



Introduction

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Classroom Presentation Tool Unit I

End of unit

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IA Vocabulary

Holidays

LESSON SUMMARY

Reading: A dialogue about the summer holidays

Vocabulary: Tourist and visitor attractions; holiday activities

Grammar: Past simple

Speaking: Describing holidays

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 6 and 8.

LEAD-IN: 2-3 MINUTES

- Ask students: *Did you go on holiday this summer? Did you return from your holiday feeling better? Do you think holidays are good for people? In what ways are they good for us?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 4

- Focus attention on the photo and the instructions.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 1.02 page 4

- Play the recording for students to read and listen and note down their answer.
- Check the answer as a class. Ask students which words and phrases helped them to choose their answer.

KEY

Anna had a more enjoyable holiday.

Transcript

See Student's Book, page 4.

Exercise 3 page 4

- Go through the tourist attractions together. Check the meaning and practise the pronunciation, particularly for *aquarium* /ə'kwɛəriəm/ and *harbour* /'hɑ:bə(r)/.
- Students find three more attractions in the dialogue in exercise 2.
- Students brainstorm more attractions in pairs.
- Check answers as a class.

KEY

boat trip, music festival, theme park

For further practice of describing visitor attractions: Vocabulary Builder IA page 121

- 1 1 atmospheric 2 beautiful 3 boring 4 busy
5 cheap 6 crowded 7 disappointing 8 expensive
9 historic 10 impressive 11 peaceful 12 remote
13 romantic 14 spectacular 15 touristy
- 2 1 cheap, expensive 2 busy, crowded, touristy
3 boring, crowded, disappointing, expensive, touristy

Exercise 4 page 4

- In pairs, students take turns to ask and answer questions about the tourist attractions in exercise 3. Encourage them to give detailed reasons for their preferences.
- Ask a few students to share their ideas with the class.

Exercise 5 page 4

- Go through the instructions and holiday activities together. Check the meaning and pronunciation.
- Point out that the activities must match the verbs.
- Students do the exercise.
- Check answers as a class.

KEY

- 1 a castle 2 a theme park 3 kayaking 4 mountain biking
5 a bike ride 6 an excursion 7 a bike
8 beach volleyball 9 cards 10 the beach

Extra activity: Fast finishers

Ask **fast finishers** to brainstorm more activities like the ones in exercise 5, e.g.

visit: a zoo, a farm

go: climbing, horse riding, sightseeing

hire: a surfboard, a deck chair

play: badminton, football

Exercise 6 page 4

- Students find the three holiday activities in the dialogue in exercise 2.
- Check answers as a class.

KEY

visit a museum, go on a boat trip, visit a theme park

Exercise 7 page 4

- Go through the *Learn this!* box together.

- In pairs, students find examples of past simple forms.
- Check answers as a class.

KEY

1 We visited the Tower of London ...; ... and we visited a theme park a couple of times. 2 Yes, it was great, thanks. I went on a city break ... No, we went to London. ... and went windsurfing. We went on a boat trip too. It was too expensive. I hung out with my friends. We went to a music festival ...; Yes, it was OK. 3 But I didn't do much. We didn't go away. Just a shame the holidays weren't longer. 4 Did you have a good holiday? What did you get up to? Did you have a good time? / Did you go on the London Eye?

For further practice of the past simple:

Grammar Builder I.1 page 126

1 1 visited 2 was 3 could 4 sent 5 studied
6 sunbathed 7 went

2 1 didn't visit 2 wasn't 3 couldn't 4 didn't send
5 didn't study 6 didn't sunbathe 7 didn't go

3 Did you do any sport during the week? Did you have a big breakfast? Did you phone anybody yesterday? Did you send any texts? Did you buy anything last weekend?

Exercise 8 page 4

- Go through the instructions and the example questions and answers together.
- In pairs, students take turns to ask and answer the questions, giving as much information as they can.
- Elicit answers from all the pairs and find the most popular holiday activity in the class.

Exercise 9 page 4

- Ask students to think about the activities they enjoyed most and least during their summer holidays.
- In pairs, students ask and answer the questions and give reasons to explain their preferences.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about what I did in the school holidays. I can name different tourist and visitor attractions and holiday activities. I can use the past simple to talk about my holiday.*

IB Grammar

Present tense contrast

LESSON SUMMARY

Reading: A dialogue about school life

Grammar: Present tense contrast; dynamic and state verbs

Vocabulary: Social activities

Speaking: Discussing weekend activities and plans for the weekend

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 7 for homework.

LEAD-IN: 2–3 MINUTES

- Write the following on the board:
*Some people believe that children and teenagers shouldn't get homework. They think that they should do all their learning in school. Do you agree with them?
What are the positive and negative points of homework?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 5

- Go through the task with the class.
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 1.03 page 5

- Play the recording for students to read and listen and note down the answer.
- Check the answer as a class.

KEY

He forgot they were supposed to revise together on Saturday.

Transcript

See Student's Book, page 5.

Exercise 3 page 5

- Ask students to read the dialogue again and to note down all the present simple and present continuous verbs.
- Check answers as a class. With a **weaker class**, revise the affirmative, negative and interrogative forms of the present simple and the present continuous.

KEY

PS starts; haven't got; don't like; is; makes; That's; gives; don't mind; need to do; have; know; That's why; don't remember; get back; can't; have to help **PC** aren't wearing; You're always forgetting; I'm not feeling; (What) are you doing; is giving; we're revising; I'm going away; you're always forgetting; are decorating
There are 7 negative forms and 1 interrogative form.

Exercise 4 page 5

- Go through the instructions and the *Learn this!* box together.
- Ask students to complete the rules.
- Check answers as a class.

KEY

a present simple **b** present continuous **c** present continuous **d** present simple **e** present simple **f** present continuous **g** present simple

Exercise 5 page 5

- Read the sentences to the class. Read out the first one in a neutral tone, and use an annoyed tone to read out the second one so that students understand the difference.
- Check the answer as a class.

KEY

(Possible answer)

Sentence a expresses a fact. Sentence b expresses annoyance or jealousy that the person is always going shopping with Cathy.

Extra activity

Ask students to make sentences about things that annoy them using the present continuous and *always*, e.g. *My sister is always borrowing my clothes.*

Exercise 6 page 5

- Ask students to read the *Learn this!* box and find five examples of state verbs in the text. They should try to explain why they think the verbs are state verbs.
- Check answers as a class.

KEY

like, mind, need, know, remember – They describe a state, not an action, and they are used in the present simple. We do not normally use them in the present continuous.

For further practice of dynamic and state verbs:

Grammar Builder 1.2 page 126

- 1 1 are (you) going; need 2 Do (you usually) wear
3 don't understand 4 are (you) smiling
5 Are (you) coming; don't like 6 leaves
- 2 1a works b is working 2a are having b have
3a am taking b take 4a arrive b is arriving
5a are (you) listening (to) b listens
- 3 1 tastes 2 are you looking at 3 has
4 is appearing 5 I think 6 I don't see

Exercise 7 page 5

- Ask students to complete the sentences. With a **weaker class**, ask students to note any words that will help them to match the verbs with the rules in the first *Learn this!* box.
- Encourage students to use both *Learn this!* boxes for guidance while doing the exercise.
- Check answers as a class.

KEY

1 am meeting; Do you want 2 walk; are going 3 love; cost 4 don't want; is raining 5 Are you enjoying; do you prefer 6 don't believe; is always inventing 7 are you laughing; don't understand 8 am catching; arrives

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence of their own for rules c–g in the first *Learn this!* box.

Exercise 8 page 5

- Go through the instructions, the activities and the example questions and answers together.
- Give students a minute to brainstorm more activities.
- With a **stronger class**, elicit more questions students could ask, e.g. *How often do you go for a bike ride? Who are you meeting in town?*
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to tell the class what their partner does.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the present simple and present continuous to talk about the present and the future. I can use both tenses to discuss typical weekend activities and plans for this weekend.*

IC Vocabulary

Adjectives

LESSON SUMMARY

Reading: A dialogue about a school show

Vocabulary: Adjectives describing feelings; adjectives describing personality; *-ed* and *-ing* adjectives; negative prefixes

Speaking: Describing personality

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 9 for homework and omit exercise 10.

LEAD-IN: 2-3 MINUTES

- Ask: *Do you like going to the theatre? Explain what you like or don't like about it.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 6

- Focus attention on the photo and ask students to work in pairs and speculate about who they can see, where the people are, what they are doing and whether they are enjoying it.
- Ask a few students to share their ideas with the class.
- In pairs, students then discuss if they would like to appear in a theatre production and give reasons for their answers.
- Ask a few students to share their ideas with the class.

Exercise 2 1.04 page 6

- Go through the instructions together and check the meaning of *anxious* (worried and afraid) and *terrified* (very afraid).
- Play the recording for students to read and listen and note the answer.
- Check the answer as a class.

KEY

He's terrified because he now has to sing a song on his own.

Transcript

See Student's Book, page 6.

Exercise 3 page 6

- Students find five adjectives in the dialogue in exercise 2.
- Check answers as a class. Ask students to use their dictionaries to check the meaning of any adjectives they do not know.

KEY

anxious, excited, frightened, terrified, upset

Exercise 4 page 6

- Ask students to work in pairs and take turns to ask and answer the questions. Encourage them to give reasons for their answers, e.g. *I think performers feel excited and frightened before a performance because they love performing but they don't want to make a mistake in front of the audience.*
- Ask a few students to share their ideas with the class.

Exercise 5 1.05 page 6

- Go through the instructions together.
- Play the recording for students to note down their answers.
- Check answers as a class. Ask why each person is feeling the way they do, e.g. *The first speaker is envious because his friend has a really nice new phone.*

KEY

1 envious 2 confused 3 relieved 4 embarrassed
5 suspicious 6 excited

Transcript

Speaker 1 Ooh, that's a really nice phone. Is it new? Yes, it's the latest model, isn't it? I wish I had one like that. One day, maybe ... if I win the lottery.

Speaker 2 Hang on, this doesn't make sense. Tom said he was waiting for me at the café. Now I'm at the café and he's sending me messages saying 'where are you?'. And there's only one café in this part of town. It's all very strange.

Speaker 3 Here's my passport! It was in my jacket pocket all along! I thought I'd lost it. Now I remember, I put it in my pocket as I was leaving the plane. Phew! I was so worried for a while.

Speaker 4 Hey, Tom! Come over here a minute and help me with this. Oh, I'm so sorry. I thought you were somebody else. He looks a bit like you. I mean, from behind. Sorry, madam. My fault. Silly mistake.

Speaker 5 I think somebody's been using my phone. Look – it says 'incorrect password'. But I haven't entered the password yet. Somebody else entered one and it was incorrect. Hmm. But who? Who was in this room while I was in the kitchen?

Speaker 6 It's my birthday tomorrow. I can't wait! I'm having a big meal with all my friends. We're going to a Mexican restaurant in town. We went there last year too. It was such a laugh!

Exercise 6 page 6

- Ask students to choose four adjectives from exercise 3 and to think about when they last experienced those feelings.
- In pairs, students tell each other which adjectives they have chosen. They then take turns to ask and answer questions about the feelings, explaining what caused them to feel that way.

Extra activity: Fast finishers

Ask **fast finishers** to choose more adjectives from exercise 3 and write sentences describing when they last experienced the feelings and why.

Exercise 7 page 6

- Ask students to read the adjectives and use their dictionaries to check their meanings if necessary.
- Students then find four more personality adjectives in the dialogue in exercise 2.
- Check answers as a class. Ask students to explain the meanings of the adjectives using the context.
- In pairs, students brainstorm more personality adjectives.
- Elicit answers as a class.

KEY

friendly, punctual, confident, brave

Exercise 8 page 6

- Go through the *Look out!* box together. Then say: *The girl is bored* and *The girl is boring*. Ask students to explain the difference in meaning by giving a reason, e.g. *The girl is bored because she has nothing to do. The girl is boring because she always talks about the same thing.*
- Students complete the sentences.
- Check answers as a class. Check the meanings of *amusing* (causing you to laugh or smile) and *moving* (causing strong feelings).

KEY

1 amusing 2 amazing 3 embarrassed 4 moving
5 surprised 6 bored 7 annoying

Extra activity

Ask students to write sentences with the unused adjective forms of the verbs in brackets in exercise 8, e.g. *amused*:
I was amused when my brother fell over while he was ice skating.

Exercise 9 page 6

- Ask students to read the *Learn this!* box. Students then use their dictionaries to find out which adjectives have a negative prefix.
- Check answers as a class.

KEY

flexible – inflexible; honest – dishonest; kind – unkind;
loyal – disloyal; organised – disorganised; patient – impatient;
reliable – unreliable; sensitive – insensitive

For further practice of adjective endings:

Vocabulary Builder IC page 121

- 4 1 meaningful 2 hopeless 3 meaningless
4 snowy 5 drinkable 6 affordable 7 adventurous
8 mountainous 9 impressive 10 supportive
- 5 1 courageous; supportive 2 mountainous;
dangerous 3 friendly; likeable 4 wonderful;
watchable 5 snowy; hazardous 6 helpful; careless

Exercise 10 page 6

- Ask students which adjectives in exercise 7 (with or without negative prefixes) they would apply to themselves.
- In pairs, students take turns to describe themselves using the adjectives and modifying adverbs. Encourage them to give reasons for their choice of adjectives, e.g. *I'm a bit unreliable at times because I often forget things.*
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use feelings adjectives to describe how people might feel in certain situations. I can use '-ed' adjectives to describe how people are affected and '-ing' adjectives to describe the effect certain things have on people. I can use personality adjectives to describe myself.*

ID Grammar

Articles, *will* and *going to*

LESSON SUMMARY

Reading: A dialogue about weekend plans

Grammar: Articles; *will* and *going to*

Speaking: Talking about plans for the future

SHORTCUT

- To do the lesson in 30 minutes keep the lead-in brief and set exercises 5 and 7 for homework.

LEAD-IN: 2-3 MINUTES

- Tell students how you usually spend the weekend, e.g. *I usually spend the weekend with friends. When the weather is good, we often go walking and take a picnic with us.*
- Ask: *Who do you usually spend your weekends with? What kind of plans do you make?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 7

- Focus attention on the photo and elicit the activity. (cycling)
- In pairs, students discuss whether or not cycling is an activity they enjoy, giving reasons for their answer.
- Ask a few students to share their ideas with the class.

Exercise 2 page 7

- Students read the dialogue and complete the dialogue. Do not check answers at this point.

Exercise 3 1.06 page 7

- Play the recording for students to check their answers.
- Ask students when Toby and Leah are going to go cycling.
- Check answers as a class.

KEY

1 the 2 a 3 the 4 – 5 the 6 the 7 a 8 the
9 an 10 the 11 – 12 the
Toby and Leah are going cycling on Sunday afternoon.

Transcript

Leah What are you up to at the weekend, Toby?

Toby I'm going to go for a bike ride on Saturday. Do you fancy coming too?

L I can't, I'm afraid. I'm going to help my dad with some gardening. We're going to do some work for a neighbour.

T That doesn't sound like the best way to spend your weekend. Gardening is hard work! And according to the forecast, the weather isn't going to be good.

L I know. But the neighbour is going to pay us for it. And my dad's a gardener so he's got all the right tools.

T Really? I'll come and help you. I mean, if that's OK with you and your dad ...

L Sure. We'll share the money with you: £10 an hour. But what about the bike ride?

T I'll go on Sunday instead. The weather will probably be better then. Do you want to come?

L Yes, please. I love bike rides. But let's go in the afternoon. I'll be exhausted when I wake up!

Exercise 4 page 7

- Go through the *Learn this!* box together. Then ask students to complete the rules.
- Check answers as a class.

KEY

1 a/an 2 the 3 the 4 a/an 5 no article 6 a/an
7 the 8 the

Language note

We do not use an article when there is a preposition before certain nouns, e.g. *school, college, hospital, work, home, bed, breakfast, lunch, Christmas, Easter, bike, car.*

I always walk to school.

What do you want for breakfast?

We'll see you at Christmas.

They're going by car.

Exercise 5 page 7

- Students complete the sentences.
- Check answers as a class.

KEY

1 a; the 2 –; a; the; an 3 –; a 4 A; a; –; the; the
5 an; the; an 6 a; the

For further practice of articles:

Grammar Builder I.3 page 127

1 ... so we had dinner in ... The restaurant was quite expensive – the water was about £5 a bottle ... the food was fantastic! For me, the best part ... and he's a chef so he knows ... My brother ordered steak because he hates fish ... leave the restaurant until 11:30 at night.

Extra activity: Fast finishers

Ask **fast finishers** to use the rules in the *Learn this!* box to write sentences with *a, an, the* or *no article*. If possible, they can write gapped sentences and give them to a partner to complete with the correct articles.

Exercise 6 page 7

- Go through the *Learn this!* box together.
- With a **weaker class**, revise how to form sentences with *will* and *going to*.
- Write the following sentences on the board.
I'm going to buy a car when I'm eighteen. (The speaker has decided to do something.)
You'll be OK. Don't worry. (The speaker believes that something will happen.)
Leave the bags. I'll take them upstairs for you. (The speaker is offering to do something.)
The students are being noisy. The teacher is going to get angry. (This is a prediction based on what the speaker can hear.)
Is the shop closed? I'll come back tomorrow. (The speaker is deciding to do something as he / she speaks.)
- Ask students why *will* or *going to* is used in each sentence.
- Students then find examples of *will* and *going to* in the dialogue in exercise 2.
- Check answers as a class.

Exercise 9 page 11

- Ask each pair to share their ideas from exercise 8 with the class. Give the other students the chance to disagree if they have a different opinion.
- Ask students to vote for the topic that causes the most family arguments.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify a person's attitude and intention through their intonation. I can use intonation to express my own attitudes and intentions. I can discuss which topics cause the most family arguments.*

1D Grammar

used to

LESSON SUMMARY

Listening: A conversation between a teenager and his grandfather

Grammar: *used to; be / get used to*

Speaking: Discussing how you used to be aged five

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 5 for homework and omit exercise 9.

LEAD-IN: 2-3 MINUTES

- Ask students to imagine what schools in their country were like fifty years ago. Then ask them to work with a partner and take turns to describe a typical school of fifty years ago and its students. Do they think schools are better now?
- Ask a few students to share their ideas with the class.

Exercise 1 1.12 page 12

- Ask students to look at the photo and describe it.
- Go through the instructions together.
- Play the recording for students while they read the dialogue and note the answer.
- Check the answer as a class.

KEY

nostalgic

Transcript

See Student's Book, page 12.

Exercise 2 page 12

- Go through the *Learn this!* box together. Point out that we use *used to* to talk about past habits and past situations that lasted for a period of time. We do not use it to describe single past events; to do that we use the past simple.
- Students find the examples of *used to* in the dialogue in exercise 2.
- Check answers as a class.

KEY

affirmative You used to have great hair! I used to spend ages getting it just right. And I used to share clothes with my brother. I used to do that too.

negative I didn't use to have much money.

interrogative Did you use to spend a lot of money on them?

Extra activity

- Write the following prompts on the board:
I / live / in London
they / not go / to our school
you / like / rock music?
- Ask students to come to the board and use the prompts to make an affirmative sentence, a negative sentence and a question with *used to*.

KEY

I used to live in London.

They didn't use to go to our school.

Did you use to like rock music?

Exercise 3 page 12

- Ask students to read the dialogue and complete it. Do not check answers at this point.

Exercise 4 1.13 page 12

- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1 used to live 2 Did (you) use to go 3 didn't use to pay
4 didn't use to have 5 used to wait 6 used to do
7 used to be

Transcript

Mum I used to live opposite the Palace Cinema when I was ten.

Alice Did you use to go there often?

M Yes. But we didn't use to pay. It wasn't our fault – we didn't use to have any money for tickets.

A So how did you get in?

M We used to wait outside the fire exit and run in when somebody opened it!

A I can't believe you used to do that! You're always telling me how important it is to be honest!

M Well, yes. I used to be very naughty, but I grew out of it.

For further practice of *used to*:

Grammar Builder 1.2 page 129

- 1 1 used to have 2 used to be 3 used to like
4 didn't use to invite 5 didn't use to go 6 used to listen
7 did you use to listen 8 used to enjoy
9 Did you use to go 10 used to take
- 2 1 use to live 2 used to cost 3 didn't use to play
4 didn't use to sell 5 used to go 6 used to drink
7 used to cook 8 didn't use to win

Exercise 5 page 12

- Students work individually to complete the sentences.
- Check answers as a class.

LEAD-IN: 2–3 MINUTES

- Ask students: *How much time do you spend with your parents? Do you enjoy being with them or do you prefer being with people your own age? Why is this?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading**Exercise 1** page 18

- Go through the strategy together. Ask students how they would go about matching a heading to a paragraph. (They might look for matching key words or topics that are paraphrased in the paragraph.)
- Students read the paragraph and match it with one of the headings A–D.
- Check the answer as a class.

KEY

C

Exercise 2 page 18

- Check the meaning of *optimistic* (expecting good things to happen or something to be successful), *enthusiastic* (full of excitement and interest in something) and *pessimistic* (expecting or believing that bad things will happen and that things will not be successful).
- Review the meaning of the following phrasal verbs: *put up with*, *catch up with*, *split up with* and *get on with*.
- Go through the headings together and ask students to note the key words.
- Students read the text and match the headings with the paragraphs.
- Check answers as a class.

KEY

1 E 2 B 3 A 4 F 5 D Listening

Exercise 3 page 18

- Ask students to read the strategy. They then read the extract and match it with one of the options.
- In pairs, students discuss why the other options are incorrect.
- Check answers as a class.

KEY

C is correct

A is incorrect because the extract says the writer missed out on getting to know her family.

B is incorrect because the writer describes one negative aspect of her upbringing, so it was not all positive.

Exercise 4 1.17 page 18

- Ask students to read the instructions and questions.
- In pairs, students discuss what they think each extract will be about.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 B 5 C 6 A

Transcript

- 1 **James** I can't believe you don't know how to swim when you grew up near the coast.
- Cara** I know, but I've always found water totally scary.
- J** Do you know why, Cara?
- C** According to my parents, when I was about two years old I fell into a neighbour's pool, and they only found me at the last minute. After that, my mum and dad went mad every time I got near the water. And when my aunt tried to take me for swimming lessons, there was a terrible argument. So for me, swimming and trouble are pretty much the same thing.
- 2 Of course it's normal for young friends to fall out. A friend may promise to do something and then go back on their word. Or perhaps you've decided a new friend is the greatest person ever, then they don't live up to your expectations. The truth is that adults learn to put up with disappointments like these, but young people haven't yet learned that friendships go through difficult times.
- 3 Of course you get older customers who've had the same hairstyle since their twenties, and they just can't see that it makes them look old-fashioned now. Maybe doing their hair like that used to make them feel stylish – because everyone was wearing it that way at the time. But even when they're middle-aged or retired, you can encourage these customers to change a bit. Show them pictures of a similar modern hairstyle in a fashion magazine, or rearrange their hair in front of the mirror – then tell them how great it looks!
- 4 **Man** I've noticed you always have audio books in your car. You must really enjoy listening to stories while you drive.
- Woman** I do. Actually, I think it comes from when I was a child. My dad used to read to me every night before I went to sleep, so I connect it with a really happy and peaceful time.
- M** Hmm. Perhaps that's why I find it difficult to listen to them. I can't remember anyone reading to me at all. I always read to myself at night.
- 5 **Woman** Did you use to enjoy sport when you were a child? I've noticed you don't go in for any sports nowadays.
- Man** No, I didn't really do much sport – just what we had to do at school. I enjoyed things like tennis, but I wasn't much good as part of a team, so I hated football.
- W** I was mad about football. I played it from the age of five, and in secondary school I was the captain of the girls' team. I feel quite jealous when I watch my kids playing now. Maybe I should take it up again.
- 6 The writer got his first job in a supermarket when he was fifteen, and he was already feeling pessimistic about his future as a writer. Today, young people like you hope to go to university, but in the author's day, he knew his family could never afford to send him to university. He thought that he might spend his life working in boring jobs just to support himself. But then he met Walters, a quiet man with a job at the local library. And from that first meeting, things began to change.

Extra activity

- Ask students to think about an important event that happened to them in early childhood and how it affects their lives today.
- In pairs, students take turns to tell each other about the event.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a field game. I can identify and understand prepositions in a text. I can give my opinion of a field game.*

2G Speaking

Stimulus-based discussion

LESSON SUMMARY

Vocabulary: Adventure activities

Listening: Two friends planning a day out

Exam Strategy: Using a range of phrases to reach an agreement

Speaking: Expressing preferences; raising objections; coming to an agreement

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 2 and do exercise 6 in the next lesson.

LEAD-IN 2-3 MINUTES

- Give students one minute to brainstorm as many outdoor sports as they can.
- Elicit ideas and find out how many students do these activities. Find out which is the most popular, and then ask which is the most unusual.

Exercise 1 page 28

- Focus attention on the photos.
- Students complete the task individually or in pairs. Encourage them not to use a dictionary and if they aren't sure, guess.
- Go through the words together and check their meaning and pronunciation.
- Give students a minute to check their answers and then check answers as a class.
- With a **weaker class**, check the meaning of all the words before they start the task.

KEY

A climbing B karting C kayaking D hiking

Exercise 2 page 28

- Students take turns to ask and answer the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 1.25 page 28

- Go through the instructions and the task together.
- Play the recording for students to answer the questions.

KEY

They consider kayaking, surfing, parkour, karting and hiking.

They agree on karting.

Transcript

- A So, we're going to do an adventure activity on our day out. What do you think we should do?
- B Well, I'm quite keen on kayaking.
- A Really? I'd rather go surfing than kayaking.
- B The problem with surfing is that the sea is too cold at this time of year.
- A Yes, I suppose you're right. What about parkour?
- B Sorry, but I don't really fancy parkour.
- A Why not?
- B Well, don't you think it would be dangerous? I've never done it before. I'm sure I'd injure myself.
- A OK. How about karting? I like the idea of that.
- B Yes, I think karting would be fun. But it's quite expensive, isn't it? Hiking is another option.
- A Hiking would certainly be cheaper, but less fun in my opinion. OK, I think we need to make a decision. There's a good karting circuit near the shopping centre. I don't think it's very expensive. So, overall I think karting would be better.
- B OK. That's settled then. Let's go karting.

Exercise 4 1.25 page 28

- Go through the phrases together and check meaning. With a **weaker class**, elicit sentences using the phrases to check that students can use them correctly, e.g. *I quite fancy doing parkour. I think hiking is a better option than abseiling because it's less dangerous.*
- Play the recording for students to tick the phrases used in the recording.
- Check answers as a class.

KEY

I'm quite keen on ... , I'd rather (go surfing) than (kayaking). , Sorry, but I don't really fancy ... , I like the idea of ... , Overall, ... would be better. , That's settled then.

Transcript

See exercise 3.

Exercise 5 page 27

- Go through the instructions together.
- Set a time limit for students to complete the task.
- Remind them that they must each choose different activities.
- Circulate and monitor, helping where necessary.

Exercise 6 page 27

- In pairs, students work together to do the task, using their notes from exercise 5, the key phrases from exercise 4 and the ideas in the speaking strategy.
- Ask a few pairs to perform their discussion to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss ideas for a day out and justify my opinions.*