraged to get involved. There are clubs for loads of different sports and most kids want to get into at least one team. It's definitely the thing to do if you want to be in. Being into art is most definitely not cool so if you're creative like me, you usually don't talk too much about it. When I heard Mr Bowden was starting an art club I got really excited. Not only is he a really inspiring teacher but it was my chance to find out if there were any other secret artists like myself at school. It turns out there are and I've made loads of new friends. I couldn't be happier.

## Speaker 2

I've been into art as long as I can remember. When I was a little kid I was always colouring in and cutting out and making things. It's my favourite subject at school by a long way, and I know that when I leave school, I'm definitely going to art college. So this club was always going to be for me. It's been really interesting and a good chance to learn about different ways of doing things. I've never had lessons with Mr Bowden before. He's an absolutely amazing teacher and he really brings out the best in me. I've made a massive improvement and it's all been with his help. He's been the best part of this club, for sure.

## Speaker 3

I'd always thought of myself as a bit of a maths geek. I mean I already know that I want to work in IT when I leave school. I never really thought of myself as having much imagination so I've been really surprised at the kind of work I can produce with a paint brush or a camera in my hand. I'm learning all sorts of things I never knew about myself. In truth, I only went to art club because I wanted to make new friends. I wasn't really all that interested in art. I have met some really nice people but what has surprised me most is how much I'm enjoying being creative.

## Speaker 4

I consider myself to be a really creative person and I love painting and drawing so this was the perfect after-school club for me. The fact that it's run by Mr Bowden, my favourite teacher, and that my two best friends go to it too, are just bonuses. What's really great is that we don't just do painting and drawing. Mr Bowden introduces us to other types of art too and encourages us to have a go. We've done sculpture, photography – we've even made a short film too. I can't wait to see what we do next. I really enjoy the class; even the short lectures about famous artists aren't too bad.

## Speaker 5

If I'm honest, I didn't really want to do extra art classes but my parents made me because they didn't want me in the house on my own after school. I'd rather have gone to a history club, but there isn't one. But it's not as bad as I thought it would be because the teacher gives us quite a bit of art history too. It's good to learn about which famous artists were doing what and when. I'm not really a very creative kind of person so I don't really enjoy the practical side of the lessons, although we do do different stuff, which makes it less boring.

## Answers

Speaker 1 – G    Speaker 2 – F    Speaker 3 – H  
Speaker 4 – A    Speaker 5 – E

Workbook page 35

## TEST YOURSELF UNITS 3 &amp; 4

## VOCABULARY

1

## Answers

1 strict    2 organised    3 helmets    4 bad-tempered  
5 well    6 public    7 imaginative    8 panic  
9 secret    10 grow

## GRAMMAR

2

## Answers

1 enthusiasm    2 None    3 live    4 few    5 living  
6 little

3

## Answers

1 The test was ~~such~~ so difficult that nobody got everything right.  
2 Harry was used to being alone in the old house so he wasn't worried.  
3 Sara was ~~much~~ too scared to stay there after dark.  
4 Manu listened with ~~interesting~~ interest to the interview with the local politician.  
5 There was hardly any ~~of~~ space on the shelf, so I couldn't put the books there.  
6 My grandmother always preferred her laptop. She never got used to using a tablet.

## FUNCTIONAL LANGUAGE

4

## Answers

1 'll never, so    2 such, I can't    3 so, such    4 hopeless, so


# 5 SCREEN TIME

## Objectives

FUNCTIONS	advice and obligation
GRAMMAR	obligation, permission and prohibition (review); necessity: <i>didn't need to / needn't have</i> ; ability in the past ( <i>could, was / were able to, managed to, succeeded in</i> )
VOCABULARY	technology (nouns); technology (verbs)

## Student's Book pages 48–49

### READING

- Books closed. As a lead-in, ask: *On an average day, how long do you spend looking at a screen (e.g. TV, PC, mobile phone)?* Ask students to write their answer on a piece of paper, then divide the class into small groups to compare answers and find out who spends the longest and who, the least amount of time looking at screens. Encourage students to detail how long they spend looking at different types of screen. Take feedback 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. Display the pictures on the IWB and nominate a student to describe one of the pictures. Give students two minutes to think of as many different types of screen as they can in pairs. During feedback, elicit and write a list of different types of screen on the board.
- Students discuss in pairs or small groups. Make sure they are thinking about the advantages and disadvantages of so much screen time in general, rather than discussing individual screens, by eliciting one advantage and one disadvantage in open class. You could encourage groups to compete with each other to come up with the most advantages and disadvantages. During feedback, elicit and list advantages and disadvantages on the board, possibly by asking the group with the most items to read their list to the class.
-  1.27 Tell students they are going to read and listen to three texts about screens. Tell them to just focus on checking which of the advantages and disadvantages listed on the board are mentioned, and not to worry if they don't understand every word. After playing the audio, allow students to compare answers with a partner before whole-class feedback. Refer back to the lists on the board at this stage.
- Ask students to try to match the titles to the paragraphs individually, before re-reading the texts to check. Allow them to compare answers with

a partner, giving reasons for their choices before conducting feedback in open class.

### Answers

A 3 B (extra title) C 1 D 2

- Check/clarify: *harm, implications*. Students read the article again to match the questions with the answers. Ask students to underline the parts of the text that helped them find the answer. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers.

### Mixed-ability

Put students into mixed-level groups. Students discuss and agree on their answers as a group. One student acts as secretary, noting down the group's answers. This adds an extra layer of thinking about the texts, gives students practice in negotiating, and involves a valuable element of peer teaching with stronger students explaining answers to weaker students.

### Answers

a 2 b 3 c 1 d 3 e 2 f 1

- SPEAKING** Give students time to reflect and make notes. Divide the class into pairs or small groups for students to discuss their answers. Monitor and help as necessary, encouraging students to express themselves at length, expanding on and justifying their opinions, in English. Ask pairs or groups to feed back to the class and discuss any interesting points further.

### Optional extension

Ask students to draw a pie chart showing how their screen time is divided. Draw an example of your own and explain it to students (e.g. *I spend 40% of my screen time watching TV, 40% on my laptop and 20% on my mobile*). When students have drawn their charts, divide the class into pairs for students to ask each other questions and compare.

## TRAIN TO THINK

### The PMI strategy

- Refer students back to Exercise 2 on page 48 and emphasise the need to weigh up advantages and disadvantages before making decisions. Divide the class into pairs and ask students to add as many ideas to each column as they can. Listen to some of their ideas in open class and encourage further