



Wake up your senses!

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READING

topic: trying new things
skill: referencing clues
task: gapped text

GRAMMAR

present tenses
comparative forms: adjectives and adverbs

VOCABULARY

describing experiences and feelings
phrasal verbs
suffixes; introduction to collocations

LISTENING

topic: synaesthesia
skill: listening for specific information
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USE OF ENGLISH

word formation

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topic: comparison of experiences
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WRITING

topic: activities for teens
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task: review

SWITCH ON ▶

video: chef tests
project: presentation on food in world festivals

Lead-in SB p7

Read through the Unit Overview before starting the unit. This will give you information about what topics, themes, language points and skills will be focused on in the unit, as well as particular exam preparation and practice. This will be of main benefit to you while preparing your lessons. If you have students who like to know what they will have covered by the end of the unit, you may wish to read through it with them. For students who are preparing for the exam, point out that the items labelled 'task' will give exam-style practice.

The lead-in page allows you to introduce the topic of the unit to your class, and to find out what students know about the topic.

Focus students' attention on the photograph on page 7 and ask the following questions. *What does it show? What is the person doing? How might they be feeling?*

Read the quotation *I love the buzz of doing something for the first time!* Check understanding of the word *buzz* (a feeling of excitement). Ask the class what gives people *a buzz* and give some examples, like *praise for something you've done, an achievement, being driven in a fast car*, etc.

Put students into small groups to discuss the questions. Encourage them to give examples or reasons when answering. Monitor and contribute to the discussions. Ask someone from each group to report back to the class.

Possible answers

- 1 Visiting a new country or a new city gives me a buzz. It's always exciting to see new things, try new food and meet different kinds of people.
- 2 I think it's very important to try new things. If we don't, then we just get into a pattern of doing the same things all the time, and then we never learn anything new or grow.

To start

Tell students some things you enjoy doing (for example, reading books, cooking, playing tennis). Put students into small groups to list some of their favourite activities. Then ask someone from each group to report their lists to the class. Collate their results on the board and ask students: *Which of these activities would you like to try? Which would you not like to try?* Encourage students to give reasons.

Tell students that the topic of this lesson is trying new activities, and the aim of the lesson is to complete an exam-style gapped text task.

Power up

- 1** Ask students to look at the photo. Elicit a description of what the person is doing. Elicit a description of what the person is doing. Students then discuss these questions in pairs. *1 How do you think the person feels? 2 Would you enjoy the experience? 3 What would the challenges be?* Elicit responses from the class.

Possible answers

The activity in the photo shows someone with a backpack, and it looks like she's been camping in the wild.

- I think she feels relaxed and free in the countryside. She seems to be enjoying the open space and fresh air.
- I would enjoy wild camping because I like being in the fresh air. I have done a lot of camping and think it's fun to cook and live outdoors. It's also good not to rely on technology for a while.
- I think for some people they may not like the dark at night and they may not know how to light a fire. I don't like not having hot water to wash myself every day, but it's OK if you only camp for a few days.

Ask students to compare the photo with the photo on page 7 and discuss the questions in pairs. Elicit a few responses.

Possible answers

- I think both activities suit people who enjoy being active and outdoors.
- I like the idea of the zip wire because I've never done it before. I'm not scared of heights and I like sporty activities, so I think I'd enjoy it.
- I think the camping is more challenging because it lasts overnight and you have to live in the wild. It can be tough camping in the wild when the weather is bad and you get very wet and cold.

Read on

- 2** Write a challenge on the board and elicit the meaning of the word (something that is difficult to try or do). Ask students to read the title and introduction to the blog on page 8 and ask: *What do you think the 7 Day Challenge is? Check understanding of step out of our comfort zones (do something that we would not normally do because it is difficult, or outside our experience).*

Ask students to read the rest of the blog to check their ideas. Give them a time limit of 1–2 minutes depending how strong your class is. Tell them that some sentences are missing from the blog (gaps 1–6), but they should ignore these for the moment.

The *7 Day Challenge* is a challenge in which you encourage your friends to try activities they've never tried before.

exam tip

- 3** Explain this exam task to the class. Six sentences are removed from a text and they have to choose which ones are missing from a list of seven (including one that they do not need). If your class is strong ask: *What do you think can help you find the right sentences?* Then read through the first part of the exam tip with the class (not the final section yet). Check if any students had the right ideas. Give examples of referencing clues (time words such as *before, after, then, later*, etc. and pronouns such as *it, she, he, them*, etc.). Explain that as well as looking for these referencing clues in the gapped text, they should also look for them in the list of sentences.

Ask students to read through sentences A–G in Ex 4 and underline any referencing clues. Ask them to work with a partner to decide which sentence fits gap 1. Elicit the sentence they chose and the reasons why.

- 1** E *She had a point as we never sign up for anything new.* She refers to Sophia who is the person who makes the comment that comes directly before the space. Then, we refers to the three friends. The fact that they never sign up for anything new follows on from the idea that they are always moaning about having a dull life.

exam task: gapped text

In the Cambridge exam the reading text does not have a detailed lead-in. Here there is a lead-in to interest and engage the students.

The equivalent reading task in the Cambridge exam does not have a gapped sentence in paragraph 1.

- 4 e** Ask students to complete the exam task. Remind them that there will be some unknown vocabulary, but they should not focus on this as the context should make the meanings clear, and that finding the correct answers will not usually depend on understanding single unfamiliar words. If students are at a lower level, allow them to check their answers in pairs before you elicit answers from the class.

- 2** G *It hasn't actually been that difficult* refers to what is expressed in the previous sentence: *We each come up with an activity we enjoy, but that the other two friends haven't tried before.* We and close friends in G refer to we in the previous sentence.
- 3** B *Rob doesn't actually get the part* refers back to the audition challenge set by Sophia, described earlier in this paragraph; *at least he's brave enough to go through with it* compares Rob's bravery in having a go at the difficult challenge with the narrator's own reaction which was not at all brave, described in the previous three sentences – *it's too overwhelming. I leg it ... I've fallen at the first hurdle.*

1 Wake up your senses!

READING (Continued)

- 4 F *it's not an idea with huge appeal* refers to wild camping, as described in the previous sentence: *not pitching your tent anywhere near a toilet or hot shower*. The writer wouldn't like having no toilet or hot shower as he is someone who *loves his creature comforts*. The following sentence in the blog, *But it's only for one night so I'm willing to give it a go* contrasts with the narrator's dislike of these conditions.
- 5 A *Once there* refers to arriving at the lake mentioned in the previous sentence. The following sentence about how the people enjoyed cooking and chatting by the lake continues and expands on the idea expressed in A: *I kind of relax into it and my initial reservations start to disappear*.
- 6 C Sentence C is a summary of the writer's overall positive feelings so far about the challenge, and answers the question before it: *So is the '7 Day Challenge' a worthwhile experience?*

extra: fast finishers



Ask fast finishers to underline two more sentences that could be removed from the text. Then they should circle any referencing clues in the sentences before and after the 'gapped' sentence, as well as in the sentence they want to gap. This will help give them a better idea of how referencing words connect sentences together.

- 5 Put students into pairs to find the words and phrases in the blog. For weaker students, you could divide the list in half and ask different pairs to check for either the first five or the second five items. Elicit answers from the class.

1 cosy 2 dull 3 nerve-racking 4 overwhelming
5 willing 6 reluctantly 7 pretty 8 worthwhile
9 pigeonhole 10 dismiss

extra: fast finishers



Ask students to choose three words or phrases and write sentences which include them. However, instead of writing the word or phrase in the sentence, they should leave a gap. Then ask them to swap with another student, who should try and guess what the gapped word or phrase is.

extra



Give students a chance to check some other unfamiliar phrases from the blog. Put students into small groups. Write these phrases on the board:

- 1 shy away from
- 2 take on
- 3 come across
- 4 put off by

Students find the items in the blog and discuss what each one means by looking at the context they appear in. Monitor and help where necessary. Elicit answers from the class (1 avoid because of difficulty; 2 accept or agree to do something; 3 find by chance; 4 to be discouraged).

Sum up

- 6 Read sentence C again with the class: *OK, I know it's early days, but so far I've found our challenge fun and actually a bit of an eye-opener*. Ask students to write, in one or two sentences, why Tom found the experience an 'eye-opener'. Ask them to compare their ideas in small groups and to choose whose idea summarises the answer best. Elicit each group's best ideas, and ask the class to vote on their favourite.

Possible answer

Tom describes the experience as being an 'eye opener' because it has made him realise that some things that he thought weren't 'typically him' were really enjoyable. It has made him realise how you shouldn't pigeonhole yourself or others, and that you should be more open-minded about trying new things.

Speak up

- 7 Put students into small groups to discuss the questions. Monitor to encourage students to put forward their ideas. This is a fluency activity so do not overcorrect them while they are speaking, but note down common mistakes which you can deal with later.

Ask students to report their ideas back to the class. Encourage students to notice what similarities and differences there are between each group's ideas.

Possible answers

- 1 I like to set myself challenges, because I think it's important to have goals.
- 2 Trying a new sport, like surfing or mountain climbing would make me feel a bit uncomfortable, because I've never done anything like that before, and I think they might be dangerous.
- 3 I tried riding a motorbike recently. I thought it would be easy, because I know how to ride a bike. But it was completely different, and I realised it will take me a long time before I can ride one properly.

Fun footer

Read the footer with the class and elicit what it means (we need challenges to be able to progress, change or move forward). Ask students to give their own examples of something difficult they have done, which has changed them for the better.

To finish

Ask students to work in small groups to think of a challenge. Point out that it should have a positive effect on the people taking part, for example *Try a day without using your smartphone* or *Give up meat for one week*.

Go round the class and help with ideas. Ask groups to share their ideas with the class, and explain why other people should take up their challenge. Ask the class to vote on the best challenge and, if appropriate, suggest students try it and report back later on how they felt doing the challenge.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

pp4-5

Extra Practice App

To start

Use the start of the lesson to assess students' existing knowledge of the target grammar point. Tell students a fact about yourself, which may be true or false, for example, *I usually have three cups of coffee at breakfast.* Students have to guess if it is true or false. Write some more sentences about yourself on the board, some true, some false. In your sentences, use the present simple and the present continuous rather than other verb forms.

Students guess whether the sentences are true or false. Give feedback, and then ask students to write similar sentences about themselves for their partners to guess whether they are true or not. Elicit some of the students' true sentences and write them on the board. Underline the present tenses in the sentences and elicit the names of the tenses. Elicit that we use the present simple for habits, facts and repeated actions, and that we use the present continuous for actions happening now.

- 1 Focus on the uses of the present simple and continuous and ask students to check rules A, B and C against their previous ideas. Then read through rule D with the class and explain that although we usually use past tenses to tell a story, if we want to be more dramatic, we can use present tenses.

Ask students to look again at the two sentences in Ex 1 and match them to the correct rules (E or F). Elicit the difference by asking: *Are we still deciding about the challenge?* (No, it's a finished activity.) *Are we still doing the challenge?* (Yes, the activity is still continuing.)

1 E 2 F

extra

Read the sentence in D and say it out loud, to show how using present tenses add dramatic interest. Write another example on the board: *I went home last night. I opened the door. It was windy and the door shut quickly. It hit me on the head and I fell down. My friend was watching me. He didn't do anything. He just laughed!* Elicit how this can be rephrased using present tenses: *I go home. I open the door. It's windy and the door shuts quickly. It hits me on the head and I fall down. My friend is watching me. He doesn't do anything. He just laughs!* Model for students to repeat for dramatic effect. Students write their own stories in pairs to tell each other in small groups.

explore grammar

↪ SB p142

- 2 Students complete the sentences in rules E and F with the correct verb form. If necessary, check students understand how the present perfect simple is used. Ask: *Do we know when we saw the film?* (No.)

With a lower-level class, remind students that we often use *for* and *since* with the present perfect continuous. Write the following examples on the board: *I've been watching this film for an hour (a period of time). I've been watching this film since 8.30 (a point in the past).*

1 've (have) seen 2 's (has) been teaching

The Grammar file covers present tenses, in their simple and continuous aspects. Get students to read the explanations on page 142 and complete Exs 1–3 on page 143. Organise fast finishers into pairs. Ask them to discuss something new they have started in the recent past, what they do now, and what effects it is having.

watch out for



Remind students that some verbs cannot be used with the continuous tenses if they describe states: *I've had the red car since 2017* (not ~~*I've been having*~~ ...); *I've known James since we were children* (not ~~*I've been knowing*~~ ...).

extra



Tell students three things you have done so far this morning, for example: *I've taught two English classes. I've spoken to the head teacher. I've marked ten essays.* Elicit students' own examples from the class.

Then elicit some things that you (and they) have been doing in the lesson since it started. For example, *We've been learning about present tenses for half an hour.*

- 3 1.1 Read through the questions with the class. Then play the recording. Students discuss their answers in pairs. Elicit the answers and ask students to give reasons.

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

- 4 1.2 With a strong group, ask students to work in pairs to complete the sentences, before playing the recording. With a weaker group, play the recording and ask students to complete the sentences with what they hear. After conducting class feedback, put students into pairs to discuss the questions in Ex 3.

1 've sold, 're moving 2 're embarking 3 know
4 depends, don't 5 don't do

- 5 Focus students on the title of the text, as well as the picture, and ask what they think a *gut feeling* is (an instinct, rather than a logical thought). Point out that *gut* is another word for *stomach*. Explain that they need to complete the text with the correct present form of the verbs in the box. Elicit suggestions for the first gap before asking students to complete the task individually. Conduct class feedback.

1 Have, had 2 's 3 is sending 4 doesn't feel 5 has, said
6 call/have called 7 have 8 have been trying
9 has found 10 don't spend

1 Wake up your senses!

GRAMMAR (Continued)

Speak up

- 6 Put students into pairs to discuss different situations. Then, put pairs with other pairs to compare their answers. Conduct feedback with the whole class.

Possible answers

We often have a gut feeling when something is wrong, or something bad might happen. I think it's best to follow these feelings. For example, if you meet someone, and you don't trust them, then you should trust your instincts instead, even if they're very well-dressed or polite.

Fun footer

As a follow-up to Ex 6, read through the quote in the fun footer. Ask students whether following a gut feeling is always a good idea.

game on

Read through the task with the class and give students five minutes to write down their statements, individually. Then put students into small groups to play the game. Go round and monitor for correct use of the present perfect simple and continuous.

To finish

Tell students you are a famous person and they must guess who you are. Give them some information using grammar structures from the lesson, for example: *I'm a singer. I'm in a band. We go on tour a lot. I'm English but I've been living in the USA for a long time. I've made lots of albums. At the moment I'm working on ...*

Ask students to think of a famous person, or someone in the news at the moment. Give them some time to think about or write similar information about this person. In pairs, they give their partner the information for them to guess the person.

extra

Ask students to go online to research someone they admire. They should note down some facts about this person's life at the moment, and about their experiences, and then write a short profile, summarising who the person is and what he or she does. Point out that students should try to use all the present tenses covered in this lesson. In the next lesson, students can present the profile to the group, or hand it in to you to check their use of present tenses.


Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	p6
Photocopiable activity:	1A
Grammar reference and practice:	SB p142
Audioscript:	SB p175

VOCABULARY SB p11

describing experiences and feelings

To start

Tell students about an experience you have had recently and how you felt at the time. For example, *I lost a favourite earring and I was really upset*. Ask students to work in pairs and think of experiences they have had recently and an adjective to describe how they felt. They can talk about positive or negative feelings. Nominate a few students to say what adjectives they used to talk about feelings.

- 1  1.3 Focus students' attention on the words in the box. Model the pronunciation of the words for students to repeat chorally and individually. With a strong group, play the recording for them to choose the adjective that best describes the feelings of each person. With a weaker group, elicit a definition of each adjective, then play the recording for them to match them with the speakers. You could also ask students to give other examples of situations when people might feel these different ways.

1 relieved 2 offended 3 sympathetic 4 petrified
5 determined 6 tense

- 2 Check understanding of *take a penalty* (have a free kick at goal after a rule has been broken in football), *give someone a hug* (put your arms round someone) and *make a speech* (talk for a period of time, usually at a formal occasion). Students complete the gaps individually and then compare answers in pairs. Conduct class feedback.

1 determined 2 tense 3 petrified 4 thrilled 5 moved
6 sympathetic 7 relieved 8 offended

- 3 Students match the words from Ex 2 with the synonyms.

anxious – tense
delighted – thrilled
insulted – offended
strong-willed – determined
terrified – petrified
understanding – sympathetic

- 4 In pairs, students ask and answer the question. Encourage them to use as many words from Ex 3 as they can.

Possible answers

I'm quite a strong-willed person. If I know I want to do something, then I'm usually determined to try and achieve it. Sometimes, I get tense or anxious if someone or something tries to stop me.

explore vocabulary

- 5 Write *Phrasal verb* on the board. Ask students to give you an example of a phrasal verb and elicit explanations of what a phrasal verb is. Then read through the explore vocabulary box with the class to check their ideas. Ask for more examples of phrasal verbs that students already know. Write them on the board and elicit their meanings from the rest of the class.

Possible answers

take on, turn out, come across

- 6 Ask students if they have been to an art gallery exhibition recently. Ask: *What it was about? Did you enjoy it?* Ask for suggestions of how art galleries could improve the experience for people. Write the words *smell / sound / touch* on the board and ask the question again. Ask students to read the article individually, ignoring the highlighted words, to answer the questions in Ex 6. Conduct class feedback.

Multisensory art exhibitions are exhibitions that try to stimulate all of our senses (touch, sight, hearing, taste and smell). The idea came from a desire to encourage more people, who would normally not go to art galleries, to come and enjoy art.

- 7 Read through the phrasal verbs in the box. Then ask students to replace the highlighted phrases in the article with the correct form of the phrasal verbs. Weaker students can do this in pairs. Conduct class feedback.

1 are put off 2 have missed out 3 have been trying out
4 add to 5 get across 6 is taking off

- 8 Ask students to complete the questions individually and then compare with a partner. Monitor and check weaker pairs. Students then continue and discuss the questions. Encourage students to give examples or reasons rather than give short answers. When all pairs have had the opportunity to discuss the questions, conduct class feedback to find out the most interesting or unusual answers.

1 add to 2 have missed out 3 put, off
4 are, taking off 5 get, across

Speak up

- 9 Check understanding of *sympathetic* (being understanding when someone is upset) and elicit some phrases we can use when we want to be sympathetic: *I'm so sorry. You must feel terrible. It's OK to be upset.* Read through the two questions with the class and ask students to discuss them in small groups. Conduct class feedback to find the most sympathetic people in the class.

Possible answers

- 1 I usually talk with friends. I find that talking about problems is the best way to deal with them.
2 I'm usually sympathetic, and I definitely try to understand what other people are thinking or feeling. The only times I don't feel sympathetic are when I think someone is in trouble because they've been selfish or lazy.

To finish

Put students into pairs. Ask them individually to choose what they think are the most useful or important five vocabulary items from this lesson. They then tell these items to their partner who has to write a sentence using each one to show the meanings clearly. Nominate a few students to tell the rest of the class what they thought the most useful or important items were.

extra: fast finishers



Ask students to write a short text or dialogue using as many phrasal verbs from the lesson as possible. You could make this a competition to see who can use the most items.

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	p7
Photocopiable activity:	1B
Extend vocabulary:	SB p160
Audioscript:	SB p175
Extra Practice App	

LISTENING SB p12

To start

Organise students into small groups. Tell them they are going to talk about things they can sense or feel. Write these categories on the board: *Smell, Touch, See, Hear, Taste.*

Ask students to discuss things they like in each category, and things they dislike. They should say why. Give your own example first, for example, *I love the smell of freshly cut grass because it reminds me of summer.*

Power up

1 Read the activities with the class. Then ask students to discuss which senses might belong to each one. Ask for reasons and examples. Conduct class feedback and write their ideas on the board in the right columns.

Suggested answers

	smell	touch	sight	hearing	taste
learning to windsurf	sea salt	hard board / wet water	birds / blue sky	birds / waves	salt
talking to a friend	-	a friend's hand	a friend's face	a friend's voice	-
playing the guitar	-	strings, hard guitar	musical notes	music	-
going shopping	cleaning products, food, etc.	soft clothes, money, etc.	people, crowds, things to buy	people talking, music in shops	coffee when having a break

2 Focus students on the image of the boy wearing headphones. Elicit what the coloured shapes are, to the right of his head (musical notes). Write the word *synaesthesia* on the board. Ask students what they think it means. Encourage them to make guesses in relation to the subject of senses.

Listen up

3 1.4 Tell students that they will listen to a girl talking about her experiences of having a problem with one of her senses. Then play the recording and ask them for their ideas. Read them the definition below.

Synaesthesia is a medical condition which makes people experience a mixture of feelings from two of their five senses at the same time, for example seeing numbers as colours or experiencing colours as a smell.

exam tip

4 Read through the exam tip with the class. Look at gap 1 in Ex 5 together, and elicit the part of speech that is missing, and why.

Put students into pairs, to decide what kind of word should go in gaps 2-10. They should try explain their reasons to each other. Conduct feedback with the class and write their suggested answers on the board.

- 1 It's a noun or a noun phrase, because *the* comes before the gap.
- 2 noun or noun phrase – There is an indefinite article before the gap.
- 3 adjective – It's a word that tells you more about the type of music.
- 4 plural noun – It's talking about experiencing something and it must be plural because of the word 'different' before the gap.
- 5 plural noun – It must be a noun, probably connected with people, and it must be plural because of 'them'.
- 6 noun – It must be a period of time because of 'during'.
- 7 adjective – It's a word describing the type of subject.
- 8 adjective – It's an adjective describing types of painters and composers.
- 9 adjective – It's an adjective describing how she feels.
- 10 noun or noun phrase – It's an example of something that causes Rachel to lose concentration.

exam task: sentence completion

5 1.5 Play the recording and ask students to fill in the missing words individually. Then they should compare their answers in pairs, giving their reasons. They should also check one another's spelling, as the missing words should be spelt correctly. When they have finished checking, nominate one student to write the answers on the board. If students disagree, they should discuss why. Remind them that they must write the exact word they hear on the recording, and not a synonym, and that it must be grammatically correct in the sentence. Don't tell them if they are right or wrong at this point. Finally, play the recording a second time for them to confirm their answers.

- 1 name (frustratingly, I've only recently found out there's a name for my condition.)
- 2 magazine article (I was thrilled when I found a magazine article that summed up my own situation exactly.)
- 3 jazz (I often see bright red and yellow colours when I listen to rock music, but darker colours such as purple when I'm listening to Jazz.)
- 4 tastes (there are some people who experience different tastes when they hear certain sounds, which must be incredible.)
- 5 visitors (I used to make visitors laugh when I was younger – I used to enjoy telling them what colour their name was)
- 6 (early) childhood (experts believe that the condition begins in early childhood)
- 7 creative (people with synaesthesia are often not as good as our peers at subjects such as maths or science and our sense of direction is often worse too, but we're very creative.)
- 8 famous (What I wasn't aware of was the number of famous artists and musicians such as Van Gogh and Franz Liszt who had the condition)
- 9 stressed (If I'm feeling relaxed it's a nice experience, but if I feel very stressed, the sounds and colours feel much stronger.)

10 traffic

(Then it's hard to concentrate when I'm seeing the equivalent of fireworks produced by all the sounds of traffic around me.)

6 Tell students that the sentences come from the recording. Put them into small groups to decide what the highlighted words mean. Conduct class feedback. If they find it difficult to explain the meaning, ask them to think of other words with similar meanings.

- 1 *seminars* – a seminar is a meeting in which a group of people discuss a subject (I attended my first university seminar this morning.)
- 2 *approved* – to think that someone or something is good, right or suitable (My father never approved of me spending all my time playing football.)
- 3 *have concluded* – decide that something is true after doing some research (Scientists have concluded that bilingual children have an advantage over monolingual children.)
- 4 *Apparently* – used to say that you have heard that something seems to be true, although you do not have direct knowledge of it (Apparently, listening to classical music can make you more intelligent.)
- 5 *is affected by* – to cause a change in someone or something, or to change the situation they are in (My mood is affected by the weather.)
- 6 *gift* – a special ability or talent (My sister has a gift for languages.)

Speak up

7 Put students into pairs to discuss the two questions. Monitor their discussions and collect any useful vocabulary they use to share with the whole class later. Don't correct any minor grammatical errors you hear, as this is a fluency activity, but make a note of them to tell the whole class at the end of the activity along with the useful vocabulary. If there are recurring grammatical mistakes then leave them for a future class so that you can focus on them in more detail. When most pairs have finished, conduct class feedback and ask students to comment on other students' ideas.

Possible answers

- 1 I think sight is my most important sense. I would find it most difficult to live without it. I wouldn't be able to read, or watch anything. Perhaps smell is the least important. There aren't many situations where it's really necessary to smell something.
- 2 I would like to be able to strengthen my sight, so that I could see in the dark! Then I could read books without turning the light on!

extra



If appropriate for your class, ask: *Which of the five senses would be most difficult to live without?* Encourage them to give reasons, and to imagine how life would be without it.

For extra discussion practice, you could ask students to think of jobs in which the five senses might be important, and why. Suggestions include: chef (taste/smell); a wine taster (smell, taste, touch); a physiotherapist (touch), etc.

Fun footer

Read through the footer with the class and ask students whether they think the statistic is true. Ask them to give reasons to support their ideas.

To finish

Write the following sounds on the board: *a car horn, a door opening, a bird singing, fireworks exploding*. Then ask students to think about each sound, and try to decide what colour they think each sound is. Put them into pairs to discuss whether or not they have similar ideas.

You could also do the same by writing days of the week on the board and asking students which colour each day is.

Finally, ask students: *Do you believe synaesthesia is a common condition? Have you ever experienced it?*

Presentation tool: Unit 1, Listening
Workbook / Online Practice: p8
Audioscript: SB p175
Extra Practice App

USE OF ENGLISH 1 SB p13

To start

Give students an example of something you are better at than a member of your family. For example,

I can run much further and faster than my younger sister.

Then ask: *What can you do better than one of your family members?* Nominate a couple of students to answer the question.

1 Put students into pairs. Explain that they are going to use comparative forms. Focus their attention on the explore grammar box, and the examples. Point out that they all use different comparative structures, which are shown in bold. Ask them to do Ex 1. Conduct class feedback, and discuss any wrong answers.

- 1 better 2 most efficiently 3 too difficult 4 as fast
5 more relaxed 6 the funniest

explore grammar

SB p142

The Grammar file covers comparative adjectives and adverbs. Get students to read the explanations and complete Exs 4–6. Organise fast finishers into pairs. Ask them to check each other's spelling of the comparative adjectives and adverbs carefully, as students often make mistakes with this.

2 Ask students to discuss the questions in pairs. Write some follow-up questions on the board, and encourage them to extend their discussions: *Why is that? Can you explain why? How does that help you? Tell me more about it. Can you give me an example?* Point out that extending their discussions will help them to conduct conversations in the Speaking paper.

Possible answers

- 1 I can speak English better than my father, who doesn't speak any English. But my mother is an English teacher, so I'm nowhere near as good as her!
- 2 I study most efficiently in the evenings, because it's quiet and there's no-one around to disturb me.
- 3 I usually talk to other people in my class. Often, they're having the same problems as I am.
- 4 I'm not a very fast runner, so I think I'm the slowest out of all my friends.
- 5 Usually, listening to music, or just going to sleep is the best way to make me feel less stressed.
- 6 Marco is the funniest in our class, but sometimes the teacher asks him to be quiet!

3 Tell students they are going to read an article about sense. Read the title to them and ask: *What do you think the article will actually be about? Why?*

Ask students to read the article quickly to see whether they were right. Ask: *Do you agree with the article?* Tell them to work in pairs to complete the gaps in the article using comparative phrases from the box.

- 1 more upset 2 more accurately 3 not as good as
4 finer 5 the most debated 6 as well as 7 better 8 too

exam task: key word transformation

In the Cambridge exam the first item in the Key Word Transformation task is always an example. The equivalent tasks in this unit and others do not give an example as the teacher is present to advise.

The focus of this task is on comparative structures as this is looked at in the lesson. In the Cambridge exam a variety of structures is tested.

4 e Tell students that in the exam, they will have to rewrite sentences so that they have a similar meaning to each other, using a given word. They must not change this word, and should only use between two and five words. If they find that they are using more than five words, then their answer is incorrect.

Explain that it is also a useful skill to be able to say things in different ways in English. It helps students to use a range of structures and vocabulary in their writing and in their speaking.

Put students into pairs and ask them to finish the exercise. They should then compare their answers with another pair. Go through all the answers together, and discuss any that students got wrong or are not sure about. Remind students that contractions (*I've*, etc.) count as two words.

- 1 loudly enough for me to (*not* + adverb + *enough*)
- 2 was not as strong as (*not as* + adjective + *as*)
- 3 thinks more deeply than (*more* + two syllable adverb)
- 4 not interesting enough (*not* + adjective + *enough*)
- 5 can cook better than anyone/everyone (irregular comparative *better* + *than*)
- 6 strangest feeling I have/I've ever (regular one syllable adjective superlative + *than*)

alternative: mixed-ability classes

Before doing the exercise, write this example on the board.

I play the guitar much better than my sister.

LESS

My sister than I do.

Ask students to suggest possible answers to complete the second sentence. Write all their suggestions on the board, then complete the second sentence correctly.

My sister plays the guitar less well than I do.

Point out the changes that have been made: *play* to *plays*, *better* to *well*.

Then go through the first example in Ex 4 with the class. Write up all their suggestions, then give them the correct answer. Remind them that if they can think of an answer that is more than five words, then it is not correct.

Speak up

- 5 Tell students about something you have tasted in the last 24 hours, like a meal, a snack, or a special cake. Then put students into pairs. Give each pair a sense to talk about. They should discuss what they think they have tasted, smelled, seen or heard. Nominate a few students to share their ideas with the rest of the class.

Possible answers

In the last 24 hours, I've been to the market. It was very busy and I heard all the people talking, and stallholders calling. We bought some meat and my parents cooked it at home. The smell filled the whole house. My brothers came home in the evening, and we chatted and laughed. When we ate the meal, it was delicious. We had the meat with vegetables and then had a sweet chocolate ice cream afterwards.

To finish

Remind students of the five senses, and ask students to think about which one is the most important. Then ask them to put the other senses in order, according to their importance. If they think some senses are equally important, then this is fine.

Put students into small groups to discuss which senses are more important than others, and to give reasons. Encourage them to use comparative adjectives and adverbs in their discussion.


Finally, find out which sense most students in the class think is most important.

Presentation tool: Unit 1, Use of English 1
Workbook / Online Practice: p9
Grammar reference and practice: SB p142
Extra Practice App

USE OF ENGLISH 2 SB p14

To start

Ask students to discuss the following questions in small groups: *Have you ever danced? What kind of dancing did you do? Do you still dance? Why did you stop? Would you like to dance? Do you think you would be good at dancing?*

- 1  1.6 Write the following expressions on the board. Ask students whether they think they are positive or negative (they are all negative).

- *I look a bit childish.*
- *I've got two left feet.*
- *I'm really dreadful.*

Point out that *to have two left feet* means that someone is clumsy, or bad at dancing. If something is *dreadful*, then it is very bad. Play the recording and ask them which student has a positive attitude and thinks they can dance well.

Speaker 2

explore vocabulary 1

- 2 Tell students that they're going to focus on word formation. Write the word *differ* on the board. Ask them if this is a verb, a noun or an adjective (a verb). Ask them what the noun form of this word is (*difference*). Point out that *-ence* is a suffix that we can add to some verbs to create a noun.


Go through the explore vocabulary box with the class. Then ask them to do Ex 2 in pairs. Conduct class feedback.

1 achievement 2 athletic 3 painful/painless 4 laziness
5 comfortable 6 excitement

watch out for



Students may have problems with spelling. For example, a *y* at the end of a word may change to an *i* when we add a suffix. In the exam all words need to be spelt correctly, so encourage students to pay attention to their spelling. Suggest that they keep a record of words they often spell incorrectly.

- 3  1.7 Organise the class into three groups. They should all listen to all three speakers, but give each group only one of the speakers to concentrate on. Play the recording again, and ask students to tick the words in the box that they hear for their speaker. They should check their answers in their groups before you conduct class feedback. Point out that *confident*, *difference*, *painful* and *painless* are not used.

Speaker 1: confidence, childish, competitive
Speaker 2: fitness, comfortable, movement
Speaker 3: hopeless, dreadful, visible

1 Wake up your senses!

USE OF ENGLISH 2 (Continued)

extra

As a follow-up activity, ask the three groups to think of other forms of their three words.

- *confidence* – *confident* (noun – adjective), *childish* – *child* (adjective – noun), *competitive* – *compete* (adjective – verb)
- *fitness* – *fit* (noun – adjective), *comfortable* – *comfort* (adjective – noun), *movement* – *move* (noun – verb)
- *hopeless* – *hope* (adjective – noun/verb), *dreadful* – *dread* (adjective – noun/verb), *visible* – *visibility* (adjective – noun)

- 4 Read the title of the article with the class. Elicit reasons why some people can't dance. Ask: *Are you interested in dancing? Do you think it's possible to teach someone how to dance well?* Then put students into pairs to discuss the questions in Ex 4.


Possible answers

My sister is a good dancer. She's been learning since she was four years old, and she's already won some competitions. I can't dance at all. I've got no sense of rhythm. I prefer just watching other people.

exam task: word formation

In the Cambridge exam the first item in the Word Formation is always an example. The equivalent tasks in this unit and others do not give an example as the teacher is present to advise.

The word forms tested here all involve suffixes, as this is the focus of the lesson. In the Cambridge exam there would be a greater variety of word forms.

- 5  Go through the exam tip with the class, and remind students of the importance of reading the whole sentence and not just looking at the gap before they decide on the form of the word. Focus students' attention on the first gap in the article, and ask what type of word might be missing, and why.

A noun, because it is preceded by *the*.

Do the first gap as a class. Then ask students to finish the task in pairs. Conduct class feedback and discuss any answers they are unsure of. Check that students know all the vocabulary in the text and point out some useful collocations: *sense of rhythm*, *tap your feet*, *clap your hands*.

- 1 enthusiasm (adjective to noun)
- 2 impressive (verb to adjective)
- 3 deafness (adjective to noun)
- 4 ability (adjective to noun)
- 5 difficulty/difficulties (adjective to noun)
- 6 scientific (noun to adjective)
- 7 foolish (noun to adjective)
- 8 fashionable (noun to adjective)

explore vocabulary 2

- 6 Go through the explore vocabulary box and point out that *sense of achievement*, *sense of adventure*, etc. are all common collocations with the word *sense*. Ask students to discuss the question in pairs. Conduct class feedback and identify the sense that is most important to most people in the class, and why.

Possible answer

A sense of humour is the most important to me. It's important to be able to laugh at things, and make other people laugh. It's also important to be able to laugh at yourself. People shouldn't be so serious all the time.

Speak up

- 7 Put students into pairs to discuss the questions. Conduct class feedback.

Possible answers

- 1 Someone with a sense of adventure probably loves travelling, or doing exciting sports like sailing or mountaineering – something which is fun but a little bit dangerous.
- 2 My father has a great sense of humour. Not everyone thinks he's funny, but I do. He's always telling jokes, and finding the funny side of things.
- 3 I usually get a sense of achievement when I've set myself a goal, and then worked hard to reach it. I feel proud that I've managed to plan for something, and then get there in the end.
- 4 My sense of direction is pretty good. I don't usually get lost, but maybe that's because I know how to use a map. I wouldn't like to try getting anywhere without one.

Fun footer

It's not clear what the origin of this expression is, but it comes from the theatre. Actors think they shouldn't wish one another good luck because it could mean they think they might have bad luck. The expression *break a leg* also has the meaning 'try hard'. Elicit other ways that we can wish each other good luck in English (for example, *Good luck! I hope it goes well! I wish you all the best!*).

To finish

Focus students' attention on the collocations in Ex 6. Ask them to think of one sense that they have. Then put them into pairs to talk about this sense, and to give reasons or examples of why they think they have it.

Direct students to the section on Part 2, Long turn in the Speaking file on page 163 of the Student's Book and ask them to read the information at home, in preparation for the next lesson.

Presentation tool:	Unit 1, Use of English 2
Workbook / Online Practice:	p10
Audioscript:	SB p175
Switch on videoscript	p171
Extra Practice App	

To start

Ask students about the things they like to celebrate with family or friends. Suggestions might include *birthdays*, *passing exams* or *anniversaries*. Nominate a few students to say how they think most of their classmates would celebrate special occasions. Write their answers on the board.

Power up

1 Put students into small groups to discuss the questions. You could also put these questions on the board for students to discuss: *What kind of celebrations do you enjoy with family or with friends?*

What do you think is the best way to celebrate something special? Why?

Possible answer

We usually go round to each other's houses and watch films or play games together. If we want to celebrate something, we go to a pizza restaurant in the city centre. We went there last month for my friend's birthday, and the waiters even came to our table and sang *Happy birthday* to him!

2 Focus students' attention on the two photos. Elicit ideas from the class and write appropriate suggestions on the board.

Possible answers

- A** They're enjoying music, dancing, spending time together in the evening.
- B** They're enjoying being outside, perhaps at a fair, spending time together on a day out.

exam tip


3 Go through the exam tip with the class. Tell students that they will have a minute to talk about the photographs, and that if they simply describe each photograph separately, then will not use a range of appropriate language, and will not be answering the question.

Ask students in pairs to list three things that are similar and three things that are different in the photos. Conduct class feedback.

Possible answers

Similar: young people, happy atmosphere, everyone is enjoying themselves in their free time
 Different: location (indoors and outdoors), time of day (evening and daytime), activities (dancing, walking, talking)

useful language: comparing photos

4  1.8 Tell students they are going to listen to a student talking about the two photographs.

Go through the useful language box with the class, and encourage students to give a reason for their ideas where possible, when speaking. Explain that the student in the recording uses some of this useful language, and that students should listen out for and tick the phrases they hear.

In both photos, ...
 The photos are similar because ...
 One of the main differences is that ...
 In the first photo ..., whereas in the second ...


5  1.9 Ask students where they think the photos were taken. Then play the recording for them to compare their ideas. Nominate a few students to say if they agree or not.

Photo 1: in a club or at a party


Photo 2: at a fun fair, in front of a fairground ride

Speak up

exam task: long turn

↪ SB p163

The exam task has no question for the listening candidate to answer as in the Cambridge exam, because the focus here is on the long turn.

6  **e** Ask students to work in pairs to do the tasks. Monitor them while they are speaking and offer them encouragement to extend their conversations and speak as fully as possible.

You could ask students to record themselves on their phones while they are speaking. They should then listen to their individual long turns and decide on one or two things they could improve upon (for example, whether they successfully spoke without pausing for a full minute). They should then repeat the long turns, and try to address the issues they have identified.

Possible answer

In both photos, we can see people spending time outdoors, being active. The photos are similar because there are two people in each one, and the people are all doing some form of exercise. One of the main differences is that in the first photo, the people are together, but they are focused on running. They both look serious, like they're concentrating on their own performance, and one is wearing headphones, so they aren't really communicating with each other. In the second photo, the people are actually playing. They are having a snowball fight, and the boy is just about to throw one at the girl. They're clearly having fun. Another difference is the time of the year. The first photo was probably taken in the autumn, whereas the second one was taken in the winter.

Speaking extra

7 Put students into pairs or small groups. Ask them to choose a photo, and to plan a conversation by making brief notes. Monitor them and help with any ideas as they do this. After students have acted out their conversations, the class could vote on the most interesting one.

Possible answer

(The bottom right photo of people playing in the snow.)

A: It's cold! Let's go home!

B: Just another ten minutes! It's so nice to play in the snow. It hardly ever snows here.

A: I know, but it's OK for you. You've got a better coat than I have.

B: Here comes a snowball!

A: Hey! OK, I'll get you for that!

1 Wake up your senses!

SPEAKING (Continued)

To finish

If students have photos of themselves on their phones, having a good time with friends or celebrating something, ask them to share these photos in pairs or small groups. Encourage them to say what is happening in the photos, who the people are, etc.

Speaking file

Direct students to the section on Part 2, Long turn in the Speaking file on page 163 of the Student's Book for further information if you didn't ask them to read it in preparation for this lesson.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	p11
Photocopiable activity:	1C
Speaking file:	SB p163
Audioscript:	SB p175

WRITING

To start

Write these topics on the board: *Films, Concerts, Books, TV programmes, Video games, Computers, Places to visit.*

Organise students into pairs. Ask them to discuss whether they have ever read or written reviews of these things (in newspapers, magazines or online), and how much influence a negative review might have on them. Conduct class feedback and identify the thing most students would read reviews about, and which would have the greatest influence.

Power up

1 Ask students to discuss the questions in pairs.

Possible answer

I've been playing the guitar a lot recently – or trying to. I found an old guitar in my house, which used to be my dad's when he was in his 20s. He said I could have it, because he hasn't used it in a very long time. It's not in great condition, but it's fun to practise on. I think the guitar is a cool instrument to learn, so I'd like to get a good one, one day.

2 Read the questions with the class and elicit ideas. Write appropriate activities on the board, and then ask students to say which activities depend on the season (time of year).

Possible answer

There is a ski centre near where I live, so people can practise skiing or snowboarding. There's also a very large indoor swimming pool with an amazing slide. Those things are good at any time of the year. When it's warm, there's a large park which people can go cycling in, or play football. It's not possible to do that in the winter, because it gets too dark and there aren't any lights there.

Plan on

3 Tell students that they are going to write their own review of an activity they like. Ask them to read the task and underline the things they need to do. Ask: *How many words should you write?*

reviews of leisure activities that young visitors can do in your area
an activity you have tried
describe your experience ... of trying the activity
say whether or not you would recommend it to other people your age
140–190 words

4 Go through the questions with the class, so that they understand exactly what a review should consist of.

1 The target reader is the person who the writer expects to read the review. This will affect the kind of language used and how the review is written. In this case the target readers are people who read the tourist website, and young people interested in doing activities in your area.

2 A review should always give information so that the reader can make a choice, but should also be interesting and engaging to read, and the writer should give their own opinion. In this case, the purpose is to inform other young people about an activity so they can decide whether to do it or not.

- 3 A review should always be interesting and engaging to read. In this case, the style should be chatty, and informal because it is for a website.
- 4 A title is a good way to engage the reader's interest. It should be followed by paragraphs, which would include an introduction, some information, some assessment of the activity and your own opinion or recommendation.
- 5 Some basic facts about what is being reviewed, plus quite a lot of description and opinion.
- 6 You should always give your own opinion at the end, and say whether or not you would recommend the activity.

5 Ask students to read the review and discuss the questions in pairs. Conduct class feedback and ask: *Did you enjoy this review? Why/Why not?*

- 1 Yes, because it is written in a chatty, informal style.
- 2 The writer uses opening rhetorical questions and addresses the reader directly as *you*. (A rhetorical question is useful for engaging the reader as it makes them think but doesn't expect them to think of an answer.)
- 3 Yes (*atmosphere, suitable, levels, abilities, instructor, extremely patient, fantastic, memorable, artistic, etc.*).

extra

Point out that adjectives are useful for reviews. Ask: *Which adjectives did the writer use in the review? Are they generally positive or negative?*

Answers include: *cool, local, patient, creative, informal, fantastic, memorable*. They are generally positive.

explore vocabulary

6 Point out that a good way of extending language is to use compound adjectives. Go through the explore vocabulary box, then ask them to find examples from the review. Ask: *How has each compound adjective been formed?*

Point out that in the compound adjective *26-year-old*, the word *year* is singular.

- middle-aged (adjective + verb)
- old-fashioned (adjective + verb)
- 18-year (number + noun)
- one-day (number + noun)
- laid-back (verb + preposition)
- brightly-lit (adverb + verb)
- 26-year-old (number + noun)
- well-known (adverb + adjective)

extra

Play a game. Put students into groups. Tell them they're going to make compound adjectives. Write the second part of the compound adjectives below as a list on the board (*aged, fashioned, important, quality, confident, known, used*).

Call out the first part of the compound adjectives one at a time, in any order you like (e.g. *middle, old, high, self, well, low*). Students race to write the word you call out next to one of the words on the board. If it's correct, they get a point, and the chance to make a sentence with it for another point. The group with the most points wins.

Possible answers are: *middle-aged, old-fashioned, high-quality, low-quality, self-confident, well-known, well-used, self-satisfied, self-important*.

7 Remind students that they should give their own opinion at the end of a review, and a recommendation so that readers can make up their own mind.

Students complete the sentences individually, then compare their answers with a partner. Encourage them to use expressions like these in their own reviews.

- 1 worth trying 2 wouldn't recommend 3 thoroughly
4 not really worth 5 perfect 6 won't regret

Write on

8 Students read the review task again. They decide which activity they want to write about, and whether they are going to recommend it or not.

Before they start, ask students if they can think of any ways of **not** recommending something. For example, *I wouldn't recommend ... , I regret ... , It's not worth ... , I wouldn't try ...*

exam tip

9 Read through the tip with the students, to remind them of the structure of a review. Offer help and encouragement as they plan their reviews.

exam task: review

↪ SB p168

The review task in the Cambridge exam more usually focuses on films, products, websites, holidays, etc. However, it is quite possible to find a review task like this about an activity.

10 **e** Students write their review. It might be helpful to give them a time limit of 20 minutes. Alternatively, students can write the review for homework and Exs 11 and 12 can be done at the beginning of the next lesson. Students can swap essays and provide feedback on their partner's writing, using the ideas in Exs 11 and 12 as a guide.

Model answer

Why not try ice skating?

If you're looking for a new way to keep fit, and to hang out with friends at the same time, then how about learning to ice skate? And if you think that this is only something you can do in the winter, think again! The new Skate World Ice Rink is the perfect place for beginners or even advanced skaters to have fun.

First of all, Skate World is large, with room for about 400 people. So, there's no need to worry about bumping into other people. If you're a complete beginner like I was, it's easy enough to practise without disturbing other people or worrying about anyone else watching you.

There's a real social element to Skate World. If you go as a group, with friends or family, you get a discount. There's also a great café where you can sit and relax, or watch the really good skaters and examine their technique.

Learning to skate is a great way to improve your balance and confidence, and it's well worth trying, even if you've never considered it before.

1 Wake up your senses!

WRITING (Continued)

Improve it

11 Encourage students to use the tips in Ex 9 as a checklist every time they write a review, to make sure that they have covered all the relevant points. If students wrote their reviews in class, you could set Exs 11 and 12 for homework. Collect the reviews and provide feedback on how well they are structured, and how clearly they express an opinion or recommendation.

12 Make sure that students always check their writing for grammar, vocabulary and spelling mistakes before submitting it.

To finish

Ask students to think of some activities they like, and have tried. Put them into pairs to recommend these activities, saying why they would recommend them or not. They should try to use the expressions from Ex 7.

Presentation tool: Unit 1, Writing

Workbook / Online Practice: p12

Writing file: SB p168


SWITCH ON

Chef tests

1 Put students into pairs to do Ex 1. Read through the task with the class. Monitor and assist any weaker students. Conduct class feedback and write any interesting or useful adjectives or comparisons that students used on the board.

Possible answer

The best food I've eaten recently was something my grandfather made. He makes the best version of this dish I've ever tasted. It's soft, fluffy and savoury. It's great on its own or to go on top of something else. It looks like clouds and you can eat it really quietly, as there's no crunch at all. (mashed potato)

2  Write the name *Gordon Ramsay* on the board and ask students if they have heard of him and what they know.


background

Gordon Ramsay is a British chef who was born in Scotland in 1966. He has many restaurants which have received awards, including 16 Michelin stars, but he is most well-known for his TV shows in the UK about cooking. These, like *Hell's Kitchen* and *Ramsay's Kitchen Nightmares* are popular all over the world. Gordon himself is famous for having a very bad temper and his high expectations of other chefs. Many of his TV shows involve competitions.

Tell students that they are going to watch a video clip about Gordon Ramsay and some other chefs. Ask: *What is the situation?* Play the video clip and conduct feedback (Gordon Ramsay wants a new head chef. He's giving six young chefs a competition for him to choose one. The competition involves sense tests.)

Then ask: *Which sense does he think is the most important?*

The sense of taste.

3  Ask: *Can you remember the names of any of the contestants? (Mary and Cyndi). What foods did Gordon Ramsay test them on? (egg yolks, polenta, turkey, cauliflower, pistachio).*

Play the video clip again. Check understanding of *palate* as used in the video (a person's ability to distinguish between and appreciate different flavours).

1 cold, shiny

2 She says that turkey and egg yolk 'don't even have the same texture'.

4 Students work in pairs to discuss the question. Conduct class feedback. You could extend the discussion with further questions: *Would you like to be a chef? Would you like to work for Gordon Ramsay? Do you enjoy cookery programmes like this on TV? Why/Why not?*

Possible answers

Even experienced chefs need more than their sense of taste alone. Cooking involves all of our senses, so only using one of them makes cooking more difficult. Although we prioritise taste in this context, the food's appearance and other factors contribute to the eating experience.

extra



Ask students to write a short review of the clip they've watched, summarising what happened, saying what was interesting about it and whether it would make them want to watch the series of programmes.

Project

- 5 Elicit the names of any popular food festivals where students live. Ask them to describe what happens.

Explain the project to the class. They need to present an interesting food festival from any country. Put students into small groups and read through the different stages of the project. For Step 1, they should conduct research on different festivals, then share their ideas in the group and select one to focus on. Encourage students to search for interesting photos or videos of the festivals, which they could use in their presentations later. This step could be done for homework.

Each person in the group should be allocated a different task related to the project. This could be drafting notes, writing the notes up, finding images or video clips to accompany the presentation, delivering the presentation, etc.

alternative



Students present their favourite dish. They should: describe all the ingredients and the recipe for making it; describe the taste, texture and appearance of the food; explain where they first ate it, how old they were, whether it's a family recipe, etc. They could go online to research the history of the dish, as well as finding images to support their presentation.

Presentation tool:

Unit 1, Switch on

Switch on videoscript:

TB p171

INDEPENDENT LEARNING

SB p18

Self-assessment

It is important for students to become independent learners, and self-assessment and peer assessment are both skills they need to develop. However, some students may find it difficult to talk about their strengths and weaknesses in front of others, so be sensitive about how you deal with this section. You could give Ex 4 to students to complete at home.

- 1 Write *self-assessment* on the board and elicit what it means. Elicit definitions and then read through options A–C to check if their ideas are among them. Put students into pairs to discuss these questions and give reasons: *How do you assess your progress and performance? Is it important to do this yourself rather than rely on the teacher?*

B

- 2 Write *peer assessment* on the board and ask for the meaning. Ask: *How is it different from self-assessment?* Conduct class feedback.

Peer assessment involves students looking at and assessing each other's work, rather than just their own.

- 3 Read through the list of words and phrases and ask students to complete the sentences individually, before comparing answers with a partner. Conduct class feedback.

1 independent learners 2 reflect 3 responsible 4 critical
5 strengths and weaknesses 6 each others' 7 feedback
8 learn more

- 4 Give students time to check back through the unit and note down their ideas. Whether you decide to do Ex 4 in class or give it for homework, it is always a good idea to finish a unit on a positive note focusing on what the students have learned. Ask students to close their books and work in pairs or small groups. They should note down what they learned in terms of grammar and vocabulary that they hadn't known before, and also what they found most interesting about the topics and what new information they acquired. Conduct class feedback, and elicit their ideas.

Possible answers

Things I have done well are:

- 1 I have used present tenses well, and accurately.
2 I have been able to describe my experiences and feelings well.

Things I should focus on are:

- 1 listening for specific information.
2 organising a review, and making my opinion clear in a recommendation.

UNIT CHECK SB p19

extra: using the wordlist

- Encourage students to refer to the wordlist when they do their homework.
- Ask students to work in pairs and to test each other's spelling.
- Challenge students to write a short story using as many of the phrasal verbs and collocations as possible.

Practice

Note on core language: The Unit check tests present tenses, comparative adjectives and adverbs, and word formation.

1 1 sense of 2 put off 3 dreadful 4 energetic
5 strong-willed 6 visible 7 confidence 8 accessible

2 3 1.10 and 11 1 approve 2 cosy 3 willing 4 dull
5 Apparently 6 gift

4 Possible answers

It has a similar meaning to *boring* and can also describe grey, unpleasant weather. (dull)

It's a talent that someone has, for example, being musical or athletic. (gift)

It's a warm feeling, and we often use it to talk about rooms or homes which have a nice, welcoming atmosphere. (cosy)

Review

1 1 goes
2 Has, persuaded
3 's (is) thinking
4 've (have) been planning
5 's (has), seen
6 Is, burning

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

3 1 haven't seen Sam for
2 early enough to see
3 weren't as cheap as
4 has been playing
5 much better than
6 a more confident performer than

4 1 the (a definite article before a superlative adjective)
2 been (past participle to complete the present perfect form – indicating indefinite period in past)
3 than (to complete a comparison)
4 has (to complete the present perfect)
5 more (to make a comparison)
6 since (indicating the start of a period in the past)
7 have (to complete the present perfect)
8 much (an emphasis of degree of comparison)

5 1.12 She's trying to persuade Joe to go to her dance club with her. Yes, he agrees to go.

6 1.13 1 has been going 2 has 3 better 4 's wearing
5 as good as

7 Hi John,
How are you? I hope you're OK.

My brother and I are going zorbing on the weekend. Do you know what zorbing is? Basically, you get inside a large, clear plastic ball, and roll down a hill inside it! It sounds crazy, but it's completely safe, and it's a lot of fun.

Would you like to come? My dad's going to drive us there. And if three of us go, we get a discount, so it won't be very expensive.

Let me know by this evening, if you want to try it out!

See you soon,

Katya.

GRAMMAR FILE SB p143

1 1 hasn't finished 2 have been 3 Does it look 4 cancel
5 's saving up 6 cycle

2 1 has been looking forward
2 is, borrowing
3 have, been doing
4 've (have), woken up
5 're (are) standing
6 've (have) been celebrating

3 1 've (have) tried
2 've (have) been
3 recommend
4 am, enjoying
5 've (have), wanted
6 have, waited
7 feel
8 haven't regretted
9 has shown
10 've (have) been looking forward

4 1 most amazing 2 stronger 3 best 4 more powerful
5 further/farther

5 1 too scary for
2 writes more slowly than
3 isn't warm enough to
4 is as old as
5 can dance better than anyone/everyone
6 further/farther from school than

6 1 taller than 2 darker 3 better than 4 worse 5 higher
6 harder than 7 as strong as 8 too sweet 9 the older
10 the better

Presentation tool:

Unit 1, Unit check

Workbook / Online Practice:

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Audioscript:

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