

Description	Students practise asking questions for more information
Lesson link	Use this activity after 3a, page 5
Time	10–15 minutes
Extra material	None

Instructions

- a** Write on the board *your* answers to five of the 24 questions in the Q&A questionnaires, e.g.

Losing a balloon when I was two years old.
Freshly ground coffee.
Reading in the sun.
Locking myself out of my flat.
My piano.

- b** Give SS a time limit of three minutes to work out in pairs which questions in the questionnaires these are the answers to.

Answers

What's your earliest memory?
What's your favourite smell?
What's your idea of perfect happiness?
What has been your most embarrassing moment?
What's your most treasured possession?

- c** Check their ideas, and get SS to ask you as many questions as they can about each answer.
- d** Then get SS to do exercise 3b. Encourage them to ask extra questions and get to know each other better.

- Description** Students categorize personality adjectives according to their stress patterns
Lesson link Use this activity after 3c, page 9
Time 10 minutes
Extra material Print out and photocopy the *Word stress patterns* worksheet for each student

Instructions

- Draw the table from the worksheet on the board, or use an overhead transparency or PowerPoint slide. Ask the class *How many syllables does 'creative' have?* Elicit *three*. Ask students which stress category *creative* fits into. Ask SS to repeat the word with the correct stress.
- Remind SS that word stress is vital – incorrect word stress can make a word very difficult to understand.
- Give each student a copy of the worksheet. Tell them to work individually to categorize the words. Encourage them to say the words out loud.
- Divide SS into pairs and ask them to compare their answers.
- Check the answers with the class. Ask SS to repeat any words that they are having difficulty with.
- Explain that writing down words and phrases with their stress patterns can assist memory as well as helping to improve pronunciation.

Answers

•••

assertive
creative
impatient
possessive
ambitious
eccentric
impulsive

••••

considerate
unsociable
reliable

••••

unambitious
conscientious
open-minded
easy-going
pessimistic

Word stress patterns

creative	assertive	considerate	impatient	easy-going
unambitious	unsociable	possessive	ambitious	pessimistic
conscientious	reliable	eccentric	open-minded	impulsive

•••	••••	•••••



Word stress patterns

creative	assertive	considerate	impatient	easy-going
unambitious	unsociable	possessive	ambitious	pessimistic
conscientious	reliable	eccentric	open-minded	impulsive

•••	••••	•••••

- Description** Students share their ideas about stress
Lesson link Use this activity before 6a, page 15
Time 15 minutes
Extra material Print out and photocopy the *Stress questions* worksheet for each student
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Instructions

- a Hand out a copy of the worksheet to each student. The aim of the worksheet is to get SS thinking about stress before doing the reading in the Student's Book.
- b You could manage this activity in different ways. One possibility would be to ask students to answer the questions individually, then to compare in pairs, then in groups of four, then in groups of eight, etc. – a kind of pyramid discussion. Alternatively SS could answer the questions in pairs or small groups.
- c Compare answers in open class before moving on to 6a.

Stress questions

- 1 Which age group suffers most from stress? Put these in order 1–5 (1 = most stressed).

children _____

teenagers _____

young adults _____

middle-aged people _____

the elderly _____

- 2 Think of two things that each of the age groups above might get stressed about.
- 3 Who suffers more from stress, men or women?
- 4 Is stress a modern phenomenon, or has it always existed?
- 5 What's the most stressful job you can think of? Why?



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- Description** Students work in groups to review clothing vocabulary and adjective order
Lesson link Use this activity after 7d, page 23
Time 20 minutes
Extra material None

Instructions

- a** Divide SS into groups of three or four. Tell them that they are going to describe to the class what one person (the model) in their group is wearing. Depending on the dynamic of your class, you may want to do this activity as a fashion show. Otherwise students can just stand up while their group gives their presentation.
- b** Write on the board:

dressed to kill
(white / green / red) is the new black
a must-have fashion item
don't be seen without a ... this season
everyone's talking about (clothing / designer's name)
(person's name) style says...

- c** Write on the board:

What is he / she wearing?
What does his / her style say about him / her?

Tell SS to prepare a two-minute presentation to answer these questions about their 'model'.

- d** Ask SS to brainstorm vocabulary for their model's clothes and accessories. Tell them to pay particular attention to adjectives and adjective order.
- e** Go around the class monitoring and helping with any questions.
- f** Ask SS to give their presentations to the class. The class can then vote for the best and most original presentation.

- Description** Students test their memory of a text and correct sentences
Lesson link Use this activity after 3e, page 26
Time 20 minutes
Extra material Print out and photocopy the *We're going to crash!* worksheet for each student

Instructions

- a Give SS two minutes to read the text *We're going to crash!* on page 26 once more as carefully as possible, and then ask them to close their books.
- b Give each student a copy of the worksheet. Tell them to look carefully at the sentences and find the two that are true.

Answers

- 5 People started to panic when the flight attendant first screamed.
- 9 Before the plane hit turbulence the flight had been peaceful.
- c They should then correct the other eight sentences to make them true.
- d Tell SS to compare their ideas in pairs.
- e Go through the answers, focusing on the use of tenses as necessary.

Possible answers

- 1 The Virgin Atlantic flight was going to **Las Vegas**.
- 2 The plane **was flying** over Greenland when it hit turbulence.
- 3 Many of the passengers **were standing or not wearing their seatbelts**.
- 4 Everyone **had had** lunch.
- 6 The panic lasted 30 minutes **and the plane dropped several times**.
- 7 Angela Marshall was travelling **with her partner**.
- 8 She **had been reading** a book just before the plane hit turbulence.
- 10 The flight attendant **pretended nothing had happened** when the flight landed.

We're going to crash!

- 1 The Virgin Atlantic flight was going to Los Angeles.
- 2 The plane had flown over Greenland when it hit turbulence.
- 3 Many of the passengers were sitting down with their seatbelts fastened.
- 4 Everyone was having lunch.
- 5 People started to panic when the flight attendant first screamed.
- 6 The panic lasted 30 minutes although the plane only dropped once.
- 7 Angela Marshall was travelling alone.
- 8 She finished a book just before the plane hit turbulence.
- 9 Before the plane hit turbulence the flight had been peaceful.
- 10 The flight attendant apologized when the flight landed.

We're going to crash!

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- Description** Students make a story more interesting and dramatic by adding adverbs
Lesson link Use this activity after 2c, page 29
Time 30 minutes
Extra material Print out and photocopy the *A true story* worksheet for each pair of students

Instructions

- a Tell SS that you are going to tell them a true story. Write on the board and teach if necessary:
- e After SS have finished, ask pairs to form groups of four and compare their ideas.
- f Go through the answers.

Kenya	remote	to cycle
a lion	to pounce	a kitten

- b Read the story below (without adverbs) to the class. Ask SS to listen carefully.
- c Give SS a couple of minutes to discuss what they heard – you could ask them to tell the story back to you. Then explain that using adverbs can make a story more interesting for the reader. Divide SS into pairs and give each pair a copy of the worksheet.
- d Tell SS to read the story and complete each gap with a suitable adverb. Refer them to the language in the Grammar and Vocabulary sections of the Student's Book if they need help. With weaker classes you could write the answers on the board in random order (see adverbs in **bold** in the answers), and SS just match the adverbs to the gaps.

Possible answers

- just**
- extremely** / incredibly / extraordinarily / exceptionally
- wildly** / loudly / rapidly
- very** / extremely / incredibly
- easily**
- closely** / hungrily / calmly / angrily
- suddenly**
- absolutely**
- incredibly** / amazingly / surprisingly / fortunately / luckily
- Quickly** / Straight away

A true story (*without adverbs*)

When he was young my grandfather Wilson lived in Kenya, in a remote corner of the country. One day he was cycling home on a path through some trees. He'd gone around a bend when his heart missed a beat – there was a large male lion lying under a tree right next to the path. It was too late to turn back – the lion had seen him! Wilson could hear his heart pounding in his chest. Male lions are dangerous and this one could kill him. He tried to stay calm as he cycled towards it. The lion didn't move a muscle as he approached, it just watched him. He was beginning to think he was safe when the lion leapt up and began charging towards him through the dust. Wilson cycled as fast as he could, but he knew it was hopeless. He was positive he was about to die. Just as the lion pounced, he lost control of his bicycle and one of his shoes came flying off. He waited for the attack, but nothing happened. He started cycling again, and then he glanced back to see the lion rolling on its back, playing with his shoe like an overgrown kitten!

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- Description** Students complete a dictogloss to review the passive: *it is said that...*, *he is thought to...*, etc.
Lesson link Use this activity after 4e, page 38
Time 20 minutes
Extra material Print out and photocopy the *Caught red-handed* worksheet – one for yourself and one for each group – or make an overhead transparency or PowerPoint slide

Instructions

- a** Write up and preteach:

a wave of adrenalin	to sneak	to creep
to approach	to dash	to grab

- b** Divide SS into groups of three. Tell them you will read out a text, *Caught red-handed*. Elicit or explain what the phrase means (= caught in the act of doing something wrong).
c Read the text aloud to the class. The first time the SS are only allowed to listen and write down a maximum of ten key words.
d Read the text again. Tell the SS that this time they should write down as many words as they can.
e Ask the SS to work in groups of three to reconstruct the text so that it is as close to the original as possible. Only one student should write down their group's text. Read the text a third time if SS are having difficulties after five minutes.
f Ask SS to check their texts carefully for grammatical or spelling errors. Give each group a copy of the original text for comparison or copy it on an overhead transparency or PowerPoint slide. Give SS time to correct their texts.
g Ask SS to find examples of the passive in the original text and decide whether they are past, present, or past perfect.

Answers

It's said that...
(present passive)
 That's what I was told by the police that day.
(past passive)
 ... the lock had been broken
(past perfect passive)
 When the man had been identified ...
(past perfect passive)
 He was thought to have robbed...
(past passive)

Caught red-handed

It's said that people often react unexpectedly when they are faced with a dangerous situation. That's what I was told by the police that day. As I got to my front door I realized that the lock had been broken. I looked up at the first floor and saw somebody walking away from the window. I felt a wave of adrenalin – it must be a burglar! I should have called the police, but for some reason I didn't. I quietly opened the door and crept up the stairs. Suddenly a man appeared from one of the bedrooms. I screamed 'Don't move! Stand against the wall!' I ran downstairs and grabbed my camera. Amazingly, when I got back he was still standing there, and I took a photograph of him. Then he ran down the stairs and out of the door. I took my camera to the police. When the man had been identified, they arrested him. He was thought to have robbed at least twenty houses in my area.



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Description Students discuss environmental issues

Lesson link Use this activity after 8e, page 43

Time 15–20 minutes

Extra material Print out and photocopy the *Our world, our future* worksheet for each group of students, or make an overhead transparency or PowerPoint slide

Instructions

- a This is a fluency activity to give SS the opportunity to discuss environmental issues. Divide SS into groups of three or four and give each student a copy of the *Our world, our future* worksheet. First tell SS to read the statements individually and mark the extent to which they agree or disagree.
- b Then SS discuss whether they agree or disagree in their groups. Encourage SS to give reasons for their answers and examples to support their arguments.
- c Listen while SS discuss. Take note of any important grammatical or lexical errors that SS make, and any useful vocabulary.
- d Ask SS to tell the class about statements they agree or disagree strongly with, and encourage open-class discussion.


Our world, our future

- 1 = strongly agree
 2 = agree
 3 = no opinion
 4 = disagree
 5 = strongly disagree

Statements	Level of agreement
1 International tourism should be banned because of its environmental impact.	
2 There's no point in recycling – hardly anyone does it.	
3 Businesses should be made to pay compensation for the environmental damage they cause.	
4 Climate change is just media hype. It's nothing new and nothing to worry about.	
5 Supermarkets should charge customers for plastic carrier bags.	
6 I live for today and leave worrying about the future to other people.	
7 We shouldn't try to save animals from extinction. It's just a fact of nature.	
8 I try to minimize my personal impact on the environment.	
9 When it comes to climate change, governments are all talk and no action.	
10 All food should be produced without the use of chemicals.	

- Description** Students practise sentence stress and consider how it can change the meaning of a statement
Lesson link Use this activity after 5c, page 46
Time 20 minutes
Extra material Print out and photocopy the *Different stresses* worksheet for each pair of students

Instructions

- a** Write on the board:

I never drive to work.

Ask SS to say the sentence – they'll almost certainly say it in a 'neutral' way, with normal sentence stress, i.e. I never drive to work. Then underline *I*:

I never drive to work.

Say this sentence aloud yourself, and ask SS when someone might say it with this sentence stress, e.g. if all their colleagues say they drive to work, and someone wants to stress that they don't. Then erase the underlining under *I* and underline *drive* instead:

I never drive to work.

Say this sentence aloud and ask SS when someone might use this sentence stress, e.g. if they go on to say *but I often cycle*. Explain that we can stress almost any word in a sentence to emphasize a particular meaning.

- b** Divide SS into pairs and give them a copy of the worksheet. Tell them to say the statements aloud and match them with the meanings, and then to make up three situations.

- c** After SS have finished ask them to join another pair (to form groups of four) and compare their answers.
d Check the answers with the class and drill any sentences SS are having difficulties with.

Answers

1 a 2 b 1 c 3
 2 a 3 b 2 c 1
 3 a 1 b 2 c 3

I can lend you 20 dollars. – *Someone else has just said that they can't.*

I can lend you 20 dollars. – *I didn't think I had enough money, but I do!*

I can lend you 20 dollars. – *I'm not giving it to you – I want you to pay me back.*

I can lend you 20 dollars. – *But I'm not lending 20 dollars to anyone else.*

I can lend you 20 dollars. – *But I can't lend you e.g. 50 dollars.*

I can lend you 20 dollars. – *But I don't have any euros, pounds, etc.*

Different stresses

Say the statements aloud stressing the underlined words, then match them to their meanings.

- | | |
|---|--|
| <p>1 a What <u>time</u> did he say he was <u>coming</u>?</p> | <p>1 I know when she's coming.</p> |
| <p>b What time did <u>he</u> say he was coming?</p> | <p>2 When did he say he'd arrive?</p> |
| <p>c <u>What</u> time did he say he was coming?</p> | <p>3 I can't believe he's coming then!</p> |

- | | |
|---|--|
| <p>2 a Please put <u>everything</u> away if you've finished.</p> | <p>1 I've asked you before to tidy up and you still haven't done it!</p> |
| <p>b Please put everything <u>away</u> if you've finished.</p> | <p>2 I'd like you to tidy up if you've finished.</p> |
| <p>c <u>Please</u> put everything away if you've finished.</p> | <p>3 Don't leave anything untidy if you've finished. You have a habit of not tidying up very well!</p> |

- | | |
|---|---------------------------------|
| <p>3 a I'll <u>phone</u> you <u>later</u>.</p> | <p>1 Expect me to call you.</p> |
| <p>b I'll <u>phone</u> <u>you</u> later.</p> | <p>2 Please don't phone me.</p> |
| <p>c I'll <u>phone</u> you later.</p> | <p>3 I won't email or text.</p> |

Now make up three situations for this quote using different sentence stresses.

I can lend you 20 dollars.

1

2

3

- Description** Students practise intonation to express strong feelings
Lesson link Use this activity after 2d, page 53
Time 15 minutes
Extra material Print out and photocopy the *Say x as if...* worksheet for each pair of students

Instructions

Note: The emphasis of this activity is to practise intonation in a fun and unthreatening way. Encourage exaggeration!

- Divide SS into pairs and ask each pair to choose a two-syllable noun from the *Weather Vocabulary Bank* on page 150 of the Student's Book. This word will be their 'x' word for the exercise.
- Explain to SS that by paying attention to intonation they can greatly improve their ability to show their feelings in English. Demonstrate with your own 'x' word, e.g. *thunder*. Say it in different ways, e.g. angry, delighted, worried, depressed, tired, and ask SS how you sound.
- Give each pair of SS a copy of the worksheet. Give them a minute to read the situations on the worksheet, and clarify any unknown vocabulary. SS should then take it in turns to say their 'x' word in one of the ways on the worksheet – their partner tries to guess which situation they're in.
- With a confident class, you could also do some open class.

Say **X** as if...

you've just won a million pounds

you're feeling really depressed

*you've just been given a huge bunch of red roses***you've just failed an important exam**

your child has just done something really rude at the dinner table

someone has just given you a big surprise

*you've seen something terrifying***you're calling for your child because you're worried that you've lost him / her**

someone has just woken you up in the middle of the night

you're extremely angry with someoneSay **X** as if...

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*you've seen something terrifying***you're calling for your child because you're worried that you've lost him / her**

someone has just woken you up in the middle of the night

you're extremely angry with someone

- Description** Students practise using past modals to speculate about situations
Lesson link Use this activity after 1f, page 56
Time 10 minutes
Extra material Print out and photocopy the *What's the situation?* worksheet for each pair of students
-

Instructions

- a Divide SS into pairs and give each pair a copy of the worksheet. Ask pairs to read the situations on the worksheet together and speculate about them – they should try to think of four ‘speculating’ sentences for each situation. Remind them to use *might (have)*, *may (have)*, *must (have)*, etc. – you could also say that they mustn't use the words *maybe* and *perhaps*.
- b Monitor and assist where necessary. Take note of any grammatical errors.
- c Ask pairs to report some of their speculations to the class or to compare with another pair.
- d Write up some of the errors on the board so the class can correct them.

**What's
the
situation?**

You wake up one morning and there is an enormous, very deep hole in your back garden.

It's your birthday. Your best friend texts you and asks you to come to his house at 8.00 p.m. You arrive at the house and there are no lights on. There doesn't seem to be anyone there.

You find a large sports bags stuffed full of ten-pound notes under your roommate's bed.

A deliveryman appears on your doorstep with a huge bouquet of flowers, but it isn't your birthday.

You are at home alone. You think you hear footsteps upstairs, but there's nobody there.

A person runs up to you in the street and hugs you. You have absolutely no idea who they are.

You're sitting at home and you suddenly hear cheering and cars blowing their horns.

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A person runs up to you in the street and hugs you. You have absolutely no idea who they are.

You're sitting at home and you suddenly hear cheering and cars blowing their horns.

Description	Students practise parts of the body and phonetics
Lesson link	Use this activity after 3d, page 62
Time	15–20 minutes
Extra material	None

Instructions

- a** Divide the class into two teams. Explain that you'll write 20 parts of the body on the board using the phonetic alphabet, sound by sound. As soon as a team thinks it knows what the part of the body is, they should shout out the answer – but if they're wrong they lose a point, and the other team gets to guess the word. The team with the most points wins.
- b** Write these parts of the body on the board, one by one and sound by sound, giving the teams time to guess the word if they want to.

hænd	(hand)
ʃəʊldə	(shoulder)
fʊt	(foot)
weɪst	(waist)
pɑ:m	(palm)
kɪdni	(kidney)
lʌŋ	(lung)
tu:θ	(tooth)
aɪbrəʊ	(eyebrow)
stʌmək	(stomach)
hɑ:t	(heart)
tʃest	(chest)
θaɪ	(thigh)
hi:l	(heel)
tʃi:k	(cheek)
fɔ:hed	(forehead)
aɪləʃ	(eyelash)
nek	(neck)
rɪst	(wrist)
tʌŋ	(tongue)

- Description** Students listen to pieces of music and imagine what films they could be used in
Lesson link Use this activity after 1d, page 69
Time 25 minutes
Extra material None

Instructions

- a** Tell SS that they are going to listen to the pieces of music in exercise 1a again (listening 5.1). They should imagine that each one is taken from the soundtrack to a film. Ask the class to call out types of film and write them on the board, e.g. thriller, comedy, action film, horror film, musical, science fiction, historical film.
- b** Draw this table on the board and ask SS to copy it.

music	type of film?	actors?	where set?
1			
2			
3			
4			
5			
6			
7			
8			

- c** Play listening 5.1, pausing for two minutes after each extract. SS work in pairs and write down:
- what type of film each piece of music could be from
 - what actors could be in the film
 - where it could be set
- d** Ask some pairs to report and explain their ideas to the class. Do the other pairs have similar ideas?

- Description** Students practise *used to*, *be used to*, *get used to*, and *would*
Lesson link Use this activity after 4c, page 74
Time 20 minutes
Extra material Print out and photocopy the *Nodding off* worksheet for each student or pair of SS

Instructions

- a Give each student or pair of students a copy of the *Nodding off* worksheet. Explain that SS have to decide if both of the alternative verb forms are correct, or only one.
- b SS do the exercise individually or in pairs.
- c Go through the answers.
- d Ask SS to compare the text with their own experiences of sleep at different stages of their lives.

Answers

- 1 was
- 2 used to open / would open
- 3 used to run
- 4 used to hide / would hide
- 5 used to get up / would get up
- 6 never used to feel / never felt
- 7 always rang
- 8 was used to
- 9 would come / used to come
- 10 poured
- 11 passed
- 12 'm getting used to



Nodding off

When I (1) **would be** / **was** a child I (2) **used to open** / **would open** my eyes in the morning and 'BAM!', I was wide awake! I (3) **used to run** / **used to running** into my parents' room and jump up and down on the bed wondering why they didn't look quite so enthusiastic about the new morning. Dad (4) **used to hide** / **would hide** his head under the duvet. My mum (5) **used to get up** / **would get up** first, looking a bit disorientated and unsteady on her feet. She (6) **never used to feel** / **never felt** completely awake until after she'd had a cup of coffee.

Then I hit my teens and I could hardly wake up at all! My alarm clock (7) **always rang** / **always would ring** at 7.30 every morning, but I (8) **was used to** / **used to** the noise and I didn't even respond. Dad (9) **would come** / **used to come** into my room and pull the covers off my bed, and once my mum (10) **used to pour** / **poured** a cup of water over my head!

I guess it was worth it. I did actually manage to make it into school on time most days! I (11) **passed** / **used to pass** my school leaving exams and got into medical school. Now I'm a junior doctor working in a hospital. I work shifts and I often work for twelve hours or more in a row. It was really tough at first, but I (12) **used to** / **'m getting used to** it, although I still do occasionally find myself nodding off over dinner. If this happens, I use my mum's old trick – a good strong coffee!



Nodding off

When I (1) **would be** / **was** a child I (2) **used to open** / **would open** my eyes in the morning and 'BAM!', I was wide awake! I (3) **used to run** / **used to running** into my parents' room and jump up and down on the bed wondering why they didn't look quite so enthusiastic about the new morning. Dad (4) **used to hide** / **would hide** his head under the duvet. My mum (5) **used to get up** / **would get up** first, looking a bit disorientated and unsteady on her feet. She (6) **never used to feel** / **never felt** completely awake until after she'd had a cup of coffee.

Then I hit my teens and I could hardly wake up at all! My alarm clock (7) **always rang** / **always would ring** at 7.30 every morning, but I (8) **was used to** / **used to** the noise and I didn't even respond. Dad (9) **would come** / **used to come** into my room and pull the covers off my bed, and once my mum (10) **used to pour** / **poured** a cup of water over my head!

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Description	Students practise reporting verbs and intonation
Lesson link	Use this activity after 2d, page 77
Time	15 minutes
Extra material	None

Instructions

- a Write these mini-dialogues on the board:

- A** Everyone says you stole the money!
B It wasn't me!
- A** I think you cheated in the exam!
B I would never have done that!

- b Ask SS how they would say each of the sentences, and underline the stress, e.g.

- A** Everyone says you stole the money!
B It wasn't me!
- A** I think you cheated in the exam!
B I would never have done that!

Practise the dialogues aloud with the class – encourage a bit of drama!

- c Divide SS into pairs. Each pair should choose two of the verbs in 2a on page 77.
- d Tell the pairs to think of a situation for each verb, and to write a mini-dialogue to illustrate the meaning. Encourage them to be imaginative with their situations and to practise saying their dialogues. Explain that other pairs will listen to their dialogues and guess the situation and the verb.
- e When SS have practised their dialogues, ask pairs to join up and 'perform' them. The other pair must guess the situation and the verb.
- f With more confident classes, pairs could perform their dialogues to the whole class.

- Description** Students practise articles by correcting a listening script
Lesson link Use this activity after 5f, page 86
Time 10–15 minutes
Extra material Print out and photocopy the *Disaster in Mexico* worksheet for each student

Instructions

- Give each student a copy of the *Disaster in Mexico* worksheet (this is the script for listening 6.5 part 2). Ask them to read the script and correct, delete, or add any articles as necessary (you could tell them that there are sixteen errors).
- Ask SS to compare their answers with a partner.
- Play listening 6.5 part 2. SS listen and check their answers.
- Play the listening again if necessary, or ask SS to check in the script on page 129 of the Student's Book. Then go through any answers that the class are still unsure about.

Answers

I get invited to talk to **the** teachers all around **the** world, and this time I was in **the** Mexico giving **a** talk to some English teachers. Though I say it myself, I think I'm **a** good speaker and usually the audiences enjoy my talks and are interested in what I'm saying. But after about ten minutes, I realized that something was wrong. **The** audience weren't laughing at my jokes and some people were looking very unhappy. Then I saw several people get up and walk out of **the** hall. I just couldn't work out what was going on. I'd given **a** presentation there **the** year before and **the** audience had been really enthusiastic. In **the** end, I just stopped and asked them, 'Is anything **the** matter? You don't seem to be enjoying this.' And one teacher said, 'Actually, **the** problem is that you gave exactly **the** same talk last year, so we've heard it all before.' I didn't really know what to do at this point. I just apologized profusely and invited **the** people who had already heard **the** talk to leave, which, unfortunately, was almost everybody.

Disaster in Mexico

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- Description** Students practise talking about towns and cities
Lesson link Use this activity after 2c, page 89
Time 20 minutes
Extra material None
-

Instructions

- a** This activity will work best in classes where all SS are from the same country. Write the following adjectives from the **Towns and cities** Vocabulary Bank on the board:

cosmopolitan
run down
industrial
historic
provincial
vibrant
polluted

- b** Ask SS individually to write the name of a different town or city in their country next to an adjective that describes it.
- c** Put SS into pairs. They have to compare their list and agree on a single town or city that is described by each adjective.
- d** Go round the class, with each pair presenting the town / city for one of the adjectives – encourage pairs to give as many reasons as possible for their choice, and encourage disagreement and debate.

Description Students do a science quiz

Lesson link Use this activity after 4f, page 95

Time 30 minutes

Extra material Print out and photocopy the *Science quiz* worksheet for each group of three or four students

Instructions

- If your students enjoyed the science questions on page 93, here are some more. The quiz has 20 questions, four in each of the areas of science focused on in the Vocabulary and Pronunciation section – chemistry, biology, physics, genetics, and geology.
- Divide your class into teams of three or four, and make it a competitive activity. Either pre-teach vocabulary, or deal with it as it comes up.
- Give each team a copy of the quiz. The teams could do the whole quiz in one go, or they could do it section by section, with you giving the answers and updating the team scores after each section.

Answers

- salt
- oxygen
- hydrogen
- Ag (Au is gold, S is sulphur, Si is silicon)
- 1859
- beetles (more than 300,000 species)
- 22 months
- 9,000 years (a spruce tree in Sweden)
- water
- 340 metres
- 85°C
- 1921
- a sheep
- 95%
- peas
- 21,000
- Indonesia (150 volcanoes)
- 50,000,000 years ago (the impact formed the Himalayas)
- Australia
- 65 kg

Science Quiz

Chemistry

- What is NaCl (sodium chloride)?
chalk sugar coal salt
- Which is the most abundant element on earth?
oxygen iron nitrogen carbon
- Which of the following is not a greenhouse gas?
ozone carbon dioxide hydrogen methane
- What is the chemical symbol for silver?
Au Ag S Si

Biology

- When was Darwin's *The Origin of Species* published?
1809 1859 1909 1959
- Which type of insect has the largest number of different species?
flies ants beetles moths
- How long is an elephant pregnancy?
10 months 16 months 22 months 28 months
- How old is the oldest tree in the world?
90 years 900 years 9,000 years 90,000 years

Physics

- Which is the best conductor of electricity?
wood air water rubber
- How far does sound travel through air in one second?
340 metres 1,340 metres
2,340 metres 3,340 metres
- What's the boiling point of water at 5,000 metres above sea level?
100°C 95°C 90°C 85°C
- In which year did Einstein win the Nobel Prize for Physics?
1821 1871 1921 1971

Genetics

- What was the first mammal to be cloned?
a sheep a rabbit a dog a monkey
- How much working DNA do humans and mice share?
5% 35% 65% 95%
- What plant did Gregor Mendel use in his experiments on inheritance?
carrots tomatoes peas potatoes
- How many genes does a person have?
46 21,000 100,000 31,000,000,000

Geology

- Which country has the most volcanoes?
Russia Ecuador Italy Indonesia
- When did India collide with Asia?
50,000 years ago 500,000 years ago
5,000,000 years ago 50,000,000 years ago
- Which country has most of the world's uranium reserves?
the USA Australia Nigeria China
- How much did the largest ever gold nugget weigh?
65 g 65 kg 650 kg 6.5 tonnes

- Description** Students check they know the verbs in section 3 Vocabulary
Lesson link Use this activity before 3a
Time 10–15 minutes
Extra material None

Instructions

- a** Write the verbs from section 3 Vocabulary on the board:

frustrate	embarrass	irritate
depress	terrify	tire
worry	amuse	disappoint
thrill	shock	exhaust

- b** Read the following situations out loud, and ask SS to tell you which verb(s) could describe each situation.

You win the lottery.	– <i>thrill</i>
You run a marathon.	– <i>tire, exhaust</i>
Someone tells you a joke.	– <i>amuse</i>
You lose your job.	– <i>depress, worry</i>
Your computer gets a virus.	– <i>frustrate, worry, irritate</i>
You see a ghost.	– <i>terrify</i>
You fall over on a banana skin.	– <i>embarrass</i>
Your best friend shouts at you.	– <i>shock</i>
You fail your driving test.	– <i>disappoint</i>

- c** Then ask SS in pairs to invent a new situation for each verb. Go through some of these in open class.

Description	Students review language from the lesson by presenting a business plan
Lesson link	Use this activity at the end of the lesson
Time	30 minutes
Extra material	None

Instructions

- a** Ask SS if they know what *a business pitch* is (a presentation of a business idea to potential investors). Divide SS into groups of three or four. Ask them to imagine that they are a new company with a business idea that they need funding for. Ask SS to choose a product from this list that they think would make a lot of money (you could write the list up, or prepare an overhead transparency or PowerPoint slide):

- a solar-powered mobile phone
- a 'micro-car' for one person
- a chocolate bar with added caffeine
- heated socks
- a waterproof bathroom TV
- a disposable umbrella

- b** Tell SS that they should consider the following points (write them on the board) when preparing their pitch:

- What exactly is the product?
- Who is it for?
- How much will it cost?
- What's its 'unique selling point' (USP)?
- Why will it be successful?

- c** Tell SS that they have ten minutes to plan their business pitch to present to the class. Their pitch should last two or three minutes. Tell SS to refer to the vocabulary and grammar of the lesson for ideas if necessary – you could tell them that they have to use ten words or phrases from the **Business and advertising** Vocabulary Bank on p.156. Their classmates will decide which idea they would like to invest in.
- d** Groups take turns to deliver their pitches to the class. Ask the groups who are listening to take notes of their thoughts and reactions during each presentation. At the end give SS time to discuss their notes before making a decision on which group they would like to invest in.

- Description** Students practise defining words by playing a vocabulary game
Lesson link Use this activity at the end of the lesson
Time 30 minutes
Extra material Small pieces of paper for SS to write on, a bag to put the pieces of paper in, a watch for timing

Instructions

- a** You need to cut up pieces of paper (about 5 x 3 cm). You'll need three pieces of paper for each student in your class – so if you have 15 students in your class, you'll need 45 pieces of paper. Give out three pieces of paper to each student. Tell SS that they should write one word on each piece of paper. The words should be:

- a thing - a well-known person - a verb

Ask SS to keep their words secret, and fold up the pieces of paper. Collect the pieces of paper, put them in the bag, and mix them up.

- b** Divide SS into teams of four or five. Explain that one student in Team 1 is going to take a word out of the bag and describe it to their team mates *without saying it* – the team mates must guess the word as quickly as possible. When they've guessed the word, the student keeps the piece of paper and passes the bag to the next team member, who takes a word and describes it. The team has *one minute* to describe as many words as possible.
- c** After one minute, stop Team 1 and pass the bag to Team 2, who do the same thing. After their minute is up, pass the bag to Team 3, and so on. Keep going till all the words have gone from the bag. The team with the most words is the winner of that round – record all the teams' scores on the board.
- d** Now put all the words back in the bag and play the game again. This time the student defining a word can only say three words, and no more – they mustn't use the words on the pieces of paper, and they need to choose their words very carefully!
- e** When all the words have gone from the bag, the teams should count how many they have – add their scores to the scores on the board.
- f** Finally, put all the words back in the bag and play the game for the third and final time. This time the student defining a word must mime it – they mustn't say anything.
- g** When all the words have gone from the bag, the teams should count how many they have again. The team with the highest score over the three rounds is the winner.