



# Life experiences

# 9

## READING

topic: summer bucket list  
skill: identifying linking  
task: gapped text

## GRAMMAR

past perfect  
*used to*

## VOCABULARY

Feelings  
*-ed* and *-ing* adjectives

## LISTENING

topic: experiences  
skill: listening for advice  
task: multiple choice

## SPEAKING

topic: living on a desert island  
skill: describing likes and dislikes  
task: discussion

## WRITING

topic: a day out  
skill: ordering events  
task: story

## SWITCH ON

switch on: finding your voice  
project: debate a topic

## Lead-in SB p105

Tell students about an experience you've had recently. Start with: *I had an unusual experience the other day ... I was ... (walking down the road when a woman stopped me and said 'Hi! Don't you remember me?' I thought I remembered her too! But when we told each other our names it seemed that we were both mistaken!* Ask students to tell the class about an unusual experience they've had (or heard of) recently. You may find it's the stronger students who come up with some examples.

Refer students to the picture and elicit what they can see (*a person snorkelling*). Ask how the person might be feeling and whether this is an experience they would like to have and why or why not.

Read through the unit title and the quote. Write the phrase: *It was quite an experience!* On the board and tell them about an important life experience you've had. Go through the questions and put students in pairs to discuss them. Conduct full group feedback and find the most unusual, interesting or exciting experiences.

# READING

SB pp106–107

## To start

Tell students an activity you did last summer (e.g. *I swam in the sea*). Go round the class for each student to name an activity they did last summer. Students who can't think of another activity drop out leaving the winner, the one who names the most activities. With a less confident group allow pairs some time to make a list first. Remind students before starting that they can make the activities up; they don't have to have actually done them.

## Power up

- 1 Students complete the survey individually. They can choose activities from the previous examples or another. Circulate and prompt and advise where necessary.
- 2 Students compare their answers and explain the reasons for their choices. They might need help with developing answers to question 4 (the planning). Take feedback and find the most interesting, well-organised, or unusual activities.

### Possible answers

I'd like to go on a balloon ride. There's a centre near my home. I'd like to go with my best friend. I'd need to have enough money and book it, then I'd have to hope that it didn't rain or get too windy!

## Read on

- 3 Write the word BUCKET on the board and elicit the meaning (you may have to mime or draw). Then add the word LIST and ask students to guess the meaning (some might know from the film). Students read the introduction to the blog (only the first paragraph) to check their ideas. Confirm the answer in open group. Then ask them why they think people might make a summer bucket list. They read the second paragraph (ignoring the gaps) to check.

A bucket list is a list of things that you want to do in your life. Sophie created a summer holiday bucket list.

### Possible answer

it focuses you / gives you a goal and you don't waste time.

## exam tip

- 4 Remind students that for this task in the B1 Preliminary for Schools exam they need to find the correct sentences to complete the text. Check that they remember previous tips that included looking for reference words, e.g. *it*, *he*, *then*, etc. that refer back to information in the previous sentence. Put some linkers on the board, e.g. *However*, *As well as this*, and elicit that words like these can also give clues to the right sentence, i.e. whether the sentence includes a contrast, an addition etc. Read through the exam tip box with students, pointing out that 'tense' is also something to look out for. Students do the task in the box individually, or in pairs, depending on their confidence.

- 1 C *these* refers back to *things*
- 2 A *it* refers back to *bucket list* and *it* in previous sentence. The tense is also the same.
- 3 B *It* refers back to *one*, and repeats the past tense.

- 5 Check answers in full group, asking what reference words are used and what they refer back to. In open group elicit answers to 1, 2 and 3.

- 1 A uses also
- 2 C can be experiences / achievements
- 3 B was

## exam task: gapped text

- 6 e Explain the task to students and read through the list of sentences with them. Ask them which key words in the sentences could help them. Students do the task individually and check with partners. Fast finishers can rank the activities in order of interest. Conduct class feedback, asking students to explain their reasons for their answers. Remember to ask fast finishers for their rankings. Extend this to asking the whole group which activities they have done, would like to do and would rank first.

- 1 B This sentence gives examples of the different ideas mentioned two lines before the gap and the top 20 things mentioned in the line before the gap. *They* refers to *my top 20 things to do*.
- 2 D *done that* = *swim in the sea*; *built a huge sandcastle* refers to *made one* in the next line of the article.
- 3 H *win a single one* in the line before the gap and *them* in the line after the gap refer to the board games.
- 4 G *six* describes the number of films; *They* in the line after the gap also refers to the films.
- 5 C *It* refers back to the list; the list is repeated again in the line after the gap.

- 7 Students work in pairs to find the synonyms in the text. Check answers together as a class.

- 1 put together
- 2 loads of
- 3 remind (you) of
- 4 classic
- 5 original
- 6 proud (of)

## extra

Ask: *What other things can you 'put together'?*

(a timetable, a travel plan, a 'wish list' for presents)

Ask: *What have you got loads of in your room?*

Ask: *What does the picture on this page remind you of?*

(a holiday at the seaside when I was young)

Ask: *Give me an example of a classic horror film?* (Psycho)

Ask: *Give me an example of a song that has been recorded by many other people.* (Despacito)

Ask: *What did you do yesterday that made you proud?*  
(got a good mark in my English essay)

## Sum up

- 8 Students work in pairs to answer the questions. Conduct group feedback and ask for example answers.

### Possible answers

- picnic on the beach with friends, swimming in the sea, making sandcastles, camping in back garden, water fight, played old board games, having a movie marathon, starting a blog
- She was really happy about making the list because she felt she didn't waste her time and she thought of some interesting things to do. She was proud that she did everything on her list.

### extra

Ask students to write a text to a friend to tell them what they read about. Start students off with: *This girl had a great idea. She ...* Tell students that they can only write a few lines, so they have to summarise carefully. Monitor and help where necessary.

## Speak up

- 9 Students discuss the questions in pairs. If they have covered some of these points during the lesson ask: *What would you put on a bucket list for a winter holiday?* Circulate and contribute to the discussions. Conduct feedback and find some interesting winter bucket lists.

## Fun footer

Ask if students have seen the film *Bucket list* and if so, what they can remember about it (see background below). Draw students' attention to the footer and the original meaning of 'bucket list'.

### background

The bucket list is a 2007 film starring Jack Nicolson (a billionaire) and Morgan Freeman, strangers who meet in hospital. Both are very ill and plan a bucket list of things to do before they die. They go off on a great adventure including parachute jumping and fast car racing. They become great friends and (spoiler alert!) after Morgan Freeman dies, Nicolson turns his life round, survives for several years but is finally buried next to his friend on top of a mountain.

## To finish

Ask students to list what they would like to do in the next five years. Compare their lists in full group and find the most interesting plans.

### alternative

In pairs they discuss what would make up an ideal movie marathon for them. They share their ideas with the class.

Presentation tool:

Workbook / Online Practice:

Extra Practice App

Unit 9, Reading

WB pp74–75

# GRAMMAR

SB p108

## To start

Write two sentences on the board: *My students gave me some homework yesterday afternoon. I marked the homework in the evening.* Ask how they could join the sentences starting with: *Yesterday evening I marked some homework that ...* (*my students had given me in the afternoon*).

Then write: *One student used all the correct tenses. She got full marks.* Elicit: *One student got full marks because ...* (*she had used all the correct tenses*). Elicit the negative form in the second sentence: *One student didn't get full marks because she hadn't used the correct tenses.* Write both full sentences on the board and underline the verb forms. Ask what they are called (past simple and past perfect) and how they are formed (had / hadn't + past participle).

### alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

## explore grammar

SB 142

- 1 Read through the sentences with the class. Ask for answers to the questions in full group. Then read through the grammar box to check. Put the adverbs of time and time linkers on the board to highlight them.

- ate / 'd taken (first)
- watched / had recommended (first)
- 'd done (first) / went back

### watch out for

*Had* is usually unstressed and contracted to 'd, whereas *hadn't* is usually stressed. Return to the sentences on the board and model the pronunciation.

### extra


To establish context, either give the first part of a sentence to elicit an ending using the past perfect or simple past, or put sentences on board as examples of how linkers are used. Students can identify the different tenses and establish which actions happened first, e.g. *I'd done my homework last night before ...* (*I watched the film*). *I understood the exercise once ...* (*I'd read it through twice*). *I called my friend when ...* (*I'd finished dinner*). *I'd just woken up when ...* (*my mum shouted 'Breakfast!'*). *The meal was fantastic! I'd never ...* (*eaten duck before*). *I'm glad you had a good time camping. Had you ever ...* (*been in a tent before?*).

- 2 9.1 If your class is strong, play the recording for them to listen and answer the questions. Ask for answers in open group.

He tried an outdoor adventure sport called orienteering where you run from one place to another across a course in the countryside. He seemed to enjoy it as he and his mum won.

**alternative:** mixed ability

If your class is not strong, or if listening is a difficult skill for them, pre-teach *orienteering* (an outdoor sport where you run from one place to another using a compass and a map). You may need to explain *compass*. Then play the recording and ask the questions.

- 3 Students do the task individually and compare answers. Monitor and help students where necessary by guiding them to right answers and pointing out the sequence of events.
- 4  9.2 Conduct class feedback. If students have access to the audioscript they can find and underline the sections in the script. If not, play the recording again to show them the correct answers.

- 
- 1 saw
  - 2 hadn't heard
  - 3 had spent
  - 4 'd recently run
  - 5 drove
  - 6 'd worked
  - 7 were
  - 8 had won
- 

- 5 Read through the title of the blog with the class and ask what they might expect the blog to include. Then ask them to read and check any ideas (ignoring the gaps). Students complete the task individually and check in pairs. Conduct class feedback. Ask students if they'd like to go to a festival like this? Why / Why not?

- 
- 1 decided
  - 2 hadn't been
  - 3 had put
  - 4 was
  - 5 had bought
  - 6 hadn't packed
  - 7 arrived
  - 8 had just started
- 

## Speak up

- 6 Put students in pairs to discuss the questions. Tell them about an experience of your own, e.g. *I went to a country fair with my sister. It was my first time at the fair. We'd read about it on a website and wanted to see the local dance displays and craft sales. It was crowded but the atmosphere was great and we thoroughly enjoyed the day.* If students can't think of anything specific, suggest they invent an experience. Monitor and prompt to help students where necessary. During feedback ask for examples and find the most interesting experience.
- 7 Students discuss the question in pairs. Circulate and contribute to the discussions. Encourage students to use the past perfect to give a reason or an event that prompted another action. Conduct class feedback and write interesting examples on the board that show a good use of past simple and past perfect.

## To finish

In pairs, students write five sentences in the past simple about events that happened in recent days, e.g. *On Monday I took a history test.* They swap these sentences with another pair who have to add a sentence using the past perfect, e.g. *I hadn't revised for it and I got a low mark.* Conduct class feedback and ask for examples.

Presentation tool:	Unit 9, Grammar
Workbook / Online Practice:	WB p76
Photocopiable activity:	9A
Grammar reference and practice:	SB pp142–143
Audioscript:	SB pp174–175
Grammar PowerPoint presentation	

# VOCABULARY SB p109

## feelings

### To start

Draw or show the 'happy emoji' on the board, and elicit that it illustrates the feeling *happy*. Ask other students to come to the board to draw another feeling emoji, or if less confident, to draw some in pairs and show them in full group feedback.

- 1 Read through the list of adjectives and check against the emojis on the board. Students match feelings in the box with the pictures. Check in full group. Ask students to design an emoji for any adjectives in box that aren't emojis on the board at the moment.

A annoyed  
B frightened  
C amazed  
D embarrassed

- 2 In pairs, students decide if the adjectives in Exercise 1 are positive or negative. Take feedback in full group.

positive – calm, confident, relaxed  
negative – annoyed, disappointed, embarrassed, frightened, guilty, jealous, nervous, worried  
both – amazed (depending on the context)

- 3 Students work in pairs to match the situations with the feelings. Conduct class feedback.

#### Possible answers

- 1 nervous / worried  
2 disappointed / annoyed  
3 calm / relaxed  
4 jealous / annoyed  
5 guilty / worried  
6 embarrassed / annoyed  
7 annoyed / disappointed  
8 confident / relaxed

### extra

Students think of another situation when the adjectives could be used. Monitor and help. Then ask for examples in full group.

#### Possible answers

Nervous before a stage performance.  
Disappointed with some results.  
Relaxed when you are on a beach.  
Jealous when your friend chooses another friend to go to the cinema.  
Annoyed when your mum throws out an old T-shirt you loved.  
Guilty when you break your dad's favourite glass and don't tell him.  
Embarrassed when the teacher catches you texting in class and takes your phone.

- 4 Students do the task in pairs. Start by giving them an example of your own, e.g. *I felt guilty last night because I ate the last piece of cake and pretended that it was the dog!* Ask for examples in feedback.

### explore language

- 5 Write *disappointed* / *disappointing* on the board and elicit that both are adjectives: the *-ed* adjective describes how a person feels and the *-ing* adjective describes the action or situation that makes someone feel that way: *I was disappointed.* / *The book was disappointing.* Read through the explore language box to check and students choose the correct adjectives to complete the sentences.

- 1 worried  
2 depressing

### extra

Ask students to find similar short sentences for *-ed* / *-ing* pairs of adjectives from Exercise 1 (and emojis if appropriate), e.g. *The TV programme was boring. I was bored.* Ask for examples in full group.

- 6 Students turn to page 165 to complete the quiz. They discuss the results in pairs, giving reasons for their comments. Ask for examples in feedback.

- 1 A relaxed, B boring  
2 A relaxed, B annoyed  
3 A exciting, B worried  
4 A satisfied, B frightened  
5 A amazing, B embarrassing

### exam task: multiple-choice cloze

- 7 Ask students to read the Part 5 Reading task from the B1 Preliminary for Schools exam ignoring the gaps. Ask: *Why was it a bad day for the writer and what was the one good thing?* (broke glasses, embarrassed on bus, bad maths score; good thing was purple bedroom). Students do the task individually and check with their partners. Fast finishers can think about why the other options are wrong. Point out that in the exam, not all options will be adjectives.

- 1 C This is the only adjective which is followed by *with*.  
2 B This is the only verb which is followed by *at*.  
3 D This is the only adjective which is followed by *by*.  
4 B *hope* and *planned* must be followed by *for*; *thought* doesn't fit the meaning of the sentence.  
5 C A *purple colour* refers to painting; only *decorating* describes this.  
6 D This is the only adjective which is followed by *of*.



**game on**

Students work in small teams to complete the sentences as creatively as they can. Start with an example in full group:  
*Will was excited because he'd been invited to dinner with the Prime Minister to give his ideas about climate change!*

**To finish**

In small groups students take one of the sentence starters (or another starter using an alternative adjective from the page) and try to continue the story. They should try to use as many adjectives from the page as they can. Monitor and help with ideas. Ask groups to tell their stories in feedback.

Presentation tool:	Unit 9, Vocabulary
Workbook / Online Practice:	WB p77
Photocopiable activity:	9B
Extend vocabulary:	SB p145
Extra Practice App	

**LISTENING** SB p110**To start**

Write *Work Experience* on the board and elicit that it means some organised work while students are still at school or university to get experience of workplaces and routines. Tell students about some work experience you did, e.g. *I was a classroom assistant in a primary school for two weeks. I loved it and I learned a lot*, and ask if they think it's a good idea or not and what they would like to do if they had the opportunity to spend two weeks doing work experience.

**Power up**

- 1** Students do the matching task individually and then answer and discuss the questions in pairs. Monitor and prompt discussions. Note interesting comments to bring into full group feedback.

1 D 2 C 3 B 4 E 5 A


**extra**

Elicit other situations when you might use these lexical items and ask pairs to make sentences of their own using them.

**Possible answers**


My sister hangs out with a group of kids in her swimming club. They often meet and train together in the gym too.  
 The first thing I deal with in the morning is my email.  
 My brother's going for a job in a big hotel.  
 I'm looking forward to meeting my cousin for a meal later this week.  
 I've never taken part in a singing competition.

**Listen up**

- 2**  9.3 Read through the phrases in the box and elicit possible endings, e.g. *I'm really tired. You could lie down at lunchtime; You ought to get an early night, Why don't you finish the lesson early? You should stay in bed all Saturday.* Tell students they'll hear a conversation about work experience. Ask what advice a person might give using these phrases? Play the recording for students to choose the phrase and check their ideas.


You ought to

**exam tip**

- 3**  9.4 Remind students that this exam task from the B1 Preliminary for Schools exam consists of a set of conversations and they choose one of three options. Read through the exam tip box. Then play the recording again for students to listen for the girl's advice. You may need to play this twice for a weaker group.


Do something that the boy will like doing because it'll be more fun.

### exam task: multiple choice (short texts)

- 4  9.5 Read through the questions only (not the options) with the students. Point out that questions 4, 5 and 6 ask about agreeing. They will need to hear evidence that both people have the same opinion about something. The other points may be mentioned but they won't necessarily apply to both speakers. Give students some time to read the questions again and the options. Play the recording for students to do the task.

### alternative

If your students find listening tasks difficult, you could choose to take this question by question, pausing the recording after each conversation to give them time to think and choose their answers. A stronger group will be able to do it as in the exam.

- 5  9.6 Play the recording a second time for students to confirm and check their answers. Take feedback in full group.

- 1 B The girl says the boy *ought to do something you'll like doing*. She says it's not important to choose something you want to do in the future and that something simple will be boring.
- 2 B The boy says the girl will be really proud of herself when she gets to the top. He says *I won't say you'll love it and that it's safe*.
- 3 C The boy says it was crowded and not what he expected. He didn't mention playing games at the festival or which characters were there.
- 4 A They both say they had never climbed a mountain before and they both liked it. The boy missed his dad's cooking and didn't do the research task so they didn't agree on these things.
- 5 A The girl sent a message about her sister to her sister by mistake. She doesn't mention getting a name wrong. She did mistype something but the boy says *at least you learnt from that mistake and didn't do it again*.
- 6 C The girl says she went home feeling pleased that she'd done the work and the boy says he felt the same. The girl lacked confidence but the boy doesn't say he felt the same.

### extra

If you have time, you could exploit the recordings further:

- 1 Ask students what they remember about the different conversations.
- 2 Ask more detailed questions about the conversations, playing them again if necessary.

### explore grammar

SB 142 

- 6 Ask what the girl in conversation 5 used to do (help in a home for elderly people). Concept check with: *Does she still do it?* (no) *Did she do it regularly?* (yes) Read through the explore grammar box to confirm. You may wish to add that we use *used to* for regular actions in the past that have changed now, also for state verbs in the past, e.g. *I used to live in Dublin*.

the infinitive

### watch out for

Point out that although we say *used to* in the affirmative form, in the negative and question form we do not have the *-d* on the end: *We didn't use to; Did you use to ... ?* This is a common mistake.

- 7 Students do the task individually and then compare their answers. Monitor and help where necessary.

### extra

Put some topics on the board, e.g. *food, toys, sports, holidays, school*, and ask students to tell their partners about other things that they *used to* or *didn't use to* do when they were younger. Circulate, contribute, prompt and correct any errors with the past perfect or *used to*. Ask for examples in group feedback and find the most interesting or unusual things students used to do.

### To finish

Students write three sentences about things they used to do. Two should be false and one true. They read them to their partner who must guess which is the true answer. This could also be done in small teams with the other team asking questions about the statements to decide if they are true or false. Each team gets a point for each correct guess. The team with the most points wins.

Presentation tool:

Unit 9, Listening

Workbook / Online Practice:

WB p78

Audioscript:

SB p175

Extra Practice App

# SPEAKING

SB p111

## To start

Ask students to imagine that they are going away for a weekend in a hotel by the sea (it's summer) with some friends in a car, but they can only take one very small bag with them because it's a small car. What seven items would they take and why? Students discuss their choices in pairs. Monitor and note examples to mention in feedback. Which are the most popular items in the class?

## Power up

- Put students in pairs to discuss the task. Put the words *films / books / game shows / TV series* on the board and ask if students have seen, heard about or read anything with a desert island theme (*Lost, Castaway, Lord of the Flies, Robinson Crusoe*, etc.) What did the characters have to do?

## Speak up

- Read through the exam task with the class and elicit that it is similar to the Part 3 task in the Speaking paper in the B1 Preliminary for Schools exam. Students do the task in pairs. Give them a time limit and advise them to speak about some of the items in depth rather than try to rush through all of them. They should try to finish with a choice.

### background

A swiss army knife is a multi-purpose pocket knife first issued to Swiss army soldiers in 1890. It has a variety of small knives and tools which all fold in compactly to help survival. It is traditionally red in colour.

- Conduct full group feedback and allow students to discuss their ideas. Encourage them to back up their choices with reasons. Be prepared to contribute your own ideas too. Extend by asking for other suggestions of items that are not on the list.
- Remind students that in the Speaking Part 4 task the examiner asks individual questions related to the same topic as the Part 3 task. Tell them you're going on to look at some of those questions now. Start by asking if students are adventurous and would enjoy an experience as described in the task. Then put them in pairs to do the matching task. Conduct feedback.

1 F 2 C 3 B 4 D 5 A 6 E

- 9.7 Play the recording for students to answer the question. Check answers in full group.

Yes, but the boy prefers to do things with a few friends, not with lots of people.

- 9.8 Play the recording again for students to complete the phrases. A strong class might be able to complete the phrases from memory, and then listen to check. Check answers in full group.

1 absolutely 2 stand 3 love 4 keen 5 mind

## explore language

- Students add any new phrases they come up with to the explore language box. In a weaker class, you may want to elicit the phrases first and put them on the board.

### extra

Tell students that when we use phrases like these we tend to stress certain words, e.g. *I absolutely love, I can't stand*, etc. Play the dialogue again to model the phrases for students to copy.

## exam tip

- Read through the exam tip with the class. Students do the task in pairs. Ask for examples in full group.

### exam task: discussion

- Advise students that when they answer the exam questions in Part 4 of the Speaking paper they shouldn't just say yes or no or give one-word answers. They should try to develop their answers. Elicit how Bea and Joe developed theirs (they gave reasons and examples). Put students in pairs to ask and answer the questions in Exercise 4. Tell them that they must go beyond more than one sentence when answering the questions. Monitor to help and prompt where necessary but do not stop to correct as this is a fluency activity. Note common errors to address after the activity. Ask for examples of interesting answers.

### alternative

Students ask and answer in pairs. Then they swap pairs and do the same thing with a new partner. Their answers should get more detailed and confident the second or third time.

## Speaking Extra

- Explain the activity. Ask students if they can estimate how long a minute is without looking at a clock or watch. Make sure one person in each pair has a watch or phone to time their partner. If you have a strong, confident student, ask him or her to talk for a minute in full group. Try to stay out of the picture for a while so as not to distract or interrupt the students. Conduct class feedback and ask stronger students to give examples of what they said. Discuss how easy or difficult it is to speak continually without stopping.



### alternative: mixed ability



If your class is weak or not confident, don't treat the activity as a scoring game but just encourage them to speak about the topic for a minute as fluently as they can. Tell them it doesn't matter whether they hesitate or repeat, or don't follow a logical thought – this is to motivate and encourage them to practise talking.

## To finish

Put students in pairs. They should take turns to find a photograph in either this or a previous unit of the book (not from speaking picture tasks) and give it to their partner to talk about for a minute. Ask for examples in full group.

Presentation tool:	Unit 9, Speaking
Workbook / Online Practice:	WB p79
Speaking file:	SB pp148–149
Audioscript:	SB p175

# WRITING

SB p112–113

## To start

Tell the students a short story you heard on the news. It should be a story that had a sequence of actions, e.g. *A woman saw someone climbing into a building through the window. He was carrying a bag and he was wearing a mask over his face. She called the police. An officer went in and caught the thief. He took him back to the police station in a van.* Ask students for any exciting or interesting news stories they've heard recently.

## Power up

- 1 Write *My Perfect Day* on the board. Ask a volunteer to describe his or her perfect day to the class. Do the class like the student's day or not? How would they change things for themselves? Refer them to the survey and ask them to complete it individually.
- 2 Students compare their results with a partner. Take feedback in full group and find the most popular answers.

### extra



Students add a further option with a bracketed comment or reason to each survey question. Ask for examples from the whole class.

- 3 Read the story opener and refer students to the picture to predict what the story might be about. Ask questions, e.g. *Where might they be? What are they doing? How might they be feeling?* Encourage them to speculate creatively. If they are less confident, they could discuss some ideas in pairs first, then share ideas with the class.
- 4 Students read to check their ideas. Confirm answer in full group. Ask specific questions to check understanding: *What did they do on the hill?* (looked at views, took selfies); *Why did the chairlift stop?* (end of day); *Why didn't they phone?* (no signal); *Why did employee come back?* (he remembered they were still there).

Dennis and his friends got stuck on a chairlift but were rescued a few hours later.

### extra



Ask where else we can find chairlifts. If students have ever been on one, what was the experience like?

- 5 Tell class that with a story it's important to indicate the sequence of events using words such as those in the box. Students complete the story and answer the question. Take feedback in full group.

- 1 First
- 2 After that
- 3 Eventually
- 4 Suddenly
- 5 later

The time expressions help to make the order of events clear to the reader.

## WRITING (Continued)

- 6** In pairs students do the task. Check answers together. Remind them that this is a good frame to use when writing a story:

- background
- actions before main event
- main event
- what happened in the end

1 C 2 B 3 B 4 C 5 A

## Plan on

- 7** Tell students that they are going to write their own story. First they look at an opening sentence. In pairs they speculate about what kind of day it could be and list ideas. Monitor and prompt where necessary. Students share their ideas in full group.

**Possible answers**

a trip to the beach, a trip to the zoo, a trip to a concert or festival, a shopping trip, etc.

- 8** In the same pairs, students choose one idea and go through the questions and make notes about what they could include. Monitor, helping out as necessary.

## explore language

- 9** Read through the explore language box and ask students to write sentences for their stories.

## exam tip

- 10** Remind students that Part 2 of the Writing paper in the B1 Preliminary for Schools exams contains a story task. Read through the exam tip with the class and ask them to go back to their notes and sentences to divide them into the correct sections for a story. Monitor and advise where necessary.

## Write on

**exam task: story**

- 11 e** Students write their stories. Monitor and help weaker students as appropriate, reminding them to follow their plan and to use the ideas and notes they have made in the previous exercises. Point out that they should aim for more or less 100 words – it doesn't matter if they write slightly more or slightly less than this.

## Improve it

- 12** After writing their stories, students check points 1, 2 and 3. If appropriate they can share their stories with a partner to make suggestions on improving or on anything he or she doesn't find clear. Students can then read their stories to the class or to smaller groups if the class is large.

**alternative**

If there isn't enough time in class, students write the story for homework. Fast finishers in the class activity can write another story following an alternative idea from Exercise 7.

**Model answer**

Florence and her friends were really excited about their day out. They had tickets to see their favourite band in concert and Florence couldn't wait.

First, they bought a band t-shirt. Then they went to their seats. They were so close to the stage that they could see everything. The band were amazing!

After the concert had finished, the friends went to the back door of the theatre to try and meet the band. It was so crowded that Florence walked down the street a little. A few seconds later, a door opened behind her and out came all four members of the band. She turned and saw them. She couldn't believe it! She stepped forward and said "Hello".

## Fun footer

Ask students to read the fun footer at first silently to see if they get the joke and have them compare their ideas in pairs. Ask a volunteer to read it aloud and then see how long it takes for them to get it. (I.C. = icy; Hugo = You go)

## To finish

In pairs students write a story together. They don't discuss it: one student writes the first sentence and the other student writes the second sentence. Each following sentence must be logical, and follow on from the previous one. Students read their (often weird and wonderful) stories in full group.

Presentation tool:	Unit 9, Writing
Workbook / Online Practice:	WB p80
Writing file:	SB p154
Photocopiable activity:	9C

## Finding your voice

**1** Tell students about a time when you felt nervous e.g. *I joined a drama society and when I did my first audition I was very nervous. I forgot some of my lines and felt very shaky.* Elicit some examples of situations when people might feel nervous (e.g. before job interview, before going on stage, standing up to give a presentation, before an exam or oral test, etc) Put students in pairs to discuss the questions. Conduct full group feedback and ask for examples of students' experiences and how they coped with the nerves.

**2** Write the words DEBATE and ARGUE on the board and ask students if there is a difference and if so, what it is. Contextualise the verbs, e.g. *My brother argued with my parents about how late he could stay out at a party. / In class we debated the question: is it a good idea for young children to have homework?*

Tell students that the clip is about learning to debate for a competition. Ask what they think (or know) happens in a formal debate. (There is a controversial question or issue e.g. *Playing computer games is good for you.* There are two teams of three or four people. One team put forwards ideas in favour of the statement and the other team give ideas against it. A judge or an audience decides which team has been most persuasive.) Ask the class what sort of skills you need to be able to debate well and why learning to debate might be good for students. Write their possible reasons on the board.

Read through the question about Ellis, one of the students in the clip. Play the clip all the way through and check answers in full group.

amazing opportunity but he is shy, finds it difficult, not very confident

gradually his nervousness improves; doesn't care any more what other people think

### extra

Play the first part of the clip as an introduction until the point where Ellis comes on screen. Ask:

- 1 *What are the students going to do?* (take part in a debating competition)
- 2 *How many students are involved?* (20)
- 3 *How many other schools are there?* (seven)
- 4 *How long do they have to prepare?* (12 weeks)
- 5 *Why does their teacher, Monica, think it's a good experience for them?* (they work as a team; they stand up for themselves; they defend their point of view; it can change their lives).

**3** Read through the statements with the group. Play the clip again for students to decide if the statements are true or false. Check answers in full group.

- 1 F (They don't have any experience of debating.)
- 2 F (Monica tries to improve Ellis' self-esteem by encouraging him to speak more loudly.)
- 3 T
- 4 F (Learning to debate has been a really positive experience.)

### extra

Ask some general comprehension questions.

- 1 *What is Ellis's big problem?* (he speaks very quietly)
- 2 *How does Monica help him?* (she uses tin cans in an empty gymnasium)
- 3 *Can you remember the sentences Ellis uses in the gym to show he has a strong voice?* (my name is Ellis. I have a voice and I'm not afraid to use it.)
- 4 *What is the topic of the final debate at Ellis's school?* (advantages and disadvantages of single sex schools)
- 5 *What point in the competition does Ellis's debate team reach and where is it held?* (semi-finals at Houses of Parliament)
- 6 *What do students gain from the competition?* (they make new friends; they have happy memories; they get confidence to speak for themselves)

**4** Read through the questions and put students in pairs to discuss them. Circulate and contribute to the discussions. Ask for examples of opinions during full group feedback.

## Project

**5** Divide the students into small groups and explain the project. They are going to debate an issue. Explain that first they need to choose a topic for the whole class. In their groups they need to come up with some ideas for topics e.g. those in the Student's Book. This should not be restrictive: if they have any other interesting ideas, they can add them. Circulate and help with suggestions if necessary. Conduct full group feedback where the groups give their suggestions to the class. Note them on the board and take a class vote on the best topic. Then have an open discussion about the best way to phrase the question or statement. Students then return to their groups to create their arguments for or against the statement or question.

Allow class time for the debate(s). Ask for feedback from the students about how they felt before / during and after their debates.

### extra

Revise language for giving opinion, agreeing, and disagreeing, with the class if necessary before they take part in the debate, e.g. *The most important point is / In our view / I have to say I disagree with what the other teams say because, etc.*

Presentation tool:

Switch on videoscript:

Unit 9, Switch on

TB p150

# INDEPENDENT LEARNING

SB p114

## Study skills


- 1 Give students some time to go back through the unit to remind themselves of the tasks and texts. In pairs they make a list of the language and skills they've learned and practised in the course. Circulate, helping and offering guidance as necessary.
- 2 Encourage students to think about their progress since they started the course. It may be difficult to remember their level, so tell them to look back to Unit 1 and at some of the different exercises and tasks they did then. This should give them a benchmark against which to compare their current level. Students complete Part 1. Monitor and give help and advice as necessary.
- 3 Ask students to think about how they want to use English in the future and what they will need to learn or how long they will need to study it for. Encourage them to think about this in a positive way. Students complete Part 2.
- 4 In pairs students discuss their ideas for both parts of the form in Exercise 3. Ask for examples in full group. This could develop into a discussion about how to improve on the points they've mentioned in Part 2.

## UNIT CHECK

SB pp115–116

### Vocabulary

These exercises can be done in class or for homework as revision of the unit.

- 1  9.9  
1 disappointed 2 amazed 3 jealous 4 guilty 5 worried  
6 satisfied 7 calm / relaxed 8 annoyed
- 2 1 embarrassing 2 excited 3 satisfied 4 relaxed  
5 boring 6 frightening 7 annoyed 8 depressing
- 3 1 First 2 loads 3 eventually 4 proud 5 took part in

### Review

- 1 1 hadn't seen 2 hadn't asked 3 had caused  
4 had just heard 5 had finished 6 had forgotten
- 2 3  9.10  
1 hadn't visited 2 had enjoyed 3 went 4 hadn't realised  
5 took 6 had been 7 looked 8 had never noticed
- 4 1 used to have 2 didn't use to get on 3 didn't use to live  
4 use to do 5 used to love 6 use to play  
7 didn't use to wear 8 used to be

## 5 e

- 1 had – forms the past perfect, describes an earlier time in the past
- 2 not/never – forms the negative past perfect or adds the adverb of time
- 3 from – collocates with *all over the world*.
- 4 than – after a comparative adjective
- 5 to – forms *used to* for past habits.
- 6 us – a pronoun is needed here and must be plural because *all* follows it.

## 6 Students' own answers

## GRAMMAR FILE

SB p143

- 1 1 because I **had** left my phone  
2 correct  
3 I **had eaten** too much  
4 It **had** been a busy day  
5 correct  
6 I **had** already read  
7 **had broken** down  
8 what I'd **written** in my notebook
- 2 1 had just fallen, woke  
2 played, had never played  
3 was, had only slept  
4 handed, had written  
5 had started, arrived  
6 got, had already started  
7 offered, had already done  
8 wasn't, had dropped
- 3 1 had broken down 2 had just got 3 reached 4 had left  
5 hadn't brought 6 drove 7 hit 8 flew 9 landed  
10 had just got
- 4 1 didn't use to 2 Did you use to 3 used to  
4 Did Miriam use to 5 used to 6 Did your brother use to  
7 didn't use to 8 didn't use to
- 5 1 used to live 2 didn't use to own  
3 Did you use to do 4 didn't use to enjoy  
5 used to borrow 6 Did Mark use to play  
7 used to know 8 Did you use to tidy
- 6 1 both are possible  
2 made  
3 both are possible  
4 both are possible  
5 both are possible, although the past simple makes it sound like one very long camping trip.  
6 both are possible  
7 both are possible  
8 visited

Presentation tool:

Unit 9, Unit check

Workbook / Online Practice:

WB p81

Audioscript:

SB p175