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1A Vocabulary**Ages and stages****LESSON SUMMARY****Vocabulary:** Stages of life; life events**Grammar:** Past simple**Listening:** People talking about their families and background**Speaking:** Discussing life events; talking about your family and background**SHORTCUT**

To do the lesson in 30 minutes, keep the lead-in brief, omit exercise 1 and set exercise 6 for homework.

LEAD-IN: 2–3 MINUTES

- Give students a very brief summary of your life so far, e.g. *I was born in ... I went to school in ... I started university in ... I got my first job as a ...*
- In pairs, students give each other a summary of their lives to date.
- Elicit a few answers.

Culture note: Oedipus the King

Oedipus the King is a play by the ancient Greek playwright Sophocles. At one point in the story, Oedipus is on his way to the city of Thebes when he quarrels with a stranger and kills him. He then meets a Sphinx, who will not let him pass unless he can answer the famous riddle. Oedipus answers it correctly, and so wins the throne of the dead king of Thebes, Laius, and marries his widow, Jocasta. What no one knows is that the stranger that Oedipus has killed is his real father and that therefore he has married his mother. When the truth comes out, Jocasta commits suicide and Oedipus blinds himself.

Exercise 1 page 8

- Read out the riddle. In pairs, students try to find the answer to the riddle.
- Elicit a few answers and explanations.

KEY

a human being

Exercise 2 1.07 page 8

- Go through the stages of life together and check the meaning. Practise the pronunciation of *centenarian* /ˌsɛntɪˈneəriən/, *toddler* /ˈtɒdlə/ and *elderly* /ˈeldəli/.
- Working in pairs, students put them in order.
- Check answers as a class. Point out that in most countries, a person is legally an adult at 18.

KEY

See transcript.

Transcript

- | | |
|--------------------|-----------------------|
| 1 be an infant | 6 be in your twenties |
| 2 be a toddler | 7 be middle-aged |
| 3 be a young child | 8 be elderly |
| 4 be in your teens | 9 be a centenarian |
| 5 be an adult | |

Exercise 3 page 8

- Students study the pictures. In pairs, they match the phrases with the pictures.
- Check answers as a class.

KEY

(Possible answers)

In picture A, she is an infant. In picture B, she is a toddler. In picture C, she is a young child. In picture D, she is a teenager. In picture E, she is in her twenties. In picture F, she is middle-aged. In picture G, she is elderly. In picture H, she is a centenarian.

Exercise 4 page 8

- Go through the meaning of the life events and check their pronunciation.
- Focus attention on the groups A–E and ask students to decide in which periods of a person's life the events are most likely to happen.
- In pairs, students put the events in the groups. Point out that some events can happen at more than one period.
- Check answers as a class.

KEY

(Possible answers)

- A** be born; be brought up (by); go to university; grow up; learn to drive; leave home; leave school; start school
B buy a house or flat; get engaged; get married; get your first job; settle down; split up; start a family
C get divorced; have a change of career; inherit (money, a house, etc.); start a business
D become a grandparent; retire
E emigrate; fall in love; move house; pass away

Extra activity: Fast finishers

Ask **fast finishers** to think of three or more life events, e.g. *say your first word, do work experience, go on your first holiday with friends, have your heart broken for the first time, downsize your home as you get older.*

Extra activity

- Ask students which group in Exercise 4 has the most life events. Then ask: *Why do you think this is?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer)

Group A has the most life events because we develop the fastest during this period and the most dramatic changes take place, e.g. we are born, start school, grow up, etc.

Exercise 5 1.08 page 9

- Go through the instructions together. Tell students they do not have to understand every word of the recording. They should listen for key words to get the gist.
- Play the recording for students to find the answers.
- With a **weaker class**, play the recording a second time.
- Check answers as a class.

KEY

1 a 2 c 3 c 4 c

Transcript

- 1 My name's Bilal and I live in Bradford in the north of England. Both sets of my grandparents emigrated from Pakistan in the 1960s, just before my parents were born. My dad worked on the buses and my mum stayed at home and brought up the family. Dad would like a change of career but it's a bit late for him now to change jobs. I think he's just looking forward to retiring. I've got a sister who's 25. She didn't leave home until last summer, when she got married. My dad wants me to go to university in Birmingham and study law. But I think I'd like to start my own business, creating computer games.
- 2 **Boy** Tell me a bit about your background, Sandra.
Girl Well, I grew up in the village where my family has lived for generations. My great-great-grandad moved here from Birmingham in the 1930s, looking for work.
B What kind of work did he find?
G He found a job on a farm, just outside the village. He settled down, married a local girl and started a family. They worked incredibly hard and over the years they managed to save quite a bit of money and eventually bought a small farmhouse with some land.
B And does your family still own that land?
G Yes, it does. My great-great-grandparents had a son. When he got married, he bought more land and now the farm is quite big. I don't have any brothers or sisters so one day I'll inherit it and keep it running.
- 3 My mum met my dad while she was on holiday in France. She's British and he's French. They fell in love, got engaged after a week and were married a month later. And then I was born! They named me Charlotte as it's both an English and a French name. Anyway, unfortunately the marriage didn't last. They split up when I was just a toddler and got divorced a few months later. I was brought up by my mum after she moved back to the UK. It was tough for her being a single parent. But she went to university, got a degree and then became a teacher. She met my step-dad at university and they've been married for about 10 years.
- 4 My name's Callum. My mum's parents were from poor working-class families in Glasgow. They left school at sixteen and didn't go to university. But they started a successful business and didn't retire until they were in their seventies. My mum inherited quite a bit of money when they passed away, but she didn't want to work in the family business and sold it. She moved south and settled down in Liverpool. She got married and took an office job. But she soon wanted a change of career. I think she was fed up with the cold, wet weather too, because she persuaded my dad to emigrate to Australia when I was two. I'd love to visit Glasgow and Liverpool one day and see where my mum and her parents lived before emigrating.

For practice of noun plural forms:

Vocabulary Builder 1A page 121

- 1 1 -s, ancestors 2 -es, boxes, buses, lunches, kisses, wishes 3 -es or -s, videos / potatoes 4 -s, toys 5 -ies, countries 6 -ves, knives

Extra activity

- Write the following questions on the board:
 - Why isn't Bilal's dad going to change career? (It is a bit late for him to change jobs.)
 - What does Bilal want to do in the future? (He wants to start his own computer games business.)
 - Which members of Sandra's family first bought the farm? (her great-great-grandparents)
 - Who is going to inherit the farm? (Sandra)
 - How long were Charlotte's parents engaged before when they got married? (one month)
 - What did Charlotte's mother do in order to become a teacher? (She went to university and got a degree.)
 - How old was Callum when his family emigrated to Australia? (He was two.)
- Play the recording again for students to answer the questions.

Exercise 6 1.08 page 9

- Go through the *Recycle!* box together. Revise the past simple by writing the following verbs on the board and asking students to come up and write their past simple forms:
irregular verbs: *think, become, catch, write, sit, know*
regular verbs: *remember, invite, believe, ignore, marry, fit*
- With a **stronger class**, elicit three more verbs for each list.
- Go round the class and ask students to form negative sentences and questions with the verbs on the board.
- Students work individually to complete the sentences.
- Check answers as a class.

KEY

1 emigrated 2 didn't leave; got 3 grew up 4 bought 5 fell; got 6 was; moved 7 left; didn't go 8 started; didn't retire

Transcript

See exercise 5.

Exercise 7 page 9

- Revise the words for relatives by asking students to brainstorm as many relatives as they can in one minute.
- Go through the questions together.
- Students discuss the questions in pairs.
- Elicit a few answers.

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 and use vocabulary for stages of life and life events. I can use the past simple.*

1B Grammar

Past tense contrast

LESSON SUMMARY

Reading: A text about the person with the longest lifespan in the world

Grammar: Past simple, past continuous and past perfect

Speaking: Describing the life of a person from a previous generation

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 6 for homework and set exercise 7 as a written task for homework. Exercise 8 can be done in the next lesson.

LEAD-IN: 2-3 MINUTES

- Revise the stages of life from 1A. Ask: *Which do you think is the best stage of a person's life? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 10

- Students look at the woman in the photo and answer the questions in pairs.
- Elicit a few answers and write them on the board. Do not correct them at this point.

Exercise 2 page 10

- Students read the text quickly and find the answers to the questions in exercise 1.
- Check answers as a class.

KEY

She's 122 years old. She had the longest lifespan in the world.

Extra activity

- Ask: *Do you think it's good to live as long as Jeanne Calment? Do you think she had a good life? Why / Why not?* Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 3 page 10

- Go through the *Learn this!* box together.
- Students complete the sentences. Check answers as a class.
- Students then read the text in exercise 2 again and find another example of each tense.
- Elicit the examples and write them on the board. With a **weaker class**, revise the past continuous and past perfect. Write the following on the board and ask students to make the sentences negative and interrogative:
They were living in Paris.
He had left seven years earlier.

KEY

1 past simple 2 past continuous 3 past simple 4 past continuous 5 past perfect

- a ... she married Fernand Calment and then gave birth ...
b ... the US army was still fighting Native Americans and Alexander Bell was working on a new invention ...
c While she was serving in the shop in 1888, she met ...

d ... who had come in to buy pencils. Yvonne had had a son, but both she and her son had died many years earlier.

Exercise 4 page 10

- Students complete the sentence and then discuss the differences in meaning.
- Check answers as a class.

KEY

When Tom left school, he learned to drive. = First Tom left school, then learned to drive. When Tom left school, he was learning to drive. = Tom left school during the period when he was learning to drive. When Tom left school, he had learned to drive. = When Tom left school, he already knew how to drive.

Exercise 5 page 10

- Go through the instructions together.
- With a **weaker class**, ask students to find words which will help them to decide which tense to use, e.g. *while* (past continuous), *after* (past perfect), *when* (past simple).
- Students complete the sentences.
- Check answers as a class.

KEY

1 moved; was growing up 2 had learned / learned; bought
3 left; went; studied 4 were (you) living; got
5 got; had fallen; were working 6 wanted; emigrated

For further practice of past tense contrast:

Grammar Builder 1.1 page 128

- 1 1 had; was learning 2 got; was living
3 was raining; decided 4 were (you) doing; saw
5 didn't hear; was listening 6 broke; was skiing
7 was working; met 8 weren't listening; asked
- 2 1 had already got engaged; emigrated 2 couldn't buy; had forgotten 3 was; had split up 4 had started / started; left 5 had inherited / inherited; bought 6 retired; had become 7 had settled down / settled down; decided 8 had spent / spent; went
- 3 1 a 2 b 3 a 4 b 5 a 6 a

Extra activity: Fast finishers

Ask **fast finishers** to write three sentences: one using the past simple only, one using the past simple and past continuous, and one using the past simple and past perfect.

Exercise 6 page 10

- Ask students to read the text and try to guess which verbs would fit each gap without looking at the word pool.
- Students compare their ideas with the verbs in the word pool. They then complete the text.
- Check answers as a class.

KEY

1 was 2 wrote 3 left 4 got 5 was working 6 met
7 had been 8 retired 9 didn't stop 10 became
11 died 12 had lived 13 said

Exercise 7 page 10

- Tell students about a person from an earlier generation, e.g. *My mother was born in Spain in 1934 and left to come to England in 1961. While she was working in London, she met my father. By the time I was born, they had moved to Manchester and bought their first home ...*
- Ask students to prepare a short talk about a real or invented person from a previous generation. Working individually, students use the headings to think of facts or ideas and make notes.

Exercise 8 page 10

- Students use the prompts to make sentences about their person.
- Put students in groups. Then ask each student to give their talk to their group.
- Invite a few students to give their talk to the class.

KEY

(Possible answer)

She was born in 1934 in France. At the age of 17, she left school and got a job in a large department store. While she was living in Paris, she met my grandfather. She got married in 1960.

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 different past tenses correctly. I can use past tenses to describe the life of a person from an earlier generation.*

1C Listening

Family tensions

LESSON SUMMARY

Reading: A text about an app that stops children using technology

Vocabulary: Attitude adjectives

Exam Strategy: Listening for tone of voice

Listening: Teens talking about family tensions and arguments

Speaking: What causes family arguments?

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 6 and 7.

LEAD-IN: 2-3 MINUTES

- Use L1 to tell students about two things you have recently said to friends or family members, one positive and one negative. Then repeat what you said, this time in English, using appropriate intonation.
- Ask students to work in pairs and do the same activity. They should then explain to their partner the reason why they said those things and why they used that intonation.

Exercise 1 page 11

- Students look at the photo and discuss the questions.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer)

It allows parents to lock their children's phones at times when they should be doing other things such as studying. Some children might need this app because they spend too much time on their phones instead of doing other things.

Exercise 2 page 11

- Students read the text and check their answer.
- Ask a student to summarise the purpose of the app.
- In pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 3 page 11

- Check and practise the pronunciation of the adjectives.
- Students then decide which adjectives describe positive attitudes and which describe negative attitudes.
- Check answers as a class. Point out that *nostalgic* can be positive or negative, depending on the context.

KEY

positive calm, complimentary, enthusiastic, grateful, nostalgic, optimistic, sympathetic
negative accusing, aggressive, arrogant, bitter, miserable, nostalgic, pessimistic, sarcastic, urgent

Exercise 4 1.09 page 11

- Go through the Listening Strategy together. With a **stronger class**, ask students what tone people use when they are pessimistic or enthusiastic. Elicit ideas.
- Play the recording for students to choose the most appropriate adjective.
- Check answers as a class.

KEY

1 pessimistic 2 aggressive 3 complimentary
 4 sympathetic 5 grateful 6 urgent

Transcript

Speaker 1 We've got a big family dinner tonight. I expect there'll be an argument. There usually is. That's why I hate these dinners. They always end badly.

Speaker 2 Hey! Get out of my chair! I want to sit there. I can't see the TV if I sit on this side of the table, can I? Come on, hurry up!

Speaker 3 You're looking well. Is that a new shirt? It's very nice. I love the colour – it really suits you.

Speaker 4 I'm so sorry you didn't pass your test. You must be very disappointed. But don't worry, you can take it again next month – and I'm sure you'll pass it then.

Speaker 5 Thank you so much for inviting me round for dinner. I was going to buy some chips from the takeaway, but this is much nicer – and healthier too. Thanks!

Speaker 6 The match is going to start in five minutes. We need to finish eating and go into the living room. Quick! We don't want to miss the start. Come on!

Exercise 5 1.10 page 11

- Go through the instructions together.
- Play the recording for students to listen to the sentences.
- In pairs, they take turns to say the sentences in one of the two ways. Their partner must guess the correct adjective.

Transcript

See Student's Book, page 11.

Extra activity: Fast finishers

Ask **fast finishers** to work in pairs and take turns to say the sentences in exercise 5 to express other attitudes, e.g. sentence 1 can be said in an enthusiastic, miserable or bitter way. Their partner must guess the attitude being expressed.

Exercise 6 1.11 page 11

- Go through the instructions together.
- Play the recording for students to match the speakers with the adjectives.
- Check answers as a class.

KEY

Speaker 1: b; Speaker 2: c; Speaker 3: a; Speaker 4: d

Transcript

Speaker 1 We all know what it's like to argue with our family. It's just part of life, isn't it? Well, not necessarily. Sometimes, family arguments can become a habit ... a habit that is harmful and upsetting for the people involved. Our three-week course will teach you some simple tricks and techniques for breaking that habit. Do the course on your own or better still, persuade other members of your family to come along with you.

Speaker 2 When I was younger, I had a lot of arguments with my parents ... and with my sister too. I won a few of them, but mostly I lost. Then I realised what I was doing wrong: I wasn't preparing for the arguments. So I started treating them more like exams. I actually started revising for my family arguments! I prepared all my reasons, my examples. You really should take the same approach – it works like magic! Now I hardly ever lose an argument at home.

Speaker 3 Hi, Poppy, it's me. Look, this family meal is on Sunday ... that's this Sunday. Mum and Dad will be there, and so will Grandad. I'm not sure about Uncle John. But then, we've never been sure about Uncle John. Anyway, I really need to know that you're going to be there. Without you, it might be a disaster. You know how Grandad always tries to start an argument when we're out. He's much better when you're there. So give me a call and tell me you're coming. Please!

Speaker 4 I left home when I was seventeen after an argument with my parents, and to be honest, it was the best thing that happened to me. I had to grow up quickly! At nineteen, I started my own business. Now I live in a £5-million house in London and run a business with more than a thousand employees. That family argument gave me the push I needed. Of course, I've got a lot of talent too!

Exercise 7 1.11 page 11

- Ask students to read the sentences and underline key words.
- Play the recording again for students to match each speaker with one of the sentences.
- Check answers as a class.

KEY

Speaker 1: C; Speaker 2: A; Speaker 3: D; Speaker 4: B

Transcript

See exercise 6.

Exercise 8 page 11

- In pairs, students discuss the topics and decide which one causes the most family arguments.
- They then continue to work in their pairs to think of more topics that cause arguments.

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.

KEY

- 1 used to live 2 used to be 3 didn't use to eat
 4 used to like 5 used to enjoy 6 used to spend
 7 didn't use to speak 8 didn't use to have

Extra activity: Fast finishers

- Ask **fast finishers** to write three sentences about their own past using *used to*. Two of the sentences should be true and one should be false.
- Students then swap sentences with a partner. Their partner must guess which sentence is false.

Language note: be / get used to

The meaning of *be / get used to* something is 'be / become accustomed to something'. The structure is:

be / get used to + noun / pronoun / -ing form of a verb

She'll get used to the new house.

At first I didn't like school, but I soon got used to it.

Are they used to getting up early?

Exercise 6 1.14 page 12

- Ask students to read the *Look out!* box.
- Play the recording for students to decide if it uses *be / get used to*, *used to* or both.
- Check answers as a class.

KEY

- 1 be used to 2 used to 3 get used to 4 used to; be used to 5 be used to 6 used to 7 used to; get used to

Transcript

- My grandma is used to living on her own.
- We used to live in an enormous house.
- These new shoes feel strange, but I'll get used to them.
- I used to hate this flat, but I'm used to it now.
- I found the job really difficult at first. I wasn't used to working so hard!
- Did you use to wear glasses?
- I didn't use to enjoy walking to work, but I got used to it.

Exercise 7 page 12

- Tell students about you as a five-year-old, e.g. *I used to sleep with the light on. I used to have a teddy that was bigger than I was.*
- Ask students to read the phrases and then write true sentences about themselves using *used to*. Students should do this individually and not show their sentences to anyone.

Exercise 8 page 12

- In pairs, students take turns to ask and answer questions.

Exercise 9 page 12

- Go through the instructions together. With a **stronger class**, ask students to think of more questions they can ask each other using different question words, e.g. *what time*, *how often*, *where*, *who* and *how*.
- In pairs, students take turns to ask and answer questions.

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 the class: *What have you learned today? What can you do now?* and elicit answers: *I can use 'used to' to talk about things that were different in the past. I can tell the difference between 'used to' and 'be / get used to' and use them correctly.*

1E Word Skills**Phrasal verbs (1)****LESSON SUMMARY**

Reading: An article about the film *The Curious Case of Benjamin Button*

Vocabulary: Three-part phrasal verbs

Speaking: Using three-part phrasal verbs

SHORTCUT

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

LEAD-IN: 2-3 MINUTES

- Ask students to tell each other the story of a film they have seen recently.
- Ask a few students to share their ideas with the class.

Exercise 1 page 13

- Students read the article. In pairs, they summarise what makes the main character unusual.
- Elicit some answers.

KEY

(Possible answer)

He lives his life in reverse: he is born old and dies a baby.

Exercise 2 page 13

- Explain that the highlighted words in the text are three-part phrasal verbs and point out that, like all other phrasal verbs, their meanings may not be immediately clear.
- Ask students to read the text again and try to work out the meanings of the phrasal verbs from the context.
- Students then match the phrasal verbs with the definitions.
- Check answers as a class.

KEY

- 1 gets on with 2 walks out on 3 go through with
 4 lives up to 5 run out of 6 signs up for 7 catches up with
 8 fits in with 9 put up with

Exercise 3 page 13

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

KEY

- 1 one 2 two 3 transitive 4 after

Extra activity: Fast finishers

Ask **fast finishers** to choose three of the phrasal verbs from exercise 2 and use them in sentences of their own.

Exercise 4 page 13

- Go through the Dictionary Strategy together.

- Put students in two groups and ask each group to find the meanings of half the phrasal verbs. Ask one person from each group to explain the meanings of their phrasal verbs to the other group.
- Check answers as a class.

KEY

look up to search for information in a book **look up to** to respect and admire somebody **get away** to succeed in leaving or escaping from somebody or a place **get away with** to do something bad and not be punished for it **make up** to invent something, often something that is not true **make up for** to do something that corrects a bad situation **get up** to get out of bed **get up to** to be busy with something, especially something secret or bad **go in** to enter **go in for** to do or have something as a hobby or interest **go back** to return to a place **go back on** to break a promise, an agreement, etc.

Exercise 5 page 13

- Students complete the sentences. With a **weaker class**, remind students to check the tense needed in each sentence.
- Check answers as a class.

KEY

1 make up for 2 go in for 3 looked up 4 go back on
5 get up to 6 make up

For further practice of phrasal verbs:

Vocabulary Builder 1E page 121

3 1 b 2 b 3 a 4 a 5 b 6 b

Exercise 6 page 13

- Students rewrite the sentences using phrasal verbs.
- Check answers as a class.

KEY

1 Which famous people do you look up to?
2 Which sports or games do you go in for?
3 What did you get up to last weekend?
4 What kind of behaviour is the most difficult to put up with?
5 What kind of people do you find it easiest to get on with?

Exercise 7 page 13

- In pairs, students take turns to ask and answer the questions they rewrote in exercise 6. Circulate and monitor, checking that students are using the phrasal verbs correctly.
- Elicit a few answers.

Extra activity

- Students choose five three-part phrasal verbs and write their definitions on a piece of paper.
- They then swap definitions with a partner. Their partner must guess the phrasal verb and make a sentence with it.

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 the meanings of three-part phrasal verbs and differentiate them from similar two-part phrasal verbs. I can use the phrasal verbs to discuss a variety of topics.*

1F Reading

Adolescence

LESSON SUMMARY

Reading: A text on how to handle parents during adolescence

Vocabulary: Related nouns and adjectives

Exam Strategy: Gapped sentence tasks

Speaking: Presenting your ideas; discussing the changes a teenager goes through and how to handle parents during this time

SHORTCUT

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

LEAD-IN: 2–3 MINUTES

- Ask students: *Think of someone in your life who you look up to. Why is this person so important to you?* Students discuss the question in pairs.
- Elicit a few answers.

Exercise 1 page 14

- Go through the instructions and topics together. Then give students a minute to think of more things they argue with their parents about. Elicit ideas and write them on the board.
- In pairs, students answer the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 14

- Focus attention on the title of the text. Elicit its meaning and ask students if they know how to handle their parents. Students read the text quickly and find the best summary.
- Check the answer as a class.

KEY

c

Exercise 3 page 15

- Go through the Reading Strategy together.
- Students read the missing sentences and match them with the highlighted words.
- Check answers as a class.

KEY

- A Links to 'they have lost': ... but they are probably feeling a sense of loss ...
- B Extra sentence (does not link to any highlighted words)
- C Links to 'made decisions' and 'telling you to': ... decide things for yourself ... don't want to be told what to do ...
- D Links to 'physical change' and 'emotional changes': ... body changes ... think and feel differently ...
- E Extra sentence (does not link to any highlighted words)
- F Links to 'opinions' and 'idealistic': ... developing your own views ... your own sense of right and wrong ...

6 Links to 'in the company of' and 'privacy': ... to spend more time on your own.

Exercise 4 page 15

- Students match the missing sentences with the gaps in the text.
- Check answers as a class.

KEY

1 D 2 G 3 C 4 F 5 A

Extra activity: Fast finishers

Ask **fast finishers** to paraphrase the missing sentences so that they still fit correctly into the text.

Exercise 5 page 15

- Go through the instructions and word stems together.
- Students use the text and a dictionary to do the exercise.
- Check answers as a class and practise the pronunciation of the words.

KEY

1 adolescence; adolescent 2 dependence; dependent
3 freedom; free 4 emotion; emotional 5 privacy;
private 6 ideal; ideal / idealistic 7 impatience;
impatient 8 concern; concerned 9 safety; safe
10 irritant / irritation; irritated / irritating 11 critic /
criticism; critical 12 distrust; distrustful

Exercise 6 page 15

- Go through the instructions together.
- Ask students to include nouns and adjectives from exercise 5 in their discussion. Give an example, e.g. *I used to enjoy spending time with my parents, but now I often get irritated when I'm with them.*
- Refer students to the sentence openers and encourage them to use them when they are speaking.
- In pairs or groups, students discuss the five changes and the advice given in the text.

Exercise 7 page 15

- Ask individual students to share one of their opinions with the class. After each student has spoken, ask another student to say whether they agree or disagree, giving reasons. Continue until all students have had the chance to speak.

Extra activity

- Write the following questions on the board:
Do you think your parents had the same experiences as you when they were teenagers?
If you think of your parents as teenagers, does it make it easier for you to see things from their point of view?
- Students discuss the questions in pairs.
- 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 understand a text about how teenagers can get on better with their parents. I can complete a gapped text with the correct sentences. I can give my opinion on how teenagers can handle their parents.*

1G Speaking

Role-play

LESSON SUMMARY

Vocabulary: Exchange programmes

Speaking: Advising someone about to spend a year with a family abroad

Exam Strategy: Preparing to speak

Grammar: *should* and *ought to* for advice

Listening: Advice for an exchange student

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, set exercise 4 for homework and omit exercise 5.

LEAD-IN: 2-3 MINUTES

- Ask students to think about a place they have visited on holiday. What things they say about it? Give an example, e.g. *I often used to go on holiday in southern Spain. If you go there, you must visit Seville because it's beautiful. But it gets hot in summer, so don't go out in the middle of the day.*
- In pairs, students think of useful tips to give each other about a holiday destination they know.
- Ask a few students to share their ideas with the class.

Exercise 1 page 16

- Focus attention on the advert and explain to students that it shows a student who is spending a year with a family abroad.
- Go through the instructions and prompts together. Then give students two minutes to brainstorm more ideas.
- Elicit ideas and write them on the board.
- In pairs, students discuss the questions using the prompts in the book and the ideas on the board.
- Ask a few students to share their ideas with the class.

Exercise 2 page 16

- Go through the Speaking Strategy together.
- Ask students to think how else they could use their preparation time, e.g. thinking of vocabulary they can use in the activity, tenses, etc.
- Working individually, students match the ideas with the topics.
- Check answers as a class.

KEY

(Possible answers)

getting to know your exchange student doing hobbies together
useful things to take with you carrying a dictionary
going to school in England eating in the canteen, wearing a uniform
advice about staying with an English family keeping your room tidy, helping with housework

Extra activity: Fast finishers

Ask **fast finishers** to think of two more ideas to match each topic in exercise 2.

Exercise 3 1.16 page 16

- Go through the instructions together.
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

She discusses all the topics. She mentions doing hobbies together, eating in the canteen and wearing a uniform.

Transcript

Boy So, did you have a good time in England?

Girl It was great. I stayed with a really nice family. And I got to know my exchange student quite well.

B Did you spend a lot of time together?

G Yes, we did. We had similar hobbies. For example, we both liked playing basketball, so we did that every weekend. It was good fun!

B I hope I get on well with my exchange student. I'm going to stay with him next term.

G You ought to find out about his hobbies. I think you should send him an email.

B Yes, that's a good idea. Maybe he likes tennis. I play tennis a lot.

G Well, don't forget to take your tennis racket with you. And anything else you need for your hobbies.

B Do you think I should take some food from home with me? I'm worried that I'm going to miss it!

G No, I don't think you should do that. It's easy to buy all kinds of food in the supermarkets in England.

B What's English food like?

G It's OK. At school, we had lunch in the canteen every day. The food was quite good.

B What was the school like?

G It was quite a small school. I was the only exchange student there. And everybody noticed me, because I wasn't wearing a uniform! But they were really friendly. And the lessons were interesting, but they were all in English, of course. I had to concentrate really hard.

B That sounds tiring.

G Yes, it was. But you get used to it. Don't worry!

B Have you got any other advice for me?

G Yes. You ought to take a present for the parents.

B Oh, OK. What should I buy for them?

G Just something small ... something for the house.

B OK. Good.

G And remember to say 'please' and 'thank you' when you're staying with them. The English are very polite!

B Great. Thanks for the advice!

Exercise 4 page 16

- Go through the *Learn this!* box together. Point out that *I don't think you should* is more polite and less direct than *you shouldn't*.
- With a **weaker class**, remind students that *should / ought to* is followed by infinitive without *to*.
- Students complete the sentences. Do not check answers at this point.

Exercise 5 1.16 page 16

- Play the recording again for students to check their answers.

KEY

1 ought to find out

2 think you should send

3 Do you think I should take; don't think you should do

4 ought to take

5 should I buy

Transcript

See exercise 3.

Extra activity

Students go through the ideas in exercise 2 again. In pairs, they think of an affirmative and negative sentence with *should* or *ought to* for each idea and take turns to say them, e.g. *You should do hobbies together. I don't think you should spend too much time alone. You ought to keep your room tidy. I don't think you ought to leave clothes on the floor.*

Exercise 6 page 16

- Put students in pairs, Student A and Student B.
- Students go through the topics together. Tell them to practise making questions about the topics.
- Students then work individually to decide how they can answer each question using *should* and *ought to*. Circulate and monitor, helping with grammar and vocabulary where necessary.

Exercise 7 page 16

- Go through the instructions and task together.
- Working individually, students make notes.

Exercise 8 page 16

- In pairs, students do the task in exercise 7. Circulate and monitor, making a note of any mistakes you hear for a group feedback session at the end of the lesson.

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 an exchange programme. I can use 'should' and 'ought to' to ask for and give advice.*

1H Writing

A message

LESSON SUMMARY

Reading: A message in response to an advertisement

Exam Strategy: Including all of the points in the task

Writing: Writing a message

SHORTCUT

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

LEAD-IN 2-3 MINUTES

- Ask: *How often do you write messages? Who do you write them to? What do you write them on (Post-It notes? your phone?)?*
- Elicit answers.

Exercise 1 page 17

- Give students a minute to brainstorm reasons for having a penfriend in a different country.
- Ask a few students to share their ideas with the class.

KEY

(Possible answers)

to practise their English, to learn about life in other countries, to have someone to visit in the future

Exercise 2 page 17

- Students read the advertisement and decide what information Adam asks for.
- Check answers as a class.

KEY

information about you, your family and why you are looking for a penfriend

Exercise 3 page 17

- Students read the task and the message from Dominik.
- Encourage them to read Adam's message again if necessary.
- With a **stronger class**, they could make notes of Dominik's answers to Adam's requests rather than just saying yes or no.
- Check answers as a class.

KEY

Yes. He asks for information about Newcastle and what it's like living there.

Exercise 4 page 17

- Go through the key phrases together and check their meaning and pronunciation.
- In pairs, students complete the task.
- Check answers as a class.

KEY

Adam: Could you please ...?

Dominik: Would you mind (+ -ing form)?

Exercise 5 page 17

- Go through the task together and make sure students understand what they have to do.
- Remind them to use the key phrases from exercise 4.
- With a **weaker class**, you could do the first one as an example.
- Check answers as a class.

KEY

(Possible answers)

Would it be possible for you to describe your earliest memory? Could you please describe your ideal day out? Would you mind telling me about your taste in music?

Exercise 6 page 17

- Go through the instructions and the Writing Strategy together. Remind students how important it is to read exam questions carefully and use a variety of ideas to develop points.
- Students read the exam task and the message again. They then look at Dominik's message again in exercise 3 and answer the question.

KEY

He develops the points.

Exercise 7 page 17

- Students match the sentences. They then think of other ways to add extra detail or information to sentences 1–5.
- Check answers as a class.

KEY

1 b 2 e 3 c 4 a 5 d

Exercise 8 page 17

- Go through the instructions and task together and make sure students understand what they have to do.
- With a **weaker class**, you could elicit ideas for each of the points and write them on the board.
- Monitor and help where necessary.

Exercise 9 page 17

- Students write their messages. Remind them to use the plan from exercise 8 and the key phrases from exercise 4 to sound more polite.
- Students use the *Check your work* box to edit their work.

Extra activity

Students swap messages with a partner and give each other feedback using the Writing Strategy as a guide.

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 write a message in response to an advertisement for penfriends using polite requests.*

Exam Skills Trainer 1

LESSON SUMMARY

Exam strategies: Reading: matching headings to paragraphs; Listening: understanding information expressed in different ways; Use of English: completing a gapped text by eliminating obviously wrong answer options; Speaking: introducing the next topic into a conversation; Writing: using an informal writing style to write a message

Reading: An article about staying young

Listening: People talking about how the past affects life in the presents

Use of English: A gap fill text

Speaking: Giving advice to a friend

Writing: A message to a friend about a missing item

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.

Use of English

Exercise 5 page 19

- Go through the strategy together.
- Ask students to read the text and choose the correct answer options. If they are unsure about an answer, encourage them to think about which option sounds better. With a **stronger class**, ask students to try to complete each gap with their own ideas before looking at the options.
- Check answers as a class. Ask students if they guessed any of the correct options.

KEY

1 B 2 B 3 B 4 C 5 A 6 A 7 B 8 C

Extra activity

- Ask students: *Which activities do you enjoy doing most in your free time? Do you think you will continue to do them in the future?*
- Students discuss the questions in pairs.

Speaking

Exercise 6 page 19

- Go through the strategy together. Ask a few students how they would lead a conversation.
- Ask students to read the task. They then make notes.
- Elicit answers. Explain that option C means the same as option A, but *It's time* sounds more authoritative. Option B sounds rather weak and ineffectual.

Exercise 7 page 19

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

KEY

1 ought 2 should 3 don't 4 advice 5 to 6 about

Exercise 8 page 19

- Go through the task together and check that students understand what they have to discuss.
- Give students a minute to make notes.
- Students role-play the discussion in pairs.
- Ask a few pairs to role-play their discussions for the class.

Writing

Exercise 9 page 19

- Go through the strategy together. Then ask students to read the task.
- Ask students to read the ends of the sentences and decide whether the beginnings should be formal or informal.
- Remind them that they need to choose the beginning that is least suitable for a message.
- Check answers as a class.

KEY

1 B 2 C 3 B

Extra activity

Ask students: *Have you ever lost something important?* If they cannot think of an item they've lost, you could prompt them with your own ideas. For example: *I lost my passport before I went on holiday. I looked everywhere. I eventually found it in the scanner at home!*

If some students answer yes, ask them briefly to describe what they lost and how they felt. Ask them what the outcome was. Encourage students to ask them for more information.

Exercise 10 page 19

- Go through the task together. Tell students to make notes about each point in the task.
- Students write their messages. Circulate and monitor, helping with language where necessary.
- When students have finished writing, they edit their work, checking grammar, spelling and punctuation.

Extra activity

In groups, students read their messages to each other and decide whose is the best.

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 write a message in response to an advertisement for penfriends using polite requests.*

Lesson outcome

Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can match headings to paragraphs in a text. I can understand information in a recording that is expressed differently in questions and sentences. I can complete a gap fill text. I can lead a conversation. I can write a message about losing an item.*