

Map of resources

1A Vocabulary

Student's Book, pages 8–9; Workbook, page 8
Photocopiable: 1A (How do you feel?)

1B Grammar

Student's Book, page 10; Workbook, page 9
Photocopiable: 1B (Past simple affirmative)

1C Listening

Student's Book, page 11; Workbook, page 10

1D Grammar

Student's Book, page 12; Workbook, page 11
Photocopiable: 1D (Past simple negative and interrogative)

1E Word Skills

Student's Book, page 13; Workbook, page 12

1F Reading

Student's Book, pages 14–15; Workbook, page 13

1G Speaking

Student's Book, page 16; Workbook, page 14
Photocopiable: Functional Language Practice (Giving advice)

1H Writing

Student's Book, page 17; Workbook, page 15

Culture 1

Student's Book, page 108
DVD and DVD worksheet: Unit 1

Classroom Presentation Tool Unit 1

End of unit

Unit Review: Workbook, pages 16–17
Photocopiable: Grammar Review
Exam Skills Trainer 1: Workbook, pages 18–19
Cumulative Review I–1: Workbook, pages 108–109
Progress Test and Short Tests: Unit 1

1A Vocabulary

How do you feel?

LESSON SUMMARY

Vocabulary: Adjectives to describe feelings; modifying adverbs

Grammar: Present continuous; modifying adverbs

Speaking: Discussing how students feel in different situations

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 2 minutes each on exercises 1, 3 and 5. Exercise 10 can be set for homework and you can then do exercise 11 in the next lesson.

LEAD-IN 2–3 MINUTES

- Write *Positive and negative emotions* on the board.
- Call out a few situations that could evoke a positive or a negative emotion, e.g.
Your favourite TV programme is on tonight.
You didn't get the present you wanted for your birthday.
You argued with your best friend yesterday.
You thought your mobile phone was lost but you found it.
There is a nice surprise waiting for you at home.
- Ask:
What situations would make you feel a positive emotion?
What situations would make you feel a negative emotion?
Can you name the emotion?
- Students call out their responses.

Exercise 1 page 8

- In pairs, students describe how the people are feeling. They then describe what is happening in each picture, but be careful not to elicit the present perfect.
- Check answers as a class.

KEY

(Possible answers)

- 1 **A** worried **B** happy, excited **C** angry **D** bored
2 **Photo A:** They are watching a football match and their team is losing.
Photo B: The girls' exam results are very good.
Photo C: The plane was late / The man can't find his bags.
Photo D: The girl's schoolwork is difficult and boring.

Exercise 2 1.04 page 8

- Go through the words together and check their meaning and pronunciation, especially of adjectives ending in *-ed*, e.g. *delighted* /dɪ'laɪtɪd/, *frightened* /'fraɪtnd/, *embarrassed* /ɪm'bærəst/.
- Students match the words to the photos in exercise 1.
- Check answers as a class.

KEY

(Possible answers)

- A** anxious / upset **B** delighted / excited / proud
C cross **D** bored

Transcript

See Student's Book page 8.

Extension: Fast finishers

Ask **fast finishers** to think of at least one more adjective to match with each photo.

Exercise 3 page 8

- Explain the task and make sure students understand the idea of positive and negative feelings.
- Students work individually to complete the activity. They then compare answers with a partner.
- In pairs, students think of more adjectives to add to the list, e.g. *thrilled, surprised, furious, humiliated*.
- Check answers as a class.

KEY

A delighted, excited, proud, relieved

B anxious, ashamed, bored, confused, cross, disappointed, embarrassed, envious, frightened, shocked, suspicious, upset

Exercise 4 page 9

- Focus attention on the quiz. Ask: *What kind of quiz is this?* and elicit ideas. Explain to students that they must choose the correct emotion to match each pair of eyes.
- Elicit answers. If girls or boys score noticeably higher in the quiz, ask students why they think this is so. Explain that some people believe women and girls are better at 'reading' emotions. Ask students if they agree with this idea.

KEY

See Student's Book, page 9.

Exercise 5 page 9

- Working individually, students read the tweets and add a suitable adjective from exercise 2 for each hashtag. They then compare their answers in pairs.
- Check answers as a class. If students have different answers, ask them to give reasons for their choice, e.g. *I chose 'anxious' for number 3 because I don't like parties!*

KEY

2 bored **3** excited / relieved **4** delighted / relieved
5 cross / upset **6** embarrassed

Exercise 6 1.05 page 9

- Read the instructions together. Tell students they do not have to understand every word. They should listen for key words to get the gist and how the people are speaking. Do they sound, anxious, confused, embarrassed, etc?
- Play the recording but do not check answers.

KEY

1 excited **2** disappointed **3** confused
4 embarrassed **5** anxious

Transcript

- 1 Guess what? You know there's a big charity concert at Wembley Stadium next week? Well, I've got a ticket! ... I know! It's great, isn't it? ... Who's playing? Loads of bands. ... Well, for a start, the Black Eyed Peas. ... I know! And Lady Gaga. And Katy Perry. ... I know, amazing! I can't wait!
- 2 Hi. What are you up to? ... Oh, really? Sounds good. ... Me? I'm baking! ... You know it's Matt's birthday on Saturday? ... Yes, it's a birthday cake. ... Chocolate and Brazil nut. ... He doesn't eat nuts? Oh, I didn't know that. Oh dear. That's bad news! But the nuts are big; he can leave them. ... What? ... He doesn't like chocolate? Are you sure? Oh. That's really bad news.
- 3 Hello, Nicky? Yes, I'm at the bus stop. ... Sorry! ... But listen ... No, but listen ... Just listen a moment! ... I know, but I got here nearly an hour ago. There aren't any buses! ... I don't know why. It's really strange. ... Yes, they're usually every ten minutes. ... No, I really don't understand. Very strange ...
- 4 Hi, Anna! I got a text from your brother about your exam. Con-grat-u-LA-tions! Brilliant news! ... What? ... Sorry? Oh, you failed? Really? ... Hang on, let me read it again. ... Oh yes. I'm so sorry, I didn't read it properly. ... Yes, yes ... I'm sure you're feeling really bad. ... Actually, so am I, now. Red face! Silly me.
- 5 Hello, Dad? ... Yes, I know it's late. ... Yes. I am in bed. But I can hear voices outside. ... In the garden, I think. ... They're men's voices. ... Where are you? Are you coming home soon? ... Yes, Mum's here, but I think she's asleep. ... No, they're still there. I don't like it ... Yes, they could be next door, I suppose. I don't know. Are you coming home soon?

Exercise 7 1.05 page 9

- Go through the *Recycle!* box together. Revise the structure of the present continuous (*be + -ing* form of the verb). Elicit sentences to describe what students are doing now.
- Ask students what the verbs in the box have in common. (They describe states rather than actions.) Focus attention on the example sentence and elicit more sentences with state verbs.
- Tell students they are going to listen to the recording again. Go through items a–e together. Point out that they are not in the same order as the speakers in the recording.
- Students write the correct number for each speaker and then complete the sentences.
- Check that students have numbered the speakers correctly but do not check the verbs at this point.

KEY

a 4, doesn't know **b** 3, doesn't understand **c** 5, is lying
d 1, has **e** 2, is making

Transcript

See exercise 6.

Exercise 8 page 9

- Tell students to look at the speech bubbles. Check the first item in exercises 6 and 7 as a class. Ask: *How does Speaker 1 feel and why?* Elicit the answer from a student.
- Check answers as a class.

Exercise 9 page 9

- Go through the modifying adverbs together. Ask students to put the adverbs in order starting with *a little bit*. With a **stronger class**, you could elicit more modifying adverbs, e.g. *pretty, quite, slightly*.
- Check answers as a class.

KEY

a little bit, a bit, rather, very, extremely

Exercise 10 page 9

- Describe a situation that evokes a strong feeling, e.g. *When I get on a plane, I feel extremely anxious*. Then go through the situations together and ask students how each situation makes them feel. Elicit ideas for the first situation.
- Tell students to make notes and encourage them to think of an adjective and modifying adverb for each one.

Exercise 11 page 9

- In pairs, students ask and answer the questions.
- Monitor and check pronunciation and grammar usage.

Extra activity

- Write the following on the board: *When I go the dentist, I get rather frightened*. Ask students to think of another good or bad situation (e.g. fail an exam, get an invitation to a party). Each student writes a situation on a piece of paper.
- Put students in groups. One student from each group collects the pieces of paper and puts them in a bag. Students then take turns to pick a piece of paper and make a sentence saying how they feel in the situation. Encourage them to use modifying adverbs.

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 adjectives to describe feelings. I can use the present continuous and modifying adverbs correctly.*

1B Grammar

Past simple (affirmative)

LESSON SUMMARY

Grammar: Past simple (affirmative)

Reading: An article about the lottery

Speaking: Talking about when students experienced different feelings

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 6 and choose three feelings each in exercise 8.

LEAD-IN 2-3 MINUTES

- Write *Lottery* on the board. Elicit the meaning.
- Say: *Imagine you have won the lottery. How do you feel about it? What do you want to do with your money?* Elicit a few responses from the class.

Exercise 1 page 10

- Ask students to discuss the questions in groups. Elicit a few answers, e.g. *Lottery tickets are a waste of money because you never win anything. A lottery ticket is a chance of a better life.*

Exercise 2 page 10

- Tell students to read the text quickly and not to worry about unknown words at this stage. Ask: *Why is it sometimes unlucky to win the lottery?* and elicit ideas.
- Check any unknown vocabulary.
- With a **stronger class**, ask students to think of more reasons why it might be unlucky to win the lottery, e.g. *People buy silly things they don't really need. People become envious of them. Other people ask them for money.*

KEY

(Possible answer) People are not always happy when they win the lottery. People can make bad decisions or have terrible arguments with family and friends.

Culture note: Lotteries

The UK National Lottery was launched in 1994. To date, the largest amount of money won is £35,133,888. In 2013, 50% of all the money spent on the National Lottery was used for prizes and 28% funded good causes such as sports, health and educational projects.

Exercise 3 page 10

- Go through the *Learn this!* box together. Ask: *When do we use the past simple?* (to describe events that started and finished in the past)
- Practise the pronunciation of the verbs in the box.
- Ask students to think of more examples for rules 1–3, e.g. a *wait – waited*; b *stop – stopped, carry – carried, like – liked*; c *find – found, think – thought*
- Students read the text in exercise 2 again and find the past simple verbs. They then match the verbs with the rules.
- Check answers as a class.

KEY

a returned, looked

b studied, compared, stopped

c bought, chose, won, felt, gave, found, spent, had

d were, was

For further practice of the past simple affirmative: Grammar Builder 1B page 124

- 1 looked 2 studied 3 stopped 4 died
5 moved 6 compared 7 agreed 8 enjoyed
9 realised 10 dropped 11 felt 12 left 13 spent
14 had 15 gave 16 won 17 began 18 went
19 got 20 said
- 1 was 2 was 3 were 4 were 5 was 6 was
7 were 8 was
- 1 stopped 2 worked 3 tried 4 planned
5 seemed 6 chatted 7 married 8 moved
- 1 saw 2 chatted 3 had 4 enjoyed 5 was
6 left 7 stayed 8 felt 9 were 10 went

Exercise 4 page 10

- Ask students to complete the sentences. With a **weaker class**, first check that students understand the meaning.
- Check answers as a class.

KEY

1 spent 2 dropped; found 3 went; studied
4 married; were 5 left; moved

Exercise 5 1.06 page 10

- Ask students to read the text quickly. Elicit the basic story from a student. Ask: *Is Michael Carroll happier now that he has lost all his money?* (yes)
- In pairs, students complete the text.
- Play the recording.
- Check answers as a class.

KEY

1 were 2 won 3 gave 4 spent 5 got 6 was
7 decided 8 had 9 began 10 said

Transcript

In 2002, nineteen-year-old British refuse collector Michael Carroll and his family were delighted when he won £9.7 million in the lottery. He gave millions of pounds to charity and to friends and relatives. He also spent thousands on loud, all-night parties, and over the next few years, he got into trouble with the police several times. His wife Sandra was cross and upset and decided to leave. Soon, he had no money left, and in 2010, he began work as a refuse collector again. 'I'm just glad it's over,' he said.

Extra activity: Fast finishers

Tell **fast finishers** to imagine they won the lottery. Ask them to write an imaginary account of what happened when they won it, using the verbs in exercises 3–5.

Exercise 6 page 10

- Ask: *How do you think Alex and Michael felt after everything that happened to them?* Elicit adjectives such as *upset, anxious, ashamed, embarrassed* and *relieved*.
- In pairs, students discuss the questions. Allow 2–3 minutes for this activity and then elicit a few answers.

Exercise 7 page 10

- Read the instructions together and make sure students understand what they have to do. With a **weaker class**, ask students to write the verbs and then go through the sentences together to add the correct adjectives.
- Check answers as a class.

KEY

2 was embarrassed; dropped
3 was delighted; won
4 felt (a bit) suspicious; said
5 were (very) disappointed; stopped; left
6 got (a bit) bored; talked
7 were (extremely) relieved; found

Exercise 8 page 10

- Ask students to think about situations in their lives when they experienced the feelings. They then take turns to tell each other about the situations. Remind them to use modifying adverbs where possible.
- Monitor and check pronunciation and grammar.

Extension

Students write about one of the situations their partner described to them.

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 past simple affirmative correctly. I can give my opinion on people's stories. I can describe how I felt in different situations.*

1C Listening

Problems, problems!

LESSON SUMMARY

Reading: A questionnaire about problems

Exam topic: Listening for gist

Grammar: *should*

Listening: Offering advice to people about their problems

Speaking: Describing problems and offering advice

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 2. Exercise 7 can be planned and written for homework and the speaking activity in exercise 8 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Say: *I borrowed my friend's camera and I broke it. Should I be honest about it? Should I buy my friend a new one and say nothing? Or should I say that someone else broke it?* Elicit students' advice.
- Ask: *Did you ever have a similar experience? What did you do?* Elicit a few answers.

Exercise 1 page 11

- Ask students to look at the photo. Elicit as many feelings as you can to describe how the people are feeling, e.g. *upset, worried, sympathetic*.

KEY

(Possible answer) One girl is upset. The other girl is talking to her to make her feel better.

Exercise 2 page 11

- Ask: *Do you sometimes do questionnaires in magazines? What kind of questionnaires?* Focus attention on the questionnaire. Ask: *What is this questionnaire about?* (different problems)
- In pairs, students read the questionnaire and then ask and answer the questions.
- Elicit answers, writing the most common ones on the board. Ask students who disagree with these answers to give reasons why they did not choose them.

Exercise 3 1.07 page 11

- Go through the strategy and the summaries together. Tell students they are going to listen to a dialogue between Zak and Tom. They must choose the correct summary. Before they listen, tell them to underline the key words they should listen out for.
- Play the recording.
- Check answers as a class.

KEY

b

Transcript

Tom Hi, Zak. Do you fancy going into town?

Zak I'm sorry, Tom, I can't. I need to do some revision.

T Revision? For what?

Z The exams next month.

T But they're six weeks away!

Z I know. That's only two weeks for each subject. Look, I'm making a plan. This week, it's maths. Next week ...

T OK, OK. Calm down!

Z I can't! I always do badly in exams. I want these ones to go well. I need to study ... See you later.

T Hang on. Why do you do badly in exams? You always study a lot.

Z I don't know. I panic, I suppose.

T Exactly! You panic. You need to stay calm. Take a break from your revision. Come with me into town. Then you can get back to your revision tomorrow.

Z Well, I don't know ... Maybe you're right, Tom.

T Great! Come on, then.

Z But actually ... I really want to finish this revision plan. Let's go out tomorrow.

T I'm busy tomorrow.

Z Well, maybe at the weekend.

T I really think you should stop working for a bit.

Z I'm sorry. Look, let's speak soon.

T OK. It's your decision.

Exercise 4 page 11

- Go through the *Learn this!* box together. Then ask students to work in pairs and decide what Zak should or should not do.
- Ask a few students to share their ideas with the class and give reasons for their opinions.

Extra activity

Ask students to think of four more pieces of advice for Zak using *I think ... + should* and *I don't think ... + should*.

Exercise 5 1.08 page 11

- Tell students they are going to hear four more dialogues. Then go through the instructions together.
- Remind students that they do not have to understand every word, but to listen for general meaning.
- Play the recording.
- Check answers as a class.

KEY

A 2 B 4 C 1 D 5

Transcript

A Madison Hi, Louis. Are you going to watch the match?

Louis Yes, I am. But I've also got this history project to finish!

M Oh, the history project. Yes, I finished mine this morning.

L Well done. I'm having a few problems with mine. I can't think what to write. And the match starts in twenty minutes!

M I know! I can record the match. Then we can watch it together when you finish your project.

L Hmm. I'm not sure. I think I need to take a break. We can watch the football together here.

M But you have to do the project some time. Why don't we look at it together now? We can make a plan for it – then you can finish it fairly quickly.

L That's not a bad idea ... but to be honest, I'm a bit bored with it. Come on, let's go in the living room and turn the TV on.

M Are you sure? I always like to finish my school work before I relax ...

L I know. But we're different! Come on ...

M Well, OK. It's your project ...

B Matt Hi, Emma. Can I ask your advice about something?

Emma Sure, Matt. What is it?

M You know my friend Toby?

E Yes.

M Well, he's really angry with me.

E Oh dear. Why's that?

M Well, I wrote something on his Facebook page ... and he didn't like it.

E Oh no! What did you write?

M I'm not telling you. It was just a silly joke.

E And he didn't find it funny.

M Exactly. In fact, he really took offence. I said sorry and deleted the comment – but he's still angry. What should I do? I feel so bad about it!

E Why don't you give him a call and chat about it?

M I tried that. He didn't answer.

E Well, why don't you text him? You have to keep trying!

M I know. You're right. I can't give up. Thanks for your advice.

C Zoe Hi, Ryan. You don't look very happy. Is something wrong?

Ryan Well, yes, it is, actually. Can I tell you about it?

Z Sure, go ahead.

R Well, I saw Brandon yesterday, and he told me about this girl – Amy, she's called.

Z Go on.

R Well, he really likes her. He wants to ask her out. He talked about her for ages.

Z So, what's the problem?

R I asked her out last week, and she said yes!

- Z Did you say that to Brandon?
 R No, I didn't. I couldn't ... I don't know ... I'm embarrassed. He really likes her ... I don't want him to get cross with me.
 Z But you can't keep it a secret!
 R I know. What can I do?
 Z You have to tell the truth!
 R Hmm. But it's difficult ...
 Z Do you want me to have a word with him?
 R Yes. Yes, please. Can you do that?
 Z OK. I suppose so.

- D Alex** Hi, Marcus.
Marcus Hi, Alex. Can I ask your advice about something?
A Of course you can.
M Well, it's Jack's birthday tomorrow and he's going out for dinner at a pizza restaurant. About ten of his friends are going.
A OK. So what's the problem?
M I can't go. I haven't got any money.
A Oh. Does Jack know that?
M No, he doesn't. When he invited me, I just said, 'Thanks! It sounds great!'
A So he thinks you're going.
M Yes! Well, I'm not sure. Maybe.
A Well, you need to make it clear.
M I know, but it's embarrassing. All my other friends can afford it.
A Do you want some money? I can lend you £10.
M Thanks, Alex, but I don't like borrowing money from friends. And anyway, £10 isn't enough.
A Why don't you ask your mum and dad for some money?
M I asked them, but they said no.
A Well, you need to speak to Jack again. Make an excuse. Tell him you've got a family party the same evening.
M What, tell a lie?
A It's only a little lie. That's my advice, anyway.

Exercise 6 1.09 **page 11**

- Play the recording for students to complete the collocations.
- Check answers as a class. If necessary, go through the meanings of the collocations.

KEY
 3 take 4 give 5 tell 6 have 7 make 8 tell

Transcript
 See exercise 5.

Extension

- Students discuss problems A–D and say what the people should do using *I (don't) think he/she should ...*. They should try to include collocations from exercise 6.
- Begin the activity by asking what Louis should do. Students continue the activity in pairs or groups.

Exercise 7 **page 11**

- Write these phrases on the board:
 1 *I know. You're right.* 4 *Well, I don't know.*
 2 *I'm sorry, I can't.* 5 *I'm busy.*
 3 *Maybe you're right.* 6 *I know, but ...*
- Ask: *Which phrases reject advice? Which agree with advice?* (2, 4, 5 and 6 reject advice. 1 and 3 agree with advice.)

- Tell students they are going to plan and practise a dialogue using the prompts. Refer them back to exercise 2 and tell them to choose one problem and two suggestions or to use their own ideas.
- Students practise their dialogue. Encourage them to use collocations from exercise 6 where possible.
- Monitor and check that students are using the target language correctly.

Exercise 8 **page 11**

- Students take turns to act out their dialogues for the class.

Learning 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 people talking about personal problems. I can use 'I (don't) think you should ...' to give advice. I can use different collocations.*

1D Grammar

Past simple (negative and interrogative)

LESSON SUMMARY

Listening: A conversation about a trip to the cinema

Grammar: Past simple (negative and interrogative); question words

Speaking: Talking about what you did at the weekend

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 2. Exercises 4 and 7 can be set for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Write the following incomplete sentences on the board:
On Saturday evening I went to ...
This morning I ate ... for breakfast.
- Ask: *What tense are the sentences in? (past simple)*
Say: Ask questions to complete the sentences. (Where did you go? What did you eat?)

Exercise 1 **page 12**

- In pairs, students tell each other what they did. Elicit a few answers from individual students.

Exercise 2 1.10 **page 12**

- Tell students they are going to listen to a video chat.
- Play the recording for students to answer the question.
- Check answers as a class. Ask students if there are other things that annoy them in cinemas.

KEY

The film wasn't great. She couldn't see the screen very well because the man in front of her was really tall and he didn't stop talking to his girlfriend. She also lost her mobile.

Transcript

See Student's Book, page 12.

Culture note: Jennifer Lawrence

Jennifer Lawrence is an American Academy Award-winning actress. She is most famous for her roles as Katniss Everdeen in the Hunger Games films and Rosalyn Rosenfeld in *American Hustle*.

Exercise 3 page 12

- Focus attention on the *Learn this!* box. Read out each sentence and invite students to complete the rules.
- With a **weaker class**, ask students to underline the infinitives of the verbs in the example sentences.
- Students copy and complete the rules in their notebooks.
- Check answers as a class.

KEY

1 did not (didn't) 2 did
3 was / were 4 could / couldn't

For further practice of the past simple (negative and interrogative): Grammar Builder 1D page 124

5 1 didn't enjoy 2 couldn't 3 didn't win
4 wasn't 5 didn't feel 6 didn't study
7 didn't leave 8 didn't spend

6 1 weren't 2 were you 3 couldn't 4 were
5 Was 6 was 7 was 8 Were there 9 wasn't
10 was 11 couldn't

Exercise 4 page 12

- Students read the sentences and make them negative.
- Check answers as a class.

KEY

2 I couldn't walk when I was one year old.
3 I didn't walk home from school yesterday.
4 My teacher didn't give us lots of homework last weekend.
5 It wasn't hot and sunny yesterday.
6 I didn't get up before seven o'clock this morning.

Exercise 5 1.11 page 12

- Students read the rest of the dialogue. Ask: *Who has Emma's phone?*
- Students work individually to complete the dialogue.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1 didn't leave 2 lent 3 didn't give 4 left
5 did you do 6 Did you ring 7 couldn't 8 wasn't
9 phoned 10 Did anyone answer 11 did she have
12 Was she 13 picked

Transcript

Sam You didn't leave your mobile at the cinema. You lent it to me, remember? I didn't give it back to you.

Emma Yes, of course! Can you bring it to school tomorrow?

S I'm really sorry but ... I left it on the bus yesterday evening.

E Oh no! What did you do? Did you ring the bus company?

S Yes, I did but they couldn't find it. It wasn't on the bus.

Don't worry – I phoned your number ...

E Did anyone answer?

S Yes! Lucy, from our class.

E Why did she have my phone? Was she on the bus with you?

S Yes, she picked it up by mistake. She's bringing it to school tomorrow!

Extra activity: Fast finishers

Write the following on the board and ask **fast finishers** to correct them.

I didn't went to the cinema.

'She enjoyed the party?' 'No, she not.'

'Did you be at school yesterday?' 'Yes, I were.'

'Can you can swim when you were four?' 'No, I didn't can.'

We didn't to see him yesterday.

Did Ben remembers his bag?

KEY

I didn't go to the cinema.

'Did she enjoy the party?' 'No, she didn't.'

'Were you at school yesterday?' 'Yes, I was.'

'Could you swim when you were four?' 'No, I couldn't.'

We didn't see him yesterday.

Did Ben remember his bag?

Exercise 6 page 12

- Go through the *Learn this!* box together. Check the meaning of the question words.
- Students read the dialogue in exercise 2 again and find examples of *Wh-* questions and a question with a preposition at the end.
- Check answers as a class.

KEY

Who, What

Who did you go with?

Exercise 7 page 12

- Students complete the *yes/no* and *wh-* questions.
- Check answers as a class.

KEY

2 Did you go; did you go

3 Did you see; did you see

4 Did you do; did you do it

5 Did you play; games did you play

6 Did you do; sport did you do

Exercise 8 page 12

- In pairs, students ask and answer the questions.
- Monitor and check that students are using the correct grammar and intonation.

Extension

- Write the following words on the board: *go with, speak to, leave from, talk about, who, where, what*.
- Make a question, e.g. *Who did she go with?* Then ask students to make more questions with the words, e.g. *Who did you speak to? Where did the train leave from? What did they talk about?*

For further practice of question words:
Grammar Builder 1D page 124

7 1 Where 2 What 3 When 4 How
5 How often 6 Who

9 2 did she dance with 3 are you looking for
4 did they walk (to) 5 is he worried about

Learning 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 past simple to describe events. I can use the past simple negative and ask questions in the past simple.*

1E Word Skills

Adjective endings

LESSON SUMMARY

Reading: A article about a message in a bottle

Vocabulary: *-ed / -ing* adjectives; *How + adjective*

Speaking: Reacting to events and incidents

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercises 7 and 8 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students to imagine they have discovered a photo of themselves as a very young child that they did not know existed. Ask:
How do you feel when you find it?
What adjectives can you use to describe the photo?
- Elicit as many *-ed* and *-ing* adjectives as possible and write them on the board, e.g. *excited, exciting*.

Exercise 1 page 13

- Focus attention on the title and the photo. Ask: *What do you think is the story about?* Elicit a few answers.
- Ask: *Did you send a message in a bottle when you were younger? Would you do it now?* Elicit a few answers.

KEY

(Possible answer) A girl sent a message in a bottle.

Exercise 2 page 13

- Ask a student to read the article aloud. Check understanding by asking a few questions, e.g. *Where was Zoe going in 1990? (to Germany) Did she enjoy the journey? (no) How do you know? (She was bored.)*
- Ask: *Do you think this story is true? (It is true.)*
- Students answer the questions in the instructions.
- Check answers as a class.

KEY

A man replied to the message. He replied in 2013 from the Netherlands.

Extra activity: Fast finishers

Write the following questions about the text on the board for **fast finishers** to answer:

When did Zoe send the message? (in 1990)

Where was the man when he found the bottle? (on a beach)

How did Zoe feel when she received the man's reply? (She was delighted but she cried.)

Why does her son want to put a message in a bottle too? (He thinks it's an exciting thing to do.)

Exercise 3 page 13

- Go through the instructions together. In pairs, students discuss what they want to write in their message.
- Ask a few students to share their ideas with the class.

Exercise 4 page 13

- Go through the entries and the *Learn this!* box together.
- Students complete rule a.
- Check answers as a class.

KEY

1 *-ed* 2 *-ing*

Exercise 5 page 13

- Students do the exercise individually or in pairs.
- Check answers as a class.

KEY

-ed bored, amazed, surprised, delighted

-ing tiring, interesting, moving, astonishing, exciting

The adjective *delighted* doesn't have an *-ing* equivalent.

Exercise 6 page 13

- Go through the verbs and check their meaning. Pay attention to the pronunciation of *exhaust*.
- Ask students to work in pairs and find the *-ed* and *-ing* adjectives in their dictionaries.
- Check answers as a class.

KEY

annoy annoyed, annoying

worry worried, worrying

disgust disgusted, disgusting

exhaust exhausted, exhausting

relieve relieved (no *-ing* adjective)

satisfy satisfied, satisfying

surprise surprised, surprising

Exercise 7 page 13

- Students read the sentences and choose the correct adjective.
- Check answers as a class.

KEY

1 boring 2 exciting 3 frightened 4 shocked

5 annoying 6 worried

Exercise 8 page 13

- Go through the sentences together and check meaning.
- Students complete the sentences.
- Check answers as a class.

KEY

- 1 a confusing b confused
2 a embarrassed b embarrassing
3 a tiring b tired
4 a interested b interesting
5 a disgusting b disgusted

Extra activity

- Write *-ed* and *-ing* adjectives on separate pieces of paper.
- Put students in groups and give each group a set of these adjectives.
- Students take turns to pick a piece of paper and make a sentence with the adjective, e.g. *The maths exercise was very confusing.*
- Monitor and check that students are using the adjectives correctly.

Exercise 9 page 13

- Ask a student to tell the class about something exciting that happened to them. Respond with *How exciting!*
- Ask another student to tell the class about something annoying which happened to them. Say: *How annoying!*
- Go through the *Learn this!* box together.
- Students work in pairs, A and B. A makes sentences in the past simple. B responds to each sentence with *How + -ing* adjective. Students then swap roles and repeat the activity. With a **weaker class**, write adjectives on the board.
- Monitor and check that students are using the target language correctly.

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 -ed and -ing adjectives correctly. I can react to different things with "How" + adjective.*

1F Reading

Painless

LESSON SUMMARY

Exam topic: Reading for general meaning

Reading: An article about a girl who can't feel any pain

Speaking: Reacting to a story with *-ing* adjectives

Vocabulary: Verbs, nouns and phrases for accidents and injuries

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 1 and omit

exercise 4. Exercise 5 (both questions and answers) can be set as a written task for homework.

LEAD-IN 2-3 MINUTES

- Write *pain* on the board and elicit its meaning. Then write *painful* and elicit its meaning. Elicit things that are painful, e.g. *I hit my head very hard. I stayed in the sun too long. I have a sore throat.*
- Elicit the meaning of *painless*.

Exercise 1 page 14

- Focus attention on the title of the article and the photos. Discuss the questions as a class but do not say whether answers are right or wrong.

Exercise 2 page 14

- Go through the strategy together.
- Students read the article quickly. Ask: *Were you right?*
- Ask students if they have heard about this problem. Then ask:
How do you feel about Ashlyn's story?
What do you think life is like for her and her family?
- Elicit a few answers.

Exercise 3 page 14

- Ask students to read the questions. Check any unknown vocabulary.
- Students read the text again and do the exercise.
- Check answers as a class.

KEY

1 B 2 E 3 A 4 - 5 C 6 - 7 D

Exercise 4 page 14

- Write *I find it ...-ing that ...* on the board and explain that we often use this expression to give our opinion.
- Students work in pairs and tell each other what they find interesting and surprising.

Extension

- With a **stronger class**, elicit more adjectives to describe the text, e.g. *worrying, astonishing, frightening.*
- Elicit more sentences about the text, e.g. *I find it astonishing that a person can burn themselves but not feel anything. I find it frightening that a child can injure herself so easily.*

Exercise 5 page 14

- Working individually, students complete the questions.
- In pairs, students ask and answer the questions.
- Check answers as a class.

KEY

2 Why 3 How many 4 Who 5 When 6 What

- 2 He was shocked because there was a serious cut, but the baby wasn't upset and didn't cry.
3 About a hundred people are born with this condition in the USA each year.
4 A teacher watched her.
5 It appeared when Ashlyn was five.
6 It is a genetic disorder. Pain signals do not reach the brain.

Exercise 6 page 14

- Students look for words to do with accidents and injuries in the text and complete the words.
- Check pronunciation, especially *blood* /bʌd/, *injure* /'ɪndʒə(r)/ and *injury* /'ɪndʒəri/.
- Check answers as a class.

KEY

1 injure 2 trip 3 break 4 blood 5 a bruise
6 a burn 7 an injury

Exercise 7 page 14

- Students write the verbs next to their past simple forms and decide whether they are regular or irregular.
- Check answers as a class.

KEY

b break (irregular) c burn (regular) d cut (irregular)
e fall over (irregular) f hurt (irregular)
g injure (regular) h sprain (regular)

Extra activity: Fast finishers

Write the following questions on the board for **fast finishers** to answer:

How did Ashlyn's parents first realise she had a problem?
(She didn't cry.)

How old was Ashlyn when her parents discovered blood in her eye? (She was eight months old.)

Why were the first few years of Ashlyn's life so difficult?
(She often tripped and injured herself.)

How did she become famous? (Her story appeared in newspapers and she had invitations to appear on TV shows.)

Exercise 8 page 14

- In pairs, students tell each other about a time when they injured themselves using vocabulary from exercise 6.
- Monitor and help with vocabulary and grammar where necessary.

Learning 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 an unusual medical condition. I can talk about my own injuries.*

1G Speaking

Narrating events

LESSON SUMMARY

Listening: Conversations about events over the summer

Exam topic: Following a simple structure for narrating events

Speaking: Reacting and showing interest

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercises 2 and 3. Exercises 7 and 8 can be done as written activities for homework and exercise 9 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask a few students what they did during the school holidays last summer. Where possible, respond using phrases from exercise 6, e.g. *You're joking! How exciting! What a cool thing to do!* Ask students how they felt about the events to review feelings adjectives.

Exercise 1 page 16

- Focus attention on the photo and elicit the answer to the question. (body-boarding)
- Ask: *Who goes bodyboarding in the summer holidays?*

Exercise 2 page 16

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

KEY

1 learned / learnt 2 loved 3 wasn't 4 got
5 spent 6 didn't leave 7 watched

Exercise 3 1.13 page 16

- Play the recording for students to check their answers.
- Ask students which part of the dialogue matches the photo and give a reason for their answer.
- Check answers as a class.

KEY

The photo goes with the first half of the dialogue because it shows Laurie bodyboarding.

Transcript

Kirstie Hi, Laurie. How are you? Tell me about your summer holiday!

Laurie Well, for the first three weeks, I was at a summer camp in Cornwall.

K Really? That sounds like fun!

L Yes, it was. I learned a new sport – bodyboarding.

K Wow! That sounds great!

L Yes, I loved it. It was really exciting – and a bit frightening too!

K I bet! What else did you get up to over the summer?

L Well, the second half of the holiday wasn't so good. I got a stomach bug and spent nearly a week on the sofa.

K Oh dear! How awful!

L I didn't leave the house for days. I just watched DVDs. I was so bored!

Exercise 4 1.14 page 16

- Go through the instructions together and make sure students understand what they have to do.
- Practise the pronunciation of the adjectives in bold and any other words that students might not be sure of.
- Play the recording for students to do the exercise.
- Check answers as a class.

KEY

a 2, worried b 1, surprised c – d 3, suspicious
e 4, envious

Transcript

- 1 I spent the last two weeks of the summer holiday with my cousins in Newcastle. While I was there, I took part in the Great North Run – a half marathon. I'm not a keen runner, but two of my cousins are, so I ran with them. Twenty-one kilometres! The amazing thing is, I actually didn't feel exhausted at the end. I couldn't understand it. OK, so my time wasn't very good. But I didn't really care about that. I was just amazed I finished it!
- 2 I was in Cornwall for two weeks with my family. We stayed in a cottage near the sea. The weather was great – hot and sunny every day. In fact, I got burned quite badly on my shoulders. My brother really laughed at me, but I didn't think it was amusing at all. In fact, I was quite anxious about it. After all, sunburn can cause serious problems with your skin when you're older. In fact, I went to see my doctor about it when I got back. She said I had to be more careful next time.
- 3 In August, there was a dance competition in the sports centre. It was ballroom dancing, like on that TV show *Strictly Come Dancing*. Well, I go to dance class every week and I'm not bad – so I entered the competition. I danced really well, I think. But I didn't win. Later, I found out some information about the winners. They're brother and sister, and guess where their dad works ... At the sports centre! I don't think it was a fair competition. I mean, I saw them and they weren't very good.
- 4 At the beginning of the summer, I spent a week on the south coast of England with my dad. I went to visit my friend Macey, who moved there last year. She's got an amazing house! It's got about seven bedrooms and a cinema room. And the garden is enormous. There's a swimming pool and a tennis court. I wish I lived in a place like that, I really do. She's so lucky!

Exercise 5 1.14 page 16

- Go through the strategy together.
- Ask students how this structure helps them to understand a story better. Elicit students' ideas. You could offer your own suggestions first, e.g. *It's important to set the scene because it helps listeners to understand why or how the event happened. If you describe your feelings first, nobody will understand why you felt that way.*
- Play the recording again for students to decide whether their descriptions follow the suggested structure.
- Check answer as a class.

KEY
Yes.

Transcript

See exercise 4.

Exercise 6 page 16

- Go through the phrases together and check the meaning. Practise the pronunciation.
- Point out that *You're joking / kidding!* can be used to react to negative situations too. It is an informal way of showing shock that something, good or bad, has happened.
- Students find the three phrases in the dialogue.
- Check answers as a class. Ask students which phrases they would use to react to the stories in exercise 4.

KEY

Wow! Oh dear! How awful!

Exercise 7 page 16

- Go through the sentences together.
- In pairs, students take turns to say the sentences and respond, using an appropriate phrase from exercise 6.
- Elicit a few sentences and responses to check understanding.

For further practice of get:

Vocabulary Builder IG page 117

- 1 got, d
- 2 get, c
- 3 gets, e
- 4 got, b
- 5 is getting, a

Extra activity

- Write the following on the board:
A: *at school / pop concert / at the hospital / on holiday with aunt*
B: *trip over bag in front of other students / meet the singer afterwards / my brother had terrible stomach pains, nothing serious / not do anything all week / not know anyone in the resort / not allowed to go anywhere alone*
C: *cross / relieved / embarrassed / bored / worried / excited*
D: *Oh no! What a disaster! / Really? I'm so envious! / That sounds terrible! / That sounds like a nightmare. / What a cool thing to do! / That's worrying. / Really? What a relief! / You're kidding!*
- Put students into pairs. One student must join a setting from A to an event from B and a feeling from C. He/She must then tell his/her partner what happened. His/Her partner must ask how he/she felt and use two phrases from D to react.
- Students then swap roles and practise another dialogue.
- Do one dialogue with a volunteer as an example:
You: *I was at school and I tripped over my bag in front of some other students.*
Student: *You're kidding! How did you feel?*
You: *I felt embarrassed.*
Student: *Oh no! What a disaster!*

Exercise 8 page 16

- Students think about something that happened to them in the summer and make notes about it using points 1–3.

Exercise 9 page 16

- In pairs, students take turns to use their notes to tell their stories, and react using the phrases in exercise 6.
- Monitor and help with grammar or vocabulary where necessary.

Learning 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 relate and react to past events. I can describe past events using a simple structure.*

1H Writing

A description of an event

LESSON SUMMARY

Reading: Two forum posts

Exam topic: Writing descriptions

Vocabulary: Phrasal verbs and register

Writing: A forum post

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write *prank* on the board and elicit the meaning (a trick that is played on somebody as a joke). Ask: *Do you ever play pranks on people?*
- Elicit answers.

Exercise 1 page 17

- Focus on the photo and the words. In pairs, students discuss what the boy is going to do.
- Elicit some ideas.

Exercise 2 page 17

- Tell students to read the posts and ask them what the forum topic is. (pranks)
- Ask:
Who do you think behaved worse?
What is the tone of the internet posts? Is it formal or informal?
- Check any unknown vocabulary.

Extension

Books closed, ask further questions about the forum posts:

Where did Dave buy the spider? (from a joke shop)

What did it look like? (It looked real and had long legs.)

Where did he put the spider? (in the shower)

Who did he want to scare? (his sister)

How did she react? (She screamed and ran out of the bathroom.)

Why didn't Kate's brother recognise her writing? (She disguised it.)

Who did her brother think the card was from? (a girl in his class)

What did he do when he got the card? (He asked the girl out.)

How did he react when he found out the card was a prank? (He was a bit cross but he forgave Kate.)

Exercise 3 page 17

- Go through the strategy together.
- In pairs, students match the adjectives with the people in the stories.
- Check answers as a class.

KEY

A amused, guilty **B** angry, frightened
C anxious, pleased **D** angry, pleased

Exercise 4 page 17

- Go through the *Learn this!* box together.
- Students find four phrasal verbs to match the verbs a–d.
- Check answers as a class.

KEY

a find out **b** get over **c** look carefully at **d** own up

For further practice of phrasal verbs and register: Vocabulary Builder 1H page 117

3 1 makes up 2 got away 3 ran after
4 look up to 5 carry on 6 put up with
7 give back 8 talk about 9 came back

Extra activity

- Remind students of the structure used for narrating: set the scene, describe what happened, describe how you felt.
- In pairs, students tell each other about a prank they have played, using informal language.
- Ask a few students to share their stories with the class.

Exercise 5 page 17

- Go through the instructions and task together. Stress that students can use their own ideas as well.

Exercise 6 page 17

- Students write their forum post.
- Monitor and help with grammar and vocabulary where necessary.
- Alternatively, students could write their post for homework on a piece of paper. Next lesson, stick their stories on the wall. The class votes for the best story.

Extra activity: Fast finishers

Fast finishers swap stories with a partner and correct each other's stories.

Learning 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 funny stories on an internet forum. I can use informal language including phrasal verbs in an informal context. I can write a post for an internet forum.*