VOCABULARY

Adjectives of emotion | Verbs of success and failure | Phrasal verbs for achieving goals | Phrases for achieving goals | Immigration | Personality adjectives

GRAMMAR

Present tenses | Past Simple, Past Continuous and Present Perfect

COMMUNICATION

Asking for and offering help | A blog post describing a personal challenge

FUTURE SKILLS



Critical Thinking (Immigration) | Mediation (Explaining a concept) | Self-management (Planning) | Creativity (A digital poster)

VIDEOS |



Grammar Animation | Street Talk | Everyday English | Culture

TEEN MATTERS



14 Unit 1

Unit contents

Vocabulary

- Adjectives of emotion
- Verbs of success and failure
- Phrasal verbs for achieving goals
- Phrases for achieving goals
- Immigration
- · Personality adjectives

Grammar

- Present tenses
- Past Simple, Past Continuous and Present Perfect

Reading

· An article about living in a new country

Listening

A conversation about a workshop

Speaking

Asking for and offering help

Lesson aim

• Students can talk about facing challenges, motivation and emotions.

Lead-in

Write on the board: My dream is to travel the world. Elicit the meaning of *dream* in this context (something you really want to do). Elicit dreams that people may have and write these on the board. Ask students to think about their own dreams. Set a time limit of 30 seconds. Students then discuss in pairs. Invite them to share their ideas with the class.

- O Setting lesson goals: Ask students to look at pages 14 and 15 quickly and identify and make a note of three things they think they are going to learn in the lesson. Students compare in pairs.
- Independent learning: Ask students to keep a learning diary. During the lesson, encourage them to draw a smiley emoji next to the exercises they find easy and a sad emoji next to the ones they find difficult. Encourage them to show you their learning diary regularly and offer students any support they need.

Exercise 1

- If necessary, pre-teach *motivate* and *get up* before students complete the task. Then ask them to compare their ideas in pairs.
- Elicit ideas from the class. Make a note on the board of how students motivate themselves. Have a class vote to find the most effective method.

Writing

A blog post describing a personal challenge

Future skills

- Critical thinking (Immigration)
- Mediation (Explaining a concept)
- Self-management (Planning)
- Creativity (A digital poster)

Pronunciation

- Emphatic do
- /ɪ/ and /aɪ/

Exam

- International Certificate Level 2
- B1 Preliminary for Schools
- Exam correlation tables showing detailed alignment available on the Portal

For Online Classroom, go to the Portal.



Exercise 2

- Allow students time to read the blog post. Then direct them to the question and ask them to discuss with a
- Invite students to share their ideas with the class. You could have a class discussion to find out the most important tip in the blog post.

Exercise 3 **◄**) 1.01

- Read the adjectives in the Vocabulary A box as a class. Check that students understand the new words. Set a time limit for the task. Then play the audio for students to listen, repeat and check their answers. Pause after each word to check pronunciation.
- NEED SUPPORT? Ask students to translate the words into their own language. Explain that this will help them to understand and remember the words.

Exercise 4

- Allow students time to choose the correct options, then check answers. Put students in pairs to discuss the
- NEED SUPPORT? Prepare copies of the photocopiable Need support? worksheet 1.1 from the Teacher's Resource File. This version of the task asks students to match sentence halves to help them to understand the new vocabulary.

Extra activity

Put students in pairs. Give each an adjective of emotion on a piece of paper. Tell them not to show it to any other pair. Students make a short dialogue which shows that one of them is experiencing their emotion without mentioning what it is (e.g. A: Why are you so sad? B: I failed my Maths exam and now I have to study all summer.). Students act out their dialogue while the others guess the adjective.

Exercise 5 **◄**) 1.02

Read the information in the Vocabulary B box as a class.
 Check that students understand each word. Set a time limit for students to complete the task, then play the audio for them to listen and repeat. Pause after each word to check pronunciation.

Exercise 6

• Encourage students to say why they agree or disagree with each sentence.

Exercise 7 **◄**) 1.03

- Explain or elicit what a phrasal verb is and encourage students to give examples.
- Read the information in the Vocabulary C box as a class.
 Check that students understand each phrasal verb. Play the audio for them to listen and repeat. Pause after each word to check pronunciation.
- Explain that *break down, get on with* and *work out* have more than one meaning. If there are dictionaries available, ask students to find out what else these phrasal verbs mean. Alternatively, this can be set as homework.
- Set a time limit for students to complete the task. Then they compare their sentences in pairs.

Answers:

1 break it down2 get on with, putting it off3 keep on, give up

Exercise 8 **◄**) 1.04

Students complete the phrases with the missing verbs.
 Allow students to look at the blog post to help them.
 Then play the audio for them to listen and check their answers.

Answers:

2 get 3 get 4 give 5 make 6 make 7 make 8 make 9 take 10 take

Exercise 9 **◆**) 1.05

- **CHALLENGE** Set a time limit for students to complete the task. Then play the audio for them to listen and check their answers.
- Have a class discussion. Ask if students agree or disagree with Aidan's advice. If they disagree, ask them what advice they would give.
- FINISHED EARLY? Ask students to write sentences with three of the phrasal verbs and three of the word friends from the lesson.

Answers:

2 do 3 make 4 get 5 take 6 get 7 make 8 give

Vocabulary

Success, failure and goals

- Look at the photo in the blog post and describe the girl. Do you often feel like this? How do you motivate yourself to get up and do things?
- 2 Read the blog post. Which tip(s) do you follow?
- 3 1.01 Study the Vocabulary A box. Are the adjectives positive (P), negative (N) or both (B)? Listen and check.

VOCABULARY A Adjectives of emotion

anxious N calm P cheerful P confused N delighted P disappointed N exhausted N pleased P stressed N surprised B upset N

- Choose the correct option. Then, in pairs, say if the sentences are true for you.
 - 1 I don't get *confused* / (upset) and shout when things go wrong. I'm a calm/ delighted person.
 - 2 I always feel *exhausted* / *surprised* the next day if I go to bed late.
 - 3 I often feel disappointed / stressed) before exams.
 - 4 I feel *cheerful) upset* in Music class. It's my favourite subject.
 - 5 I'm *anxious* (*pleased*) with my schoolwork this year. I'm doing quite well.
- 5 (1) 1.02 Study and listen to the Vocabulary B box. Find the words in the blog post. Check you understand them.

VOCABULARY B Verbs of success and failure

achieve aim fail improve manage reach succeed

- Complete the sentences with words from the Vocabulary B box.
 - 1 There are other ways to <u>succeed</u> apart from making money.
 - 2 It's better to try and (...) than to never try fail
 - 3 People who get up early (...) to do more *manage* every day.
 - 4 Practice makes perfect, so if you want to (...) improve your results, keep practising.
 - 5 If you work hard, you can always (...) achieve your goals.
 - 6 You should always (...) to win or there's no aim point in playing.

1.03 Study and listen to the phrasal verbs from the blog post in the Vocabulary C box. Then replace the underlined words in the sentences with these phrasal verbs.

VOCABULARY C Achieving goals

break down get on with give up keep on put off work out

- 1 To find the solution to a difficult Maths problem, it's a good idea to <u>divide it</u> into easy steps. work out, ...
- 2 It's time to <u>start doing</u> it. If you keep <u>delaying</u> it, you'll never finish it.
- 3 If you <u>continue</u> working like this, you will succeed. If you stop trying, you won't.
- 8 (1) 1.04 WORD FRIENDS Complete the verbs in the phrases. Listen and check.

do your best

6 m(...) mistakes

2 g(...) sth right/wrong 7 m(...) progress

8 m(...) the most of sth

g(...) things done 4 **g**(...) sth a go

- 9 t(...) it easy
- 5 m(...) decisions
- 10 t(...) sth seriously
- 1.05 (CHALLENGE) Complete the texts with one word in each gap from Exercise 8. Listen and check.

Advice from Aidan

Fear of failure

I feel anxious about ¹ making mistakes. I want to ² (...) my best, but it's really hard for me to ³ (...) decisions. I need to learn to ⁴ (...) things done and start enjoying life. Lyle, Glasgow

Lyle, you're suffering from a fear of failure. You've got to learn to 5 (...) it easy. It's not the end of the world if you ⁶ (...) something wrong. If you want to 7 (...) the most of your life, you need to change the way you think. Work out what you really want to do and just 8 (...) it a go! Be brave!

Aidan

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Unit 1

For the teacher

On the Portal

- Vocabulary Memory Game
- Resource 1.1
- Need support? worksheet 1.1

For the student

- Workbook, pages 8–9
- Vocabulary Extension, Students' Book, page 22

On the Portal

- Extra Practice Activities: Vocabulary 1.1
- Vocabulary App

Grammar

Present tenses

- 1 Are you a morning person or do you like to stay in bed late?
- 2 1.06 Read the introduction to a podcast and answer the questions.
 - 1 What problem does Mel have in the morning?
 - 2 What is the podcast going to be about?



GET THE MOST OUT OF YOUR MORNINGS!

I don't find it easy to get out of bed and get ready in the morning. When I'm feeling sleepy, I don't want to get up. All the statements below are true for me. I think I need help!

- I always press 'Snooze' when my alarm goes off at 7 a.m.
- I love to stay in bed as long as possible.
- I spend ages in the shower because I always listen to my favourite playlist.
- It's often hard to find my clothes because they're in a pile on a chair ... or on the floor.
- I don't always have time for breakfast, so I have a snack instead.

Which statements are true for you? Be honest!

Are you looking for ideas to improve your morning routine? Zac's not a morning person either, but he's making progress this term. Today Zac and I have our friend Joe with us. We're sharing some fresh ideas on how we can get the most out of our mornings on school days.

- 3 (1) 1.07 Listen to the podcast and answer the questions.
 - 1 What ideas do Zac and Joe have that can help people get ready in the mornings?
 - 2 Do you use any of these ideas?
- 4 Study the Grammar box. Then complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.
 - 1 Are you having (you/have) lunch now?
 - 2 When I (...) (listen) to my playlist, I never (...) (feel) stressed.
 - 3 (...) (you/have) any advice to help us?
 - 4 I (...) (live) near the school, so I (...) (usually/not get up) early.
 - 5 My marks at school (...) (get) better all the time!

GRAMMAR

Present tenses

Present Simple

I always press 'Snooze' when my alarm goes off. (routine)

I don't find it easy to get up. (permanent situation)

Present Continuous

Lots of people are listening to this podcast right now. (present action)

This term I'm trying to change my routine. (temporary situation)

He's making progress this term. (changing situation)

State verbs

belong, know, prefer, etc. I know you're always at school early. NOT I'm knowing

 State and dynamic verbs I think I need help! (state verb: opinion) What are you thinking about? (dynamic verb: mental process)

VIDEO 2 and 3 Grammar Animation

5 (1) 1.08 Choose the correct option. Listen and check.

I 1(think)/ 'm thinking I waste a lot of time in the morning, so I ² try I (m trying) to change my routine this term. First of all, I make the most of my time on the bus journey to school. I sometimes revise for tests, but I ³ prefer) 'm preferring to listen to Spanish podcasts because they're more interesting. I 4 learn I m learning lots of new words and phrases with this routine. I think my Spanish ⁵ improves l(is improving) and I'm doing well in class now. I (know) 'm knowing my accent is getting better too!

- **6** Rewrite the sentences correctly. One sentence is correct.
 - 1 I know you take dance lessons this month.
 - 2 I hate getting up early in the morning.
 - 3 I am never feeling stressed when I play my playlist.
 - 4 Do you get ready for school right now?
 - 5 I am knowing you always go to school early.
- 7 CHALLENGE In pairs, describe your morning routine. Are you trying to change something in it? Tell the class about your partner's routine.

Unit 1

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For the teacher · Audioscript, page 279

On the Portal

- Grammar Presentation
- Grammar Animations 2 and 3
- Resource 1.2
- Need support? worksheet 1.2

For the student

- Workbook, page 10
- Grammar Extension, Students' Book. pages 132-133

On the Portal

 Extra Practice Activities: Grammar 1.2



Lesson aim

Students can use different tenses to talk about the present.

Lead-in

Invite a volunteer to the front of class and ask them to mime an action. If necessary, whisper one to them, such as *You are speaking on the phone*. Elicit from the class what the student is doing, making sure students use the Present Continuous. Follow the same procedure with two more volunteers.

Exercise 1

• Elicit or explain what a morning person is (someone who wakes up early). Then put students in pairs to discuss the question. Invite them to share their ideas with the class and explain why.

Exercise 2 ◆) 1.06

- Elicit or pre-teach: sleepy, spend ages, pile, fresh ideas, get the most out of something.
- Play the audio while students read and listen to the introduction to the podcast. Elicit the answers to the questions.
- Peer learning: You could use the think-pair-share technique. Give students half a minute to consider the questions on their own, then give them another minute to compare ideas in pairs. Elicit suggestions in open class, inviting comments from other students.

Answers:

- 1 Mel finds it hard to get out of bed and get ready in the morning.
- **2** The podcast is going to be about improving your morning routines/getting the most out of your mornings.

Exercise 3 (1) 1.07 audioscript page 279

- Play the audio while students read and listen to the whole podcast.
- Put students in pairs to discuss the questions. Ask if any
 of the statements in the podcast apply to them.

Answers:

1 Zac: Set your alarm ten minutes early. Have a wake-up playlist.

Joe: Put your mobile on the other side of the room at bedtime (so you have to get out of bed to switch off the alarm in the morning). Put your mobile in your school bag as soon as you get up (so you don't waste time checking your messages).

Exercise 4

- Discuss the Grammar box with the class. Elicit when we use the Present Simple (to talk about facts and routines) and when we use the Present Continuous (to describe things that are happening now or around now). Discuss state verbs and point out that *think* can act as both a state verb, when it refers to an opinion, or as a dynamic verb, when you are thinking about something specific.
- Students complete the task. Then elicit answers encouraging them to explain their answers.
- NEED SUPPORT? Prepare copies of the photocopiable Need support? worksheet 1.2 from the Teacher's Resource File. This version of the task tells students which verb tense to use in each sentence.

Answers:

- 2 listen, feel 3 Do you have/Have you got
- 4 live, don't usually get up 5 are getting

Exercise 5 **◄**) 1.08

Elicit answers, asking students to explain why they have used the specific tenses. Then play the audio for students to check their answers.

Exercise 6

- Tell students to look at the sentences and elicit the verb tenses (Present Simple and Present Continuous).
- Get students to work individually and then check answers as a class. Ask students to explain the mistakes.

Answers:

- 1 I know you're taking dance lessons this month.
- 2 Correct
- **3** I <u>never feel</u> stressed when I play my playlist.
- 4 Are you getting ready for school right now?
- **5** I know you always go to school early.

Exercise 7

- **CHALLENGE** Follow the instructions in the Students' Book.
- FINISHED EARLY? Ask students to write as many sentences as possible to describe their partner's morning routine.

Lesson aim

• Students can understand an article about immigrants and the problems they face.

Lead-in

- Ask students to imagine they have moved to a different city. In pairs, tell them to discuss what problems they may have at first. If necessary, prompt by writing *friends*, *family*, *home*, *school* on the board. Elicit ideas. Then ask them to imagine they have moved to a different country. With their partner, ask them to discuss what additional problems they may have.
- Setting lesson goals: Write immigrant on the board and explain or elicit what it means. Then ask students to look at page 17. Ask: What is the lesson aim today? Elicit ideas. Then say: Today you will read an article about immigrants and the problems they face.

Exercise 1

• Direct students to the questions and allow them time to think about their answers. Students then discuss in pairs.

Exercise 2 ◆) 1.09

- Elicit or pre-teach: *fresh start, welcoming, responsibility.* If necessary, tell students that one mile is 1.6 kilometres. Therefore, 12,000 miles is roughly 19,300 kilometres.
- Play the audio while students listen and read. Then discuss the answers as a class.

Answers:

Arjun is from India. Martina is from Brazil.

Arjun

Likes: Canadians are welcoming/friendly; new sports; other people from different countries.

Dislikes: certain stereotypes.

Martina

Likes: Toronto is on a beautiful lake; Niagara Falls is awesome.

Dislikes: the responsibility when she has to translate for her mum/parents; the climate; misses people (grandparents, cousins, friends and teachers), food, sunshine and beaches.

Background note

Canada has one of the largest immigration populations in the world. Immigrants make up about 23% of the country's 39,000,000 population. In recent years, the majority of immigrants in Canada have come from India, China, the Philippines, the United Kingdom and the United States of America.

Exercise 3

Ask students to read the sentences carefully and think
what information is needed. Ask them to identify the key
words in each sentence. Explain that this will help them
to find the missing information in the text.

- · When students have finished, check answers.
- NEED SUPPORT? Prepare copies of the photocopiable Need support? worksheet 1.3 from the Teacher's Resource File. This is an exercise to help students to better understand the reading text.

Exercise 4

- Direct students to the highlighted words and explain the task. Elicit how they can differentiate between verbs and nouns (nouns refer to people, places or things, etc., and verbs are action words).
- Ask students to draw a two-column table in their notebooks with *verbs* and *nouns* at the top of each column. Then do the first (*arrivals*) as an example. Elicit that it is a noun because it refers to people, and ask them to write it in the correct column in their notebooks.
- · Check answers as a class.
- Independent learning: Ask students to write a definition of each word and to then contextualise each one by writing the word in an example sentence. This will help them to remember the vocabulary. This approach can be used after any vocabulary activity.

Answers:

Verbs: facing (challenges), translate, miss, exploring **Nouns:** arrivals, population, immigrants, support, migrants, challenges, stereotypes

THINKING TIME



ANALYSE: Ask students to discuss in pairs. **EVALUATE:** Students answer the question in groups. Remind them that everyone in the group must have a turn to give their opinions and their opinions must be respected. Ask each group to present their ideas to the class. Which is the most common idea/opinion?

CREATE: Get students to do the task in pairs.

BBC VIDEO

STREET TALK

4 videoscript page 279

- Pre-teach: funding, training, the work ladder, a struggle, studious, pursue, pressure, isolating.
- Play the video and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Answers:

jobs and stereotypes

• Reviewing lesson goals: Ask students to read the lesson aim again. Encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). Study the results and, if there are lots of 4s and 5s, find time to review the lesson.

Reading

An article about living in a new country

New beginnings

Changing schools is always a challenge, but what happens if your new school is on the other side of the world? We asked two young people who are starting a new life in Canada.

Arjun Patel grew up in Mumbai, India,
5 more than 12,000 miles from his new
home in Toronto, Canada. However, his
parents think that a fresh start is good for
their family. And they're not alone. Each
year over 80,000 new arrivals in Canada
to come from India.

In fact, over twenty percent of Canada's population are immigrants. Why are so many people moving here? There's a lot of support for migrants and their families.

- Arjun is finding that Canadians are very welcoming. He's already made a few friends. 'The best way to make friends quickly is to join a club or take up a new sport.' Arjun is doing just that. He's learning to play ice hockey because it's
- very popular in Canada.

 Arjun is enjoying his new life, but he's facing some challenges. 'I don't like certain stereotypes. For example, people often think that my parents work in an Indian restaurant. It's annoying.' In fact, both his parents are doctors. Some things make his life in Toronto easier, though. 'Five students in my class are from other countries and one girl is from Mumbai!'

Arjun's classmate Martina Castro, from Brazil, is also discovering a new life in Canada. Unlike Arjun, Martina is finding things hard. Her parents don't speak much English. They can read and write basic English, but they don't like it when people speak fast. 'I sometimes go with my mum to the shops so I can translate. It's a lot of responsibility. I feel like the parent!'

What does Martina miss about Brazil? 'Right now, everything! My grandparents are so far away. I

- miss my cousins, friends ... even teachers! I miss Brazilian food, sunshine and beaches. Toronto is on a beautiful lake, but I prefer sandy beaches.' The Canadian
 climate is much colder than in
- Brazil, so that's a challenge too.
 Martina's family are exploring
 the area at the moment. 'Our
 trip to Niagara Falls was pretty
 sawesome. We're trying to stay
- positive, but I need some new friends!'





- 1 Would you like to move to another country? Where would you like to go? Why?
- 2 (5 4) 1.09 Read and listen to the article. Where are Arjun and Martina from? What do they like and dislike about their new lives?
- 3 Read the article again. Complete the sentences with no more than three words in each gap.
 - 1 The distance between Mumbai and Toronto is about <u>12,000 miles</u>.
 - 2 People who move to Canada can find a lot of help and (...). *support*
 - 3 Arjun recommends joining a club or starting (...). *a new sport*
 - **4** Arjun likes living in Canada, but he dislikes some (...). *stereotypes*
 - 5 Martina feels like her mother's parent when she has to (...). *translate (for her)*
 - 6 Martina and her family are trying to keep a (...) attitude to the challenges. *positive*

4 Look at the highlighted immigration words in the article. Sort them into verbs and nouns. Then check you understand them.

THINKING TIME



ANALYSE

What did you learn about Canada?
What did you learn about life as an immigrant?

EVALUATE

What would you find difficult about life in Canada?

CREATE

Make a list of things that could make the lives of newcomers to your country easier.

BBC VIDEO

STREET TALK

4 Watch two people talking about problems that immigrants face. Which two topics do they mention?

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Unit 1

For the teacher

Videoscript, page 279

On the Portal

- Resource 1.3
- Need support? worksheet 1.3

For the student

- Workbook, page 11
- Vocabulary Extension, Students' Book, page 22
- Reading Extension, Workbook, pages 104–109

On the Portal

- Extra Practice
 Activities: Vocabulary 1.3;
 BBC Street Talk video
- Vocabulary App

Grammar

Past Simple, Past Continuous and Present Perfect

Think about a challenge you have faced recently. In pairs, describe it and say how it made you feel.

Last month I cycled fifty kilometres to make money for charity. It was hard, but I enjoyed it.

2 • 1.10 Look at the photo and read the article. What was Poorna's challenge?

She climbed Mount Everest at the age of thirteen.

REACHING THE TOP



In 2014 thirteen-year-old Indian
Poorna Malavath became the youngest girl to climb Mount Everest.

One day some government officials came to Poorna's village. They were looking for children from poor backgrounds to send on an expedition to Mount Everest. They wanted to show there are no limits for anyone. From 100 children, they chose just two: Poorna and an older boy. They went on an eight-month training programme in the mountains. While they were training, the temperature often fell as low as -35° C and they ate packaged food, which didn't taste very good. The climb to the top of Mount Everest lasted fifty-two days. It was dangerous, but Poorna didn't give up. When she reached the top of the world's highest mountain, she felt happy and proud.

Since then Poorna has become famous. They have even made a film about her life: Poorna: Courage Has No Limit. She hasn't stopped climbing. In 2022 she completed the 'Seven Summits Challenge'. This challenge involves climbing the highest mountains on seven continents (Asia, Africa, Europe, North America, South America, Oceania and Antarctica). For Poorna, climbing has become her life.

3 Study the Grammar box. Find more examples of the Past Simple, Past Continuous and Present Perfect in the article.

GRAMMAR

Past Simple, Past Continuous and Present Perfect

Past Simple

In 2014 she reached the top of Mount Everest. (finished action) The temperature often fell as low as -35°C. (repeated action)

Past Continuous

It was raining on Sunday afternoon. (background description) At three o'clock we were watching a film about Poorna Malavath. (action in progress)

Past Simple and Past Continuous The teacher was speaking when some officials came into the *classroom.* (a longer action interrupted by a shorter one)

Present Perfect

She has become famous. (result in the present) She has climbed Mount Aconcagua. (experience)

 Present Perfect and Past Simple Poorna has climbed many mountains. She climbed Mount Everest in 2014.

VIDEO 5 and 6 Grammar Animation

- 4 Choose the correct option.
 - 1 Many women *climbed I* (have climbed) Mount Everest, but Poorna was the youngest.
 - 2 She sometimes felt scared while she was *climbing)* / has climbed the mountain.
 - 3 On 27 July 2017 Poorna (reached) has reached the top of Mount Elbrus.
 - 4 The film about Poorna got) was getting good reviews when it first came out.
 - 5 Someone(has written) was writing a book about Poorna's life.
- 5 Complete the questions with the correct form of the verbs in brackets. In pairs, ask and answer.
 - 1 What were you doing (you/do) at 8 p.m. last night?
 - 2 How many mountains (...) (you/climb)?
 - 3 (...) (you/ever/eat) packaged food?
 - 4 Where (...) (you/go) last weekend?
 - 5 (...) (it/rain) when (...) (you/get up) this morning?
- **6 (CHALLENGE)** Complete the sentences with the correct form of these verbs.

be have stay travel try write

- 1 When I was travelling in Spain by train, I spent one night in Toledo.
- 2 (...) you ever (...) Indian food?
- 3 How long (...) you (...) at the hotel last summer?
- 4 At 2 p.m. we were (...) lunch by the beach.
- 5 I (...) to India several times.
- 6 I (...) a book about climbing in Europe in 2012.

Unit 1 18

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For the teacher

On the Portal

- Grammar Presentation
- Grammar Animations 5 and 6
- Resource 1.4
- Need support? worksheet 1.4

For the student

- Workbook, page 12
- Grammar Extension, Students' Book, pages 132-133

On the Portal

 Extra Practice Activities: Grammar 1.4



You can do it!

Lesson aim

• Students can use different tenses to talk about past events and experiences.

Lead-in

Tell students to write a list of ten verbs. When they have finished, ask them to work in groups of three. Ask: What is the Past Simple form of be? and What is the past participle of be? In their groups, students take turns to ask the same question using one of the verbs on their list. The other two students race to give the correct answer. The first to do so gets a point. The winner is the student who has the most points at the end of the game.

Exercise 1

- Make sure students understand *challenge*. Ask them to read the example, then brainstorm other challenges that young people can face. Write these on the board.
- Put students in pairs to complete the task. When they
 have finished, invite students to share their ideas. Have
 a vote to find out which student has faced the biggest
 challenge.

Exercise 2 **◄**) 1.10

• Set a time limit to ensure students skim read the text. Once you have elicited the answer, write the following questions on the board: Where is Poorna from? (India). What is the coldest temperature she experienced? (-35°C). How long did the climb last? (fifty-two days). Play the audio while students listen, read and answer the questions.

Exercise 3

- Discuss the Grammar box with the class. To check understanding, ask students to write a sentence to describe what they did yesterday, what they were doing at eight o'clock last night, and what things they have eaten today.
- When students have found examples of the tenses in the article, elicit why each of these tenses was used.

Answers:

See the text. Past Simple: red; Past Continuous: green; Present Perfect: blue

Extra activity

Ask students to work in pairs and imagine they are journalists interviewing Poorna. Ask them to think of questions to ask her about the climb or the training. When they have finished, they should join a second pair. One pair plays the part of Poorna (both students) and the other pair asks questions. The pair answering the questions has to use their imagination to think of some answers. When students have finished, ask them to swap roles.

Exercise 4

• When you are checking answers, encourage students to explain why each tense is correct.

Exercise 5

- Look at the example with the class. Ask students why the Past Continuous is being used (because the question is asking about what someone was doing at a specific time in the past).
- Set a time limit for students to write the questions before they ask and answer in pairs.
- When students have finished, invite them to share with the class anything interesting they found out about their partner.
- NEED SUPPORT? Prepare copies of the photocopiable Need support? worksheet 1.4 from the Teacher's Resource File. This is an exercise that requires students to choose the correct option to complete the questions.

Answers:

2 have you climbed3 Have you ever eaten4 did you go5 Was it raining, you got up

Exercise 6

- **CHALLENGE** Remind students that when they talk about a past experience, they should use the Present Perfect. When they ask and answer questions about that experience, they should use the Past Simple.
- When checking answers, ask students why they have chosen the corresponding tense.
- FINISHED EARLY? Ask students to write as many sentences as they can to describe a time when they were away from home.

Answers:

2 Have, tried 3 did, stay 4 having 5 've/have been 6 wrote

Reviewing lesson goals: Ask students to use their emoji response cards to show how confident they feel about using past tenses. Make a note to revise the language point in a later lesson if several students indicate concerns.

Lesson aim

 Students can understand a conversation about a workshop on projection mapping.

Lead-in

Elicit personality adjectives and write these on the board. If necessary, ask students to explain any words their classmates don't know. Write the following on the board and ask students to complete it about someone they know: ... is ... (e.g. My best friend is outgoing.) Set a time limit and then invite students to read their completed sentences to the class.

Exercise 1

 Books closed. Ask the questions. Then ask students for examples of new things they have tried and whether or not they enjoyed them.

Exercise 2 **4**) 1.11

- Read the information in the Vocabulary box as a class.
 Check that students understand the new words. Then play the audio for them to listen and repeat. Pause after each word to check pronunciation.
- Elicit any other personality adjectives and write them on the board.

Suggested answers:

bossy, brave, bright, calm, determined, easy-going, friendly, funny, hard-working, honest, impatient, impolite, jealous, kind, polite, quiet, rude, selfish, shy, stubborn, thoughtful

Extra activity

Put students in two groups. Choose one from each group to sit at the front of the class, facing their group with their back to the board. Write a personality adjective on the board and ask each group to take turns to define the word for the students at the front to guess. Teams cannot say, spell or translate the word. The team of the student who guesses correctly wins a point.

• Independent learning: Ask students to create a spidergram of personality adjectives. Encourage them to pair any adjective with its opposite. Ask them to keep their spidergram and add to it whenever they learn a new personality adjective.

Exercise 3

- Allow students to complete the task in pairs.
- NEED SUPPORT? Write the following adjectives on the board and ask students to choose the correct word to complete each sentence: active, competitive, curious, reliable.

Exercise 4

- Set a time limit for students to think of someone they know and write a sentence to describe their personality. You could also ask students to give further information about the person they are writing about (e.g. *My brother is creative because he is always making things.*).
- In pairs, students read their sentence to their partner.

Exercise 5

- Write *projection mapping* on the board and direct students to the photo in their Students' Book. Put them in pairs or small groups to discuss what this is.
- Invite students to share their ideas with the class. If necessary, tell them what projection mapping involves (creating videos on a computer which are then projected onto buildings. These can show stories, adverts or simple images).
- Ask students if they have ever seen projection mapping.
 If so, where was it and what was the image.

Exercise 6 (1) 1.12 audioscript page 279

• Before you play the audio, ask students what sort of person might enjoy a workshop about projection mapping. After listening, elicit the correct option and how they know option *b* is incorrect (because Alex bought the tickets).

Exercise 7 1.12 audioscript page 279

 Tell students that they are going to listen to the conversation again in more detail. Direct them to the advert and ask them to think what type of information they will need in each gap (2 place, 3 noun, 4 age, 5 time, 6 food, 7 cost). Play the audio while students listen and complete the advert. Play it again while they check their answers.

Exercise 8 (1) 1.12 audioscript page 279

- Ask students to close their books and choose a partner to work with. Read the questions from Exercise 8 and tell them to raise their hands if they think they know the answer. Choose the first student who raises their hand and award a point if it is correct. The winner is the pair with the most correct answers.
- Play the audio for students to listen to the conversation again.

Answers:

- 1 making maps 2 on a computer
- **3** (outside) the theatre **4** curious
- **5** She isn't confident enough. **6** Alex's dad can take them.

Exercise 9

- MEDIATION Ask students to collect all the information about projection mapping from the lesson and make notes. Tell them to use these notes to explain the concept to their partner.
- Reviewing lesson goals: Ask students to use their traffic light cards to show how confident they feel about Exercises 6, 7 and 8. Make a note to practise similar listening tasks if students appear to have problems.

Listening and Vocabulary

A conversation about a workshop

- 1 Do you like trying new things? Why?/ Why not?
- 2 (1) 1.11 Study and listen to the Vocabulary box. Can you add more words?

VOCABULARY

Personality adjectives

active competitive creative curious generous gentle organised patient reliable sensible

- 3 Complete the sentences with words from the Vocabulary box.
 - 1 Someone who always has new ideas is *creative*.
 - 2 Someone you can trust is (...). reliable
 - 3 Someone who is always moving and doing things is(...). *active*
 - 4 Someone who wants to know and learn new things is (...). *curious*
 - 5 Someone who always wants to win is (...). competitive
- 4 Of Impairs, take it in turns to describe a person you know. Use words from the Vocabulary box.

My best friend is always confident and reliable.

5 Look at the photo showing an example of projection mapping. Have you ever seen projection mapping before? What was it like?



- **6 1)** 1.12 Listen to Alex telling Mia about a workshop. Choose the correct answer.
 - a Mia has seen the information, but wasn't interested at first.
 - **b** Mia has bought tickets for her and Alex to go to the workshop.
- 7 (1.12 Listen again. Complete the information with a word or phrase in each gap.

PROJECTION MAPPING WORKSHOP

New, easy and great fun!

Location:	¹ <u>Science</u> Museum
Address:	² () Road <i>River</i>
Title of workshop:	World to Life Bringing the ³ ()
For:	fourteen- to 4()-year-olds seventeen
Time:	⁵ () a.m. 10/ten to 4 p.m.
Please bring:	⁶ () and a drink <i>lunch</i>
Cost per person for this special event:	⁷ £ () 5

- 8 (1) 1.12 Listen again and answer the questions.
 - 1 What did Mia think the workshop was about?
 - 2 Where do you create the videos in a projection mapping workshop?
 - 3 Where did Mia see an example of projection mapping?
 - 4 Is Alex creative or curious?
 - 5 Why can't Mia go to the workshop on her own?
 - 6 Why does Mia have to go to Alex's house?
- MEDIATION Use the information in this lesson to explain to a friend the concept of projection mapping. You can also tell them about the workshop in the Science Museum.

Have you heard of Projection Mapping? I think you'd find it interesting because you're very creative. Projection Mapping is ...

Vocabulary Extension > p. 22

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Unit 1

For the teacher

- Audioscript, page 279
- On the Portal
 Resource 1.5
- Vocabulary Memory Game

For the student

- Workbook, page 13
- Vocabulary Extension, Students' Book, page 22

On the Portal

- Vocabulary App

1.6 Speaking

Asking for and offering help

VIDEO



EVERYDAY ENGLISH

Eren: Hi, Abe. What are you doing? Are you making chocolate cookies?

I'm making a chocolate brownie for my dad. Abe: It's his birthday today. I've never baked a cake before, so it's quite a challenge.

Eren: I'm impressed! Do you need a hand?

Abe: I don't know. Maybe. OK, so can you pass me the flour, please?

Eren: Sure. Here you go. Hey, your T-shirt is getting dirty with the flour. Why don't you wear this apron?

Abe: Cool, thanks ... Oh! The food mixer isn't working.

Eren: Can I help you with it?

Abe: That would be great, thanks.

Eren: You didn't switch it on at the wall.

Abe: Oh, OK, thanks. Would you mind getting some nuts from the cabinet over there?

Later ...

Abe: Look, a complete failure! I baked it for too long, I guess.

Eren: Hmm ... it looks more like a giant chocolate cookie. Hmm, it's crispy and it tastes fabulous. Admit it: you needed me!

Abe: All right, I admit it. All great chefs need assistants.

Eren: So true!

SOUNDS GOOD

I'm impressed! • A complete failure! • I admit it. • So true!

1 Have you ever cooked something? What was it? Was it a success?

I made pasta with tomato sauce once. It was delicious.

- 2 7 1 1.13 Watch or listen and answer the questions.
 - 1 What is Abe making?
 - 2 What does Eren think of the brownie after he tastes it?
 - 3 What mistake does Abe make?

FUTURE SKILLS



Why is it important to plan all tasks and stages of work carefully? What can happen if you don't? Discuss in pairs.

Study the Speaking box. Find examples of some of the phrases in the dialogue.

SPEAKING Asking for and offering help

Asking for help

Can/Could you help me? Would you mind (helping me)?

Can/Could you give me a hand (with ...)?

Replying

Of course. Sure!

Sorry, I can't. Of course not. I'll be with you in a minute.

Offering help

Do you need any help/anything else? Can I get you anything? Can/May I help you? Do you need/Can I give you a hand? What can I do for you?

Replying

That would be great, thanks. That's really nice of you, thanks. Thanks for helping/your help. No, I'm fine, but thanks anyway.

- 4 (1) 1.14 Complete the dialogue with one word in each gap. Listen and check.
- A: Can you ¹ give me a hand? I don't know how to install this programme.
- B: ² (...) Just click there. *Sure*
- A: Thanks for your ³ (...). help
- B: Do you ⁴ (...) anything else? *need*
- A: No, I'm 5 (...), but thanks anyway. Oh! Yes, would you ⁶ (...) getting me some water? mind
- B: Of ⁷ (...) not. Here you are. *course*

⁵ fine

SPEAKING TIME



In pairs, go to page 155 and role play the situations.

Unit 1

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For the teacher

On the Portal





For the student

Workbook, page 14

On the Portal

 Extra Practice Activities: Do you need a hand? video

You can do it!

Lesson aim

• Students can ask for and offer help.

Lead-in

Ask students to think about the last problem they had that required the assistance of another person. Ask them to consider what the problem was and how the other person helped them. Invite students to share their ideas with the class.

• Setting lesson goals: Write asking a person for help on the board. Check that students understand. Then ask them to use their emoji response cards to show how confident they feel about doing this, first in their own language, then in English. Tell them that they are going to learn how to do this in English.

Exercise 1

• Put students in pairs to ask and answer the questions. Then invite them to tell the class about their partner.

Exercise 2 (2 7 4) 1.13

- Ask students if they remember the names of the course characters from the Starter Unit (Abe, Eren, Bea and Carla). Elicit what students remember about them.
- Elicit or pre-teach: brownie, need a hand, flour, apron.
- Ask students to close their books and write the questions in Exercise 2 on the board. Then play the video or audio for students to answer the questions.
- Ask students to look at the Sounds Good! box. Elicit or teach that I'm impressed! is something we say when somebody does something that we like. Ask students to work with a partner to discuss what the other phrases mean and in what situations they could be used. Check answers as a class.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions: Who is Abe making the chocolate brownie for and why? (his dad because it is his birthday). Why is this a challenge for Abe? (because he has never made a chocolate brownie before). What does Eren suggest that Abe wear? (an apron). Elicit answers before continuing the video or audio.

Answers:

- 1 a chocolate brownie (for his dad)
- **2** It looks more like a (giant) chocolate cookie and tastes fabulous.
- **3** He bakes it for too long.

Self-management: planning

This exercise focuses on the effective planning of tasks and anticipating any problems that may arise and how best to deal with them. It also focuses on the need to involve others when completing a difficult task. This is a valuable skill that will help students to work better within a team at school or in the workplace.

Exercise 3

Ask students to read the Speaking box, then to find the examples in the dialogue. When they have found the examples, draw their attention to Would you mind ...?
 Write a request on the board using this structure, such as Would you mind opening the window? Elicit the correct response if the person you are asking is happy to do it (No, I wouldn't.).

Extra activity

Tell students to think about a problem they may have for which they need to ask for help, such as not understanding homework. Put them in pairs and ask them to take turns to mime their problem. Monitor and offer to help using one of the phrases in the Speaking box. The first student responds appropriately before they swap roles.

Exercise 4 **4**) 1.14

- Play the audio for students to check their answers.
- When students have finished practising the dialogue, ask them to change roles. Encourage more confident students to change some of the phrases (e.g. in the first line of dialogue, they could change the problem).

SPEAKING TIME



- When pairs have prepared and practised their situation, invite them to the front of the class to act it out
- FINISHED EARLY? Ask students to write out one of their dialogues.
- Reviewing lesson goals: Ask students to think about the lesson and reflect on their learning. Ask them to answer the following question with either yes or no on a piece of paper: Can you ask for and offer help? If they have written no more than yes, then find time to review the language.

Lesson aim

• Students can write a blog post describing a personal challenge.

Lead-in

Elicit or teach: *afraid of*. Brainstorm the typical things that people are afraid of, such as spiders, snakes, etc. Then write the question on the board: *What are you afraid of?* and elicit the answer: *I'm afraid of* ... Put students in pairs and get them to ask and answer the question. Invite them to tell the class what they and their partner are afraid of.

• Setting lesson goals: Tell students that they are going to write about a personal challenge they have done. Ask them to predict what verb tenses they will need to use and what useful words they might need. Get them to make a note of their predictions so they can refer back to this at the end of the lesson.

Exercise 1

- Elicit or pre-teach: shake, sweat, give something a go, shiver, make the most of something.
- When students have read the post and completed the task, ask them to compare answers in pairs.

Exercise 2

- Read the phrases in the Writing box together and check understanding.
- When students have found examples of the phrases in the blog post, write on the board: I've always loved English. Say: The problem is ... and elicit an ending, such as I'm not very confident at speaking. Then say: I first realised this when ... and elicit another ending. Continue with: Soon after that, I heard about ..., I decided to ..., At the beginning ... but gradually I felt ..., The experience has made me ..., Now I ...

Exercise 3

 Read the Language box together and make sure students understand the verbs. You could do this by giving a little scream or shivering and eliciting the correct verb. Ask students to find examples of the verbs in the blog post. Check answers as a class. Then ask students in pairs to discuss how Marco felt. Check as a class.

Exercise 4

 Allow students time to complete the task before you invite them to share their ideas with the class.

WRITING TIME



- Explain that students will write a description of a personal challenge on their own in their notebooks. Explain that they can write about a real personal challenge that they have experienced or use the ideas from Exercise 4.
- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their description.
 Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- When students have written their first draft, ask them to swap with a partner and give each other feedback. Students then write their final draft in their notebooks, or you can set the task for homework.
- FINISHED EARLY? Ask students to write questions that they would like to ask Marco about his personal challenge.
- Reviewing lesson goals: Ask students to check the predictions they made at the start of the lesson. Ask if students predicted correctly. Then tell them to think back to the writing task, and decide what, if anything, they found most challenging about it. Ask them to consider what they might try to do differently the next time they do a similar writing task.

A blog post describing a personal challenge

MOMENTS WITH MARCO

My personal challenge



How do you feel about trying new things? I normally love a new adventure, but when my friend Amy invited me to go climbing, I had a problem. I'm really scared of heights, and I first realised this on a school trip to Tower Bridge in London. Suddenly, we were standing on a glass floor and looking down to the water below. I screamed, I started shaking and my hands were sweating. I shut my eyes to cross the glass, but I was very stressed.



So, when Amy told me about the climbing class, I was nervous, but I decided to give it a go. When I arrived and saw the climbing wall, I shivered with nerves. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning it was quite difficult, but gradually, I felt less anxious, although I had to concentrate very hard.



The experience has made me more confident. That day I made the most of the lesson and I couldn't stop smiling. Now I climb regularly and I'm never scared.



- 1 Read Marco's blog post. Which paragraph describes:
 - 1 a challenge that helped Marco? paragraph 2
 - 2 how the experience changed Marco? paragraph 3
 - 3 a bad experience in the past? paragraph 1
- 2 Study the Writing box. Find examples of some of the phrases in Marco's blog post.

WRITING A blog post describing a personal challenge



Reason for the challenge

I normally love ... I often dream about ... The problem is/was, I ...

I first realised this when/at/on ...

Description of the challenge

When I heard/my friend told me about ...

I decided to give it a go.

When I arrived at/started/saw ..., I shivered/screamed. At the beginning it was quite difficult, but gradually, I ... In the end, I ...

After the challenge

The experience has made me ...

That day I ... Now I ... regularly.

Now I'm not afraid of/to ... I'm thinking of becoming a ...

Study the Language box. Find examples of the verbs in Marco's blog post. Then, in pairs, discuss how Marco felt before, during and after the challenge.

LANGUAGE Verbs that express emotion

cry scream shake shiver shout sweat

In pairs, imagine you have done one of these challenges. Write sentences about why your challenge was difficult and how you felt before and after it. Use verbs from Exercise 3.

joining a new sports team performing in front of your schoolmates staying with a family in another country

WRITING TIME



Write a blog post with a description of a personal challenge.

Make notes for your blog post. Think about:

- why you wanted to do the challenge
- what the challenge was like
- how you felt after the experience

Organise your ideas into paragraphs. Use Marco's blog post to help you.

WRITE AND SHARE

- Write a draft of your blog post. Use the Writing box and the Language box to
- Share your blog post with another student for feedback.
- Write the final version of your blog post.

CHECK

- Check language: did you use verbs that express emotion?
- Check grammar: did you use a variety of past tenses?

Unit 1

For the teacher

On the Portal

• Resource 1.7



For the student

- Workbook, page 15
- Writing Extension, Workbook, page 114

Vocabulary Extension

WORDLIST **◄**) 1.15

Adjectives of emotion

anxious (adj) calm (adj) cheerful (adj) confused (adj) delighted (adj) disappointed (adj) exhausted (adj) pleased (adj) stressed (adj) surprised (adj) upset (adj)

Verbs of success and failure

achieve (v) aim (v) fail (v) improve (v) manage (v) reach (v) succeed (v)

Achieving goals

break down (v) get on with (v) give up (v) keep on (v) put off (v) work out (v)

Word friends (achieving goals)

do your best (phr) get something right/ wrong (phr) get things done (phr) give something a go (phr) make decisions (phr) make mistakes (phr) make progress (phr) make the most of something (phr) take it easy (phr) take something seriously (phr) **Immigration**

arrival (n) explore (v) face challenges (phr) immigrant (n) migrant (n) miss (v) population (n) stereotype (n) support (n/v) translate (v)

Personality adjectives

active (adj) competitive (adj) creative (adj) curious (adj) generous (adj) gentle (adj) organised (adj) patient (adj) reliable (adj) sensible (adj)

EXTRA WORDS

accent (n) adventure (n) advice (n) basic English (n) brave (adj) confident (adj) courage (n) cry (v) culture (n) discover (v) experience (n) fear of failure (phr) find things hard (phr) fresh ideas (n) fresh start (n) get better/worse at something (phr) goal (n)

gradually (adv)

impossible (adj) in a rush (phr) join a club (phr) limit (n) make friends (phr) move to another country (phr) need a hand (phr) poor background (n) proud (adj) responsibility (n) result (n) routine (n) scared of heights (phr) scream (v) set my alarm (phr) shake (v) share (v) shiver (v) shout (v) solution (n) stay positive (phr) step by step (phr) suffer (from) (v) sweat (v) take something up (v) target (n)

1 Complete the words in the school report comments.

- 1 'An active student g(...) things done.'
- 2 'An o(...) student always plans her work and takes it s(...), making great p(...).
- 'Always does his **b**(...), but should remember that it's OK to get things w(...) sometimes.'
- 4 'Really makes the m(...) of lessons, is c(...) and asks questions, and g(...) on with the work.'

2 Complete the questions with verbs from the wordlist.

- 1 When did you last *face* a difficult challenge?
- 2 When did you last (...) off something you needed to do and then had a problem?
- 3 When were you last the only one who could (...) out the answer to a puzzle?
- 4 How did you relax the last time you (...) it easy?

Find the negative word in each group.

1 explore miss support succeed 2 succeed achieve fail reach sensible 3 generous stressed gentle

4 Answer the questions with words from the wordlist. Then write a similar question.

workshop (n)

What do you call:

- 1 the number of people in a city or country? population
- 2 a person who likes to be the best at something?
- 3 a person who goes to live in another country?
- 4 the way you feel when you wanted something but didn't get it?
- 5 a person you can trust to help you?

5 (CHALLENGE) Complete the sentences with a phrase from the Extra words list.

- 1 Ken is not rich, He comes from a poor background.
- 2 I can't go up this tower. I'm (...).
- 3 I have to get up early. I'll (...) for 7.30 a.m.
- 4 Don't feel depressed, you must (...)!
- 5 You need to meet some new people. Why don't you (...)?

Unit 1 22

You can do it!

Exercise 1

- **1** gets
- 2 organised, seriously, progress
- **3** best, wrong
- 4 most, curious, gets

Exercise 2

- 2 put
- 3 work
- 4 took

Exercise 3

- 1 miss
- 2 fail
- **3** stressed

Exercise 4

- 2 competitive
- 3 migrant/immigrant
- 4 disappointed
- **5** reliable

Exercise 5

- 2 scared of heights
- 3 set my alarm
- **4** stay positive
- 5 take up something/take something up

You can do it!

Exercise 1

- **1** b
- **2** c
- **3** b
- **4** a
- **5** b

Exercise 2

- 1 seriously
- 2 mistakes
- 3 best
- **4** up
- **5** on
- 6 out
- 7 down
- 8 right
- **9** progress
- **10** go

Exercise 4

- 1 is your mum doing
- 2 was talking
- **3** haven't eaten
- 4 doesn't like
- **5** Did you watch
- **6** are you laughing

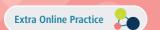
Exercise 5

- 1 I'm writing
- 2 I prefer
- **3** only moved in
- 4 was painting
- **5** He's waiting
- 6 has organised

Exercise 7 **◆**) 1.16

Welcome once again to our school meeting for the end of the year. I'm pleased to see so many parents here. The students have achieved a lot. You can see some of their work on the walls of the classrooms.

Revision



VOCABULARY

1 Choose the correct answer.

- 1 I was (...) by the instructions, so I didn't know what to do.
 - a disappointed b confused c delighted
- 2 Our Science teacher says we should be (...) about everything and ask questions.
 - a anxious
- **b** reliable
- **c** curious
- 3 This school (...) to help every student get the best possible results.
 - **a** reaches
- **b** aims
- **c** improves
- 4 I was so (...) after the school trip that I fell asleep on the sofa when I got home.
 - a exhausted
- **b** sensible
- c surprised
- 5 Mr Evans is a very (...) teacher he stays calm when he has to explain things again.
 - a generous
- **b** patient
- c cheerful
- 2 Complete the text with these words.

best down go mistakes on out progress right seriously up



After I watched the film series The Queen's Gambit, I started playing chess again, but not just for fun. I joined a club because I wanted to take it 1 (...) and become a good player. But I lost most of my games because I often made 2 (...). To win, it wasn't enough just to do my 3 (...). Part of me wanted to give 4 (...) chess, but I kept ⁵ (...) trying. I tried to work ⁶ (...) the reasons why I lost by looking at my games. I broke them 7 (...) into three parts: opening, middle game and endgame. I learned how to play the openings because you have to get that 8 (...) or you lose right away! I made 9 (...) and started to think about playing in hard competitions. I gave it a 10 (...) and beat some good players!

3 CHALLENGE Write three sentences about yourself using these words.

challenges put off surprised

GRAMMAR

- 4 Complete the dialogues with the Present Simple / Continuous, Past Simple / Continuous or Present Perfect form of the verbs in brackets.
 - 1 A: What (...) (your mum/do) at the moment?
 - B: I think she's at work.
 - 2 A: Where were you when it was time to come to class?
 - B: I (...) (talk) to my friends.
 - 3 A: I'm hungry. I (...) (not eat) very much today.
 - B: Would you like a sandwich?
 - 4 A: My dog (...) (not like) to be alone. Can I bring him when I come to your house?
 - B: Of course!
 - 5 A: (...) (you/watch) anything interesting last night?
 - B: Yes! A spy film with Bradley Cooper.
 - 6 A: What's so funny? Why (...) (you/laugh)?
 - B: You've got chocolate all over your face!
- **5** Choose the correct option.

 \sim

Hi Tom,

¹ I'm writing / I write this email from my new bedroom in our new flat! It's a nice flat and ² I'm preferring / I prefer it to the old one, but everything is a bit crazy right now! We ³ were only moving in / only moved in yesterday. Dad can't do much to help because he hurt his leg while he ⁴ was painting / painted the kitchen. ⁵ He waits / He's waiting for it to improve so he can get back to work. Mum ⁶ organised / has organised the living room, so at least we can go there to relax. Julia

- **CHALLENGE** Complete the sentences to make them true for you.
 - 1 I've never ...
 - 2 While I was climbing ...
 - 3 I think ...
 - 4 I'm thinking ...

I've never lived in a foreign country.

DICTATION

7 (**) 1.16 Listen. Then listen again and write down what you hear during each pause.

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need to work on?

WORKBOOK

p. 17

Unit 1

For the teacher

On the Portal

- Resources 1.8 and 1.9
- Test: Unit Test 1



For the student

- Workbook, pages 16–17
- Pronunciation, Students' Book, page 150

On the Portal

- Wordlist audio and scripts
- Extra Practice Activities: Self-Check

23

B B C CULTURE

Tough journeys



ENDURANCE TESTS

The most challenging races

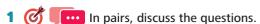
You're stressed and anxious, and you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Marathons and triathlons are still popular, but there have been a few changes to the traditional kind: newer events have appeared. Participants race in tough natural landscapes like mountains or deserts, which represent a greater challenge to them. These races are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in the 1970s in Hawaii, on Waikiki Beach, and there are now forty countries across the world which hold Ironman events. An Ironman is the hardest one-day endurance test in the world. Participants must complete a 3.86-km swim, a 180-km bike ride and run a whole marathon – no stopping is allowed! The world championships are held in Hawaii every year.

Other tough races include the TransRockies in Canada. It is a seven-day, 400-km mountain bike race. Participants cycle up and down the Rocky Mountains in all kinds of weather, but they enjoy some fantastic views at the same time. Don't try it if you're scared of heights! Alternatively, head for New Mexico, where there is a ride that lasts three days through the desert – just try cycling through sand dunes!

As for the traditional marathon, you can still take part in the world's biggest, in New York. However, if you want to push yourself even more, try the World Marathon Challenge. This is seven marathons, in seven days, on seven different continents. It's called the World Marathon Challenge for a reason! For many people, this is the challenge of a lifetime. Participants have to run 295 km and spend up to sixty-eight hours in the air – all at their own risk!

endurance (n) the ability to keep going landscape (n) a type of area in a country participant (n) a person who takes part in something sand dune (n) a hill made of sand tough (adj) difficult to do



- 1 What is a triathlon? What three sports does it typically include?
- 2 Which triathlon challenge do you think is the most difficult? Why?
- 3 Would you like to take up a challenge like one of these?
- 4 Are there races or challenges like this in your country? If so, what are they?

2 **1)** 1.17 Read the article. Decide if the sentences are true or false.

- 1 New events in modern triathlon marathons are more difficult than the traditional ones.
- 2 Long-distance triathlons started in ancient Greece
- 3 There are no breaks for Ironman participants.
- 4 People who suffer from fear of heights shouldn't enter the TransRockies race.
- 5 The bicycle races only take place in mountain landscapes.
- 6 The World Marathon Challenge is more challenging than the New York marathon.
- 7 Organisers of the World Marathon Challenge are responsible for participants' safety.

Read the article again. In pairs, discuss the questions.

- 1 Why do you think people take part in these types of events?
- 2 How do you think people prepare for them?

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BBC Culture

You can do it!

Lesson aim

• Students learn about endurance sports.

Lead-in

Put students in pairs or small groups and ask them to discuss together how far they have walked, run, swum and cycled in a single day. Encourage them to tell each other how they felt while and after doing this.

• Setting lesson goals: Allow students a few moments to study pages 24 and 25 before asking them to close their books. Ask: What are we going to learn today? Elicit some ideas and write on the board. Then read out the lesson aim and check if any students guessed correctly.

Exercise 1

- Books closed. Write *triathlon* on the board and invite students to explain what this is (a sporting event that consists of a swim, a cycle ride and then a run). Ask them if they know anyone who has done a triathlon.
- Follow the instructions in the Students' Book.

Answer:

1 A triathlon is a race/competition. It includes swimming, cycling and running long distances.

Exercise 2 **4**) 1.17

- Read the glossary box and check understanding.
- Play the audio while students read and listen. When they have completed the task, check answers.
- NEED SUPPORT? Put less confident students in pairs. Ask Student A to focus on sentences 1, 3, 5 and 7; Student B focuses on 2, 4 and 6. You could ask more confident students to correct the false sentences.

Answers:

- 1 True
- 2 False They started in Hawaii.
- **3** True
- 4 True
- **5** False There are also bicycle rides through sand dunes.
- **6** True
- **7** False Participants are responsible for their own safety.

Exercise 3

• Follow the instructions in the Students' Book.

Background note

The **Ironman triathlon** was devised by Judy and John Collins and the first one took place in Hawaii in 1978. The wife and husband were both triathletes and they wanted to create a triathlon that appealed more to endurance athletes (those who prefer long swims, bike rides and runs). In an Olympic triathlon, the combined distance of the three events is 51.5 km (swim – 1.5 km, bike – 40 km, run – 10 km). In the Ironman, it is 226 km.

Exercise 4

• Follow the instructions in the Students' Book.

Answers

- **1** It's a desert. It's the largest sand desert in the world the Empty Quarter in the Middle East.
- **2** They are doing a challenge. They are travelling in the footsteps of legendary British explorer, Wilfred Thesiger.
- **3** They will face extreme heat and dehydration, violent sandstorms and unpredictable camels.

Exercises 5–6 \triangleright 8 videoscript page 279

- Elicit or pre-teach: in the footsteps of, legendary, goal, friendship, dehydration, sandstorms, unpredictable.
- **With video:** Play Part 1 of the video for students to check their answers to Exercise 4, then complete Exercise 6.
- **Without video:** Hand out copies of the videoscript. Ask students to read and check their answers to Exercise 4, then complete Exercise 6.

Exercise 7 > 9 videoscript page 279

- Elicit or pre-teach: quicksand, dates, flat bread, water well, trusted, oasis, hug.
- **With video:** Play Part 2 of the video. Students discuss the questions in pairs. Then elicit answers.
- **Without video:** Students read the videoscript before they discuss the questions in pairs. Then elicit answers.

Answers:

- 1 the Atlantic Ocean, the South Pole
- 2 Oman
- **3** Because they got lost.

Exercise 8

- Direct students to the discussion question and ask them to think about it individually. Remind them that they need to explain their answers. Tell them that there is no right or wrong answer, and the most important thing is the students' own opinions. Allow them time to think about the question before they discuss with a partner. Then invite students to share their ideas with the class. If necessary, prompt them to explain themselves by asking: Why do you say that?
- Follow the instructions in the Students' Book for parts 2 and 3.

Answers:

21b 2c 3a

3 Suggested answers: Be patient. Be polite and respectful, even if you feel angry. Apologise if you do something wrong. Accept your friend's apology. Divide tasks between you. Don't give up. Encourage each other.

PROJECT TIME



 The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.

Sustainable Goal

- Hold a discussion about the sustainable goal statement. Ask students for a definition of a healthy lifestyle (a way of living that helps you enjoy more aspects of your life) and some examples (get enough good sleep, exercise regularly, drink water, reduce screen time, eat healthily, etc.). Then ask them if they consider themselves to have a healthy lifestyle. Ask them if they suffer from stress or anxiety and how this might affect a healthy lifestyle.
- Divide the class into groups to discuss the statement in the question. Suggest that they make a list of all the things that cause them stress or anxiety, and a second list to show some possible solutions. Set a time limit. To round up the session, write up some of the students' ideas on the board.
- The introduction to the Teacher's Book includes a step-by-step guide to discussion sessions based on UN Sustainable Development Goals.
- Reviewing lesson goals: Ask students to think back to the lesson and write down three things they learned about endurance sports. Ask them to tell each other in small groups.



- 4 O Look at the photos and discuss the questions.
 - 1 What kind of landscape can you see in the photos? Where do you think it is?
 - 2 What are the two men doing?
 - 3 What problems do you think they will have in the desert?
- 5 8 Watch Part 1 of a TV programme about two desert travellers and check your answers to Exercise 4.
- 6 () 8 Watch the video again and choose the correct option.
 - 1 The Empty Quarter is the *highest (largest*) sand desert in the world.
 - 2 Ben and James are travelling in the same way as *British*/ *American* explorer Wilfred Thesiger.
 - 3 The goal of their journey is to have an adventure / repair a friendship.
- 7 O 9 Watch Part 2 of the video and answer the questions.
 - 1 What other places have Ben and James travelled to?
 - 2 Which country do they travel through on this trip?
 - 3 Why did the trip take them longer than planned?

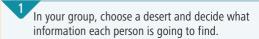
8 **VISIBLE THINKING** In pairs, follow these steps.

WHY DO YOU SAY THAT?

- 1 Read the discussion question and give your opinion:
 - 'Can friendships become stronger when friends face difficult situations together?'
- 2 Match the sentence halves. Then think about how each one could support your opinion.
 - 1 The two men planned this trip
 - 2 The desert trip was really tough
 - 3 They congratulated each other
 - a when they finished the trip.
 - **b** because they wanted to be friends again.
 - **c** so the two men had fights.
- 3 In pairs, decide on three pieces of advice on how to stay friends when you face difficult problems together.

PROJECT TIME

In groups of four, prepare a digital poster about a desert. Follow these steps.



Individually, research and prepare your part of the poster.

In your group, put together your poster. You can use an online poster maker.

Present your poster to the class.





To ensure healthy lives and promote well-being for all.

What can we do?

Discuss this statement:

Teenagers today are more stressed and anxious than previous generations. Do you agree? What are some solutions?

BBC Culture

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For the teacher

• Videoscript, page 279

On the Portal

• Resource 1.10

