

3 THE NEXT GENERATION

Objectives

FUNCTIONS	emphasising
GRAMMAR	quantifiers; <i>so</i> and <i>such</i> (review); <i>do</i> and <i>did</i> for emphasis
VOCABULARY	costumes and uniforms; bringing up children

Student's Book pages 30–31

READING

- 1 As a lead-in, show some photographs of people wearing fancy dress. Ask students: *Have you ever worn fancy dress to a party? What sorts of thing have you dressed as? What was your favourite costume when you were little?* Students discuss the questions in small groups. Listen to some of their answers in open class as feedback. You could also brainstorm a list of typical fancy dress costumes to gauge how familiar your students are with the vocabulary explored later on in this unit.

If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Read through the four captions, and nominate a student to choose a caption for each picture A–D. The rest of the class should confirm or reject answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class.

Answers

A – Kiss the chef; B – Go Chargers!; C – King for a day;
D – Batman and Boy Wonder

- 2 **SPEAKING** Ask students to work with a partner to predict what the blog is about. Elicit students' predictions during open-class feedback, prompting students to expand as much as possible on their ideas, and noting them on the board to refer to after Exercise 3.
- 3 **1.16** Play the audio while students listen and read to check their ideas from Exercise 2. Tell them not to worry about unknown words, but to focus on checking their ideas. The focus here is on gist understanding. Check answers, referring back to the ideas on the board. Ask: *Did anyone guess correctly?*
- 4 Ask students to read questions 1–8 and underline any difficult words or phrases. Clarify these in open class before students read the blog in more detail and answer the questions. Tell them not to use dictionaries, but to try to understand difficult vocabulary from its context. Encourage them to underline the parts of the article that helped them

find the answers. Students compare answers in pairs before a whole-class check. During this stage ask students to refer to the parts of the article they underlined to justify their answers.

Answers

- 1 They waved from the doorstep. 2 180 days.
3 Rain's brother and his mum. 4 American football player; pirate. 5 \$50
6 He used the family fancy-dress collection, and friends and neighbours helped.
7 He was embarrassed at the beginning, but thought he was pretty cool in the end.
8 He's going to get more sleep each morning.
- 5 **SPEAKING** In pairs, students discuss the questions. Monitor and help with any difficulties, but as this is a fluency activity, do not interrupt to correct errors unless they impede communication. Listen to some of their ideas in open class as feedback, encouraging students to react to and debate with each other.

TRAIN TO THINK

Changing your opinions

- 1 Ask students to read the introduction and sentences 1–3. Ask them to work with a partner to complete the exercise. Check answers.

Answers

1 Rain 2 Rain's friends 3 Rochelle

- 2 **SPEAKING** Point out the use of *Initially* and *with time*. Ask students to work in small groups to discuss how the opinions of the other people changed. Encourage them to find evidence in the article to justify their answers. Listen to some of their thoughts in open class as feedback.
- 3 **SPEAKING** Give students a few minutes to prepare their answers. Monitor, help with ideas if necessary and prompt students to make notes. Divide the class into small groups. Students discuss their answers. Monitor, encouraging all students to participate in the discussion, but avoid error correction unless errors really hinder comprehension. Ask each group to nominate a secretary to note down their answers (this could be one of the quieter students, as a way to encourage them to participate). When students have some ideas, regroup them into new groups and encourage them to share information. Listen to some of the best ideas in open class during the feedback stage.

Optional extension

Write the following statements on the board:
Cycling should not be allowed in the city centre.
People who write graffiti on walls should go to prison.
If students do not pass an exam they should do extra classes on Saturdays.
Divide the class into two groups: A and B. Group A agrees with each of the statements. Group B disagrees. Give students three minutes to work with a student from their own group in order to brainstorm reasons why they might agree or disagree. Regroup students into AB pairs for students to debate the statements and to try to change each other's opinions. Ask volunteers to report back on their discussions during open-class feedback.

activity. At the end write them on the board for the whole class to copy, and praise the student(s) who used them. Also ask for volunteers to report back to the class on their discussion during feedback.

Optional extension

Ask students to create a table in their notebook with six columns. Ask them to write *hardly any* / *loads of* / *not many* / *a small number of* / *a lot of* / *a little* at the top of the columns. Call out various categories and a letter for students to race to complete as many columns as they can in, say, one minute. For example: *things in the classroom beginning with 's'*. You could set this up as a competition and get students to do this in groups, awarding points for each correct answer.

Workbook page 28 and page 123

Student's Book pages 32–33

GRAMMAR

Quantifiers

- 1 Students should have seen most of the quantifiers in these exercises before, but it is still an area in which students make a lot of errors, so certainly worth reviewing.

Ask students to try to complete sentences 1–6 before looking back at the article to check their answers. This encourages students to notice language and helps activate their curiosity around the target language. Check answers in open class.

Then ask students to work with a partner to complete the rule before checking answers. Use the sentences in Exercise 1 and further examples of your own to clarify.

Answers

- 1 many 2 all 3 loads 4 several 5 Some, most
6 little

Rule

- 1 none 2 a little 3 several 4 loads 5 all

- 2 Students work with a partner to complete the exercise. Refer them to the rule to help them decide on and check their answers. Check answers in open class.

Answers

- 1 loads 2 a lot of 3 most 4 Most 5 Most
6 hardly any

Fast finishers

Write the following on the board:
Loads of students ... , Hardly any students ... ,
Almost all students ... , The vast majority of students ...
Ask students to complete the sentences to describe students in their school.

- 3 **SPEAKING** In pairs or small groups, students discuss the sentences. Monitor and encourage them to answer in full sentences. Make a note of any nice expressions in English that students use during the



Be aware of common errors related to quantifiers. Go to Get it right! on Student's Book page 123.

VOCABULARY

Costumes and uniforms

- 1 Ask students to look at the photos on pages 30–31 and work with a partner to find the items. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say each item individually and nominate a student to say in which picture the object appears. Say the words for students to repeat and check pronunciation.

Answers

- sword and shield – 5 leather jacket – no picture
wig – no picture belt – 6 sunglasses – 4 helmet – 2
cape – 7 mask – 8 apron – 1 football top – 3

Fast finishers

Ask students to write a list of classic fancy-dress costumes and what they consist of (e.g. *Father Christmas: a red jacket and trousers, a red hat with a white bobble, a big white beard, a sack.*) After feedback on Exercise 1, ask students to describe their costumes in open class for other students to guess the character.

- 2 Students work with a partner to answer the questions. Check answers. Give students two minutes to discuss the difference between *a costume*, *a uniform* and *a kit* (a costume is worn to create the appearance of a particular period or character e.g. a cowboy costume; a kit is worn for a specific sport e.g. football kit; a uniform is worn by members of an organisation for doing a specific job e.g. an army uniform). You could ask students to work in small groups and brainstorm further examples of each one to extend their vocabulary further. Write some of their ideas on the board.

Answers

- A kit B costume C uniform

- 3 **SPEAKING** Give students time to read the questions and check understanding. Ask them to work individually for a few minutes to note down their answers. Monitor and make a note of any lexical errors to correct during feedback. Divide the class into pairs or small groups to discuss the questions. Listen to some of their answers in open class.

Workbook page 30

LISTENING

- 1 **1.17** Books closed. As a lead-in, write the following questions on the board:

How often do you see your extended family (family members other than your parents and brothers/sisters)?
Do you have a fixed bedtime?

In pairs, students discuss the questions. Nominate students to report back on their discussions in open class.

Books open. Ask students to work in pairs to describe what they can see and to try to explain what the captions refer to. Listen to some of their ideas in open class. Play the audio while students listen and match the countries to the pictures. Students check answers with a partner before whole-class feedback.

Answers

No time for bedtime – Argentina
Let them solve their own problems – Japan
Introduce them early – France
Keep it in the family – Poland
Early to bed – Britain
Young chefs – Mexico

Audio Script Track 1.17

Hello and welcome to Family Matters.

What is the best way to bring up children? Now there's a question. Many parents are caught between what they think they should do and what they end up doing and feeling guilty about. Well a new book by sociologist Miriam Keating might just help make those parents feel a little bit better. In her new book *Bringing up Babies*, Miriam questions some of the ideas we have on parenting and looks to other cultures to show how they do things differently. In each chapter she takes a different problematic area and shows us how parents from other countries do things differently.

For example, in the first chapter, Miriam looks at the British obsession with bedtimes and making sure we get our children to bed before a certain hour. To look at this from a different perspective, Miriam takes us to Argentina where parents often let their children stay up late and where it's not uncommon to see children eating out late in restaurants with their parents. But it doesn't seem to do them any harm. What is important is that children get enough sleep. So if they go to bed late, they get up late. And that's exactly what they do. Furthermore, by going out in the evenings with their parents, Argentinian children also learn how to socialise well from a very early age.

Another familiar problem that Miriam looks at is food and most parents' fight to get their children to eat healthily. For a solution to this one she takes an example from France where children are introduced to all sorts of food from a very early age. French children are allowed to not like an item of food but they are not

allowed to not try it. And, if the child seems not to like a particular item of food, that's no reason to never try it again. Just wait a while and reintroduce it a little later. Unsurprisingly, Miriam found that French children were a lot less fussy than kids in the UK.

In Japan Miriam discovered an interesting idea on how to deal with children fighting. While watching children in one Japanese primary school she was surprised to see that when two five-year-olds started to argue about whose turn it was to use the computer, the teacher did nothing even though the children were getting quite loud. The teacher only did something if the children started to get physical. But she was even more surprised at how often the children were able to sort out their problem themselves. Instead of having an adult feeling they had to control the child's world, the children were learning the important life skill of negotiating from an early age.

Other chapters look at Poland, where the family is always kept very close together and Mexico where mothers teach their children how to cook from a very early age. Adults are bringing up children all over the world. The clear message from *Bringing up Babies* is that there is no single right way to do it and that it might be a good idea to take note of how parents in other cultures are doing it.

- 2 **1.17** This exercise is closely modelled on **Listening Part 4** of the Cambridge English: First exam. Check/clarify: *guilty, bring up, attention, strict, argue*. Play the audio again while students complete the exercise. Allow them to compare answers with a partner, encouraging them to explain their choices as they do this, before checking in open class. If necessary, play the audio again, pausing to clarify answers.

Mixed-ability

To increase the challenge for stronger students, give them the questions without the multiple choice options.

Give weaker students just two options for each question by identifying one incorrect option in each.

Answers

1 C 2 C 3 A 4 B 5 C

THINK SELF-ESTEEM

Developing independence

- 1 Give students time to read the statements. Check/clarify: *set their own bedtimes, earn pocket money*. To check understanding, ask: *Who sets children's bedtimes?* (parents); *Who receives pocket money, children or adults?* (children); *What might you do to earn pocket money?* (clean cars, do gardening). Working individually, students complete the exercise. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into small groups. Nominate a secretary (or get students to do this) to make notes on the group's decisions. Students compare their answers. Monitor to encourage students to give reasons for their answers. During whole-class feedback, find out which questions the majority of the class agree/disagree on.

Optional extension

Tell students they are going to prepare a survey about teenagers and parents. Ask students to work in small groups and write questions like those in Exercise 1. Point out that all the questions should score 1 for *strongly agree* and 5 for *strongly disagree*.

When students have come up with at least five questions, regroup them for students to ask each other their questions and then discuss teenager/parent relationships. Listen to some of their findings in open class.

Student’s Book pages 34–35

READING

BACKGROUND INFORMATION

Amy Chua (born October 26, 1962) is an American lawyer and writer. She is Professor of Law at Yale Law School. She published her parenting book *Battle Hymn of the Tiger Mother* in 2011. The book explains the strict methods she used to bring up her children. She describes these methods as typical for Chinese immigrant parents. The book was a bestseller in many countries, but the child-rearing methods described received a lot of criticism for being too strict and focussing on academic achievement over self-esteem. Other critics agreed with the sentiments of the book and welcomed a more disciplinary approach to parenting. Chua maintains that her book was ironic and should not be taken too seriously.

- 1 A recording of this text is available with your digital resources. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the book cover and ask: *What kind of book do you think this is?* Elicit ideas in open class, but do not comment at this stage. Ask students to read the introduction. Tell them not to worry if they do not understand every word, but to focus on getting a general understanding of what the book is about. Check/clarify: *the Chinese Way*. Allow them to discuss their ideas with a partner before checking answers in open class. Ask: *Would you like to read the book?*

Answer

A story about bringing up children the ‘Chinese way’.

- 2 Tell students they are going to read two different opinions on the book. Students read the two opinions and answer the questions. Ask them to underline any phrases that support their answers. Students compare answers with a partner before whole-class feedback. Encourage students to refer to the texts when giving their answers.

Answers

Stephanie’s opinion is ‘against’. She believes that children should be able to enjoy their childhoods and watch TV and play computer games.

Tim’s opinion is ‘for’. He thinks parents are too soft on their children and let them do what they want. They also don’t have enough time for their children.

- 3 This exercise requires a deeper understanding of the texts. Give students time to read the sentences and check understanding. Clarify who Amy, Stephanie and Tim are. Working individually, students re-read the texts to complete the exercise. Divide the class into pairs for students to compare their answers and then check answers in open class.

Answers

- 1 Tim 2 Amy 3 Stephanie 4 Tim 5 Amy
6 Stephanie

SPEAKING

In pairs or small groups, students discuss the questions and make notes on their answers. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations to correct students unless inaccuracy hinders comprehension. Listen to some of their ideas in open class.

Optional extension

This topic is likely to lead to quite a lot of discussion. It will be even more productive if you divide your class into teenagers and strict parents. Ask them to work initially with members of the same group and make notes on their opinions on Amy Chua’s parenting methods. Then re-group into groups of four with two parents and two teenagers for students to discuss their opinions. Assigning roles and giving preparation time in this way often leads quieter students to interact more and voice their opinions. Monitor and encourage all students to speak. Develop the conversation into a whole-group discussion.

GRAMMAR

so and such (review)

- 1 Ask students to complete sentences 1–2 before finding the sentences in the text to check their answers. Ask students to work with a partner to complete the rule. Check answers in open class. Refer to the examples in Exercise 1 to clarify and add further examples if necessary.

Answers

- 1 so 2 such

Rule

- 1 such 2 so

- 2 If you’re short on time, you can set this exercise for homework.

Students fill the gaps and complete the sentences with their own ideas. Divide the class into pairs for students to compare answers. Listen to some examples in open class as feedback.

Mixed-ability

Weaker students could do the exercise in pairs before comparing with a different partner.

Answers

1 so 2 such 3 so 4 such

do and did for emphasis

- 3 To promote noticing, ask students to fill the gaps, and then find the sentences in the text to check their answers. Before they look at the rule, you could ask them to consider the effect of *do* and *did* in the example sentences.

Answers

1 do 2 did

Look!

Read through the information with students. Check that they are clear on the different usage of *so/such* and *too/not enough* by writing the following gapped examples on the board. Elicit the answers in open class:

It was ___ cold that we didn't go to the beach. (so)

It was ___ cold to go to the beach. (too)

It was ___ a cold day that we didn't go to the beach. (such)

- 4 This exercise is closely modelled on Reading & Use of English Part 4 of the Cambridge English: First exam. If you're short on time, you can set this exercise for homework.

Students work individually to complete the exercise, then check their answers with a partner before whole-class feedback. During feedback refer to the rules and Look! box for clarification.

Answers

1 weren't enough chairs 2 doesn't save enough
3 too boring to 4 did like 5 do think we shouldn't

Workbook page 28 and page 123

PRONUNCIATION

For practice of adding emphasis go to Student's Book page 120.

VOCABULARY

Bringing up children

- 1 Before filling the gaps, ask students to read the text to answer the question: *Does the text suggest that parenting is easy or difficult?* (The aim of this is to encourage students to read a text first for gist understanding and then only on a second read, to complete the task assigned.) Divide the class into pairs for students to complete the exercise. Check answers. Draw attention to the expressions: *do their best*; *get ahead in life*; *bring up*; *grow up*; *do well* and give further examples to clarify meaning as necessary.

Answers

1 do 2 get 3 bring 4 childhood 5 grow 6 do
7 strict 8 soft

- 2 Ask students to read the definitions and check that they understand the language used. Students work with a partner to match the expressions in the text with their meanings.

Answers

a to get ahead in life b bring up c grow up d do well
e soft f do your best g strict h childhood

Fast finishers

Ask students to circle the words to look for other interesting lexical chunks in the text. One approach would be for them to circle all of the words to the right of the space.

Optional extension

This exercise can be made into a matching activity. Before the lesson, write each expression and each meaning on cards. Create enough sets of cards to allow for one set per four students. Mix up all the expressions and meanings and distribute one set to each group of students. Either ask students to match the expressions and meanings or ask them to turn all the pieces of paper face down and play a game of pelmanism, taking it in turns to try to find a matching pair.

Workbook page 30

Student's Book pages 36–37

LITERATURE


BACKGROUND INFORMATION

Nick Hornby (born April 17, 1957) is an English novelist and screenwriter. His novels include *Fever Pitch* (1992), *High Fidelity* (1995), *About a Boy* (1998) and *A Long Way Down* (2005), all of which have been made into films. His novels mainly focus on music, sport and the difficulties of human relationships.

About a Boy was made into a film in 2002, starring Hugh Grant as a rich lazy man who lives off the royalties from his father's music. Nicholas Hoult plays a young boy who is bullied at school and brought up by his single mother (Toni Collette). The film focuses on the difficulties of growing up, both for the young boy and the older man. It is an excellent film to show to teenagers in the classroom and can lead to a lot of discussion about relationships, bullying, parenthood, life as a teenager and so on.

- 1 Books closed. As a lead-in, brainstorm a list of films about teenagers and write the titles on the board. Divide the class into pairs for students to take turns to describe the plot of the films listed for their partners to guess the title. Listen to some examples in open class and write any repeated themes on the board.

Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Ask students to look at the photos and read the introduction. Check/clarify: *depressed*, *bullied*. Ask students to quickly discuss the question with a partner. Listen to some of their ideas in open class and write them on the board to facilitate feedback on Exercise 2.

- 2  1.20 Play the audio for students to listen and read to check their answer to Exercise 1. Tell them to concentrate on answering the question and not to worry about understanding every word. Allow

students to compare with a partner before feedback in open class. Nominate students to give reasons for their answer.

- 3 Check/clarify *think highly of*. Ask students to underline the key information they will need to read for. You could encourage students to try to answer the questions before reading again. Students then read the text again in order to check. Let students compare answers with a partner before feedback in open class. During feedback, ask students to refer to the parts of the text that support their answers.

Answers

- 1 when you were only twelve?
- 2 Marcus looked out of the bus window
- 3 neither of them was doing all right
- 4 But his mum seemed to be saying that there was more to it than that. / He hadn't even known until today
- 5 (there were loads of kids at school, he reckoned, kids who stole and swore too much and bullied other kids, whose mums and dads had a lot to answer for).
- 6 Marcus thought he was lucky to have found him.

- 4 **VOCABULARY** Students work individually to complete the exercise, then check their answers with a partner before feedback in open class.

Mixed-ability

Stronger students can refer solely to the context provided by the extract in order to deduce meaning before referring to the definitions to check.

Answers

- 1 trendy 2 mess it up 3 doesn't know the first thing
- 4 straightforward 5 for nothing 6 swore
- 7 off her head 8 whichever way

- 5 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions or lexical errors to refer to during feedback. At the end write both questions on the board to discuss and ask students to identify and correct the errors. Also ask for volunteers to report back to the class on their discussion.

FUNCTIONS

Emphasising

- 1 Books closed. As a lead-in, ask students: Which words can we use to make sentences more emphatic? Elicit answers in open class and write *so/such/do/did* on the board. If students have difficulty, write the following on the board and point out where the words should go in each sentence.

He is (such) a nice man.
I am (so) tired.
I (do) like swimming in the sea.
I (did) do my homework.

Books open. Students work with a partner to complete the exercise. During whole-class feedback, say the sentences for students to repeat and check pronunciation. Encourage them to be emphatic!

Answers

- 1 He's such a good father.
- 2 She gets on so well with children./She does get on well with children.
- 3 She's so patient.
- 4 My dad did try his best.
- 5 My parents did make some mistakes.
- 6 She's so soft on her children.
- 7 He's such a strict father.
- 8 Parents do get it wrong sometimes.

- 2 Students discuss the question in pairs. Monitor to answer any questions and to help with ideas. Listen to some of their answers in open class.
- 3 **WRITING** Students work in pairs and develop one of the sentences into a dialogue. Students then practise their dialogues. Monitor during both stages. Do not correct errors unless they hinder comprehension. You could note down any repeated errors to discuss later as a class. Ask a few pairs to perform for the rest of the class.

Mixed-ability

If your class has a mix of levels, make similar-ability pairings where you can.

Encourage stronger students to speak spontaneously and to perform their dialogues without looking at their notes.

Encourage weaker students to write their dialogues in full before practising them.

- 4 Give an example of your own to get students started. Use emphasis when describing the person's personality and anecdotes to show how the person is good with children. Ask students to work individually to complete the exercise.
- 5 In pairs or small groups, students talk about the person they've chosen. Monitor to encourage students to use emphatic structures where possible. During feedback, ask for volunteers to share their descriptions with the class.

Mixed-ability

With stronger groups, ask students to give a two-minute presentation on their chosen person.

WRITING

An essay

This could be done as a collaborative writing activity in class or planning for this exercise can be done in class with the writing set as homework.

Ask students to discuss which essay they'd like to choose. Before writing, students should write a plan for their essay. This involves thinking of ideas for and against the statement and imagining other people's opinions, not just their own. Their own opinion should be presented and argued in the final paragraph.

When students have completed their essay, ask them to exchange with a partner/another pair and read each other's essays. Ask them to add a comment to the article of the type you might make in response to an online article. You may like to display the essays around the class for students to circulate and read.

4 | THINKING OUTSIDE THE BOX

Objectives

FUNCTIONS	expressing frustration
GRAMMAR	be / get used to (doing) vs. used to (do); adverbs and adverbial phrases
VOCABULARY	personality adjectives; common adverbial phrases

Student’s Book pages 38–39

READING

BACKGROUND INFORMATION

The **Masai** are a nomadic tribe in Kenya and Tanzania, numbering roughly 1.6 million people. Despite modern influence, they largely maintain their traditional lifestyle of desert farming. They are famous as warriors and herders of cattle. They measure wealth by the number of cattle owned and the number of children in a family. If you have access to the Internet in the classroom, students may like to see examples of Masai people who have particular clothes, body modifications and dances.

1 Books closed. As a lead-in, divide the class into teams and give them two minutes to make a list of countries in Africa. Who can write the most? After two minutes, find out which team listed the most and ask them to read their list to the class while others cross off countries which also appear on their lists. Ask students: *What do you know about Africa? How do people live? What problems do they have? What places or things would you like to visit there?*

Students discuss the questions in pairs. Listen to some of their ideas in open class.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say *lions* and nominate a student to point to the correct picture on the board. Alternatively, students do the matching activity in pairs before checking answers with the whole class.

Answers

lions – C cattle – D a scarecrow – A a light bulb – E
a battery – B a solar panel – B

2 **SPEAKING** Divide the class into pairs for students to complete the exercise. Give some examples of your own to get them started if necessary (e.g. they could put a scarecrow on the back of some of the cattle to scare the lions). During feedback, listen to some of their ideas in open class and praise the most creative ideas.

3 Tell students they are going to read an article about lions in Africa. Students read the article to find the answer to the question. Tell them it is not important to understand every word, but to focus on matching the summaries to the sections. To encourage students to read quickly, set a two-minute time limit. Students compare their answers with a partner before checking in open class.

Answers

A 4 B 3 C (extra summary) D 1 E 5 F 2

4 This exercise is closely modelled on Reading and * Use of English Part 6 of the Cambridge English: First exam. Check/clarify *cowsheds, posed, kept well away, conflict*. Tell students that the best approach for this type of exercise is to first underline the key information in the sentences that will help them place the sentences in the text (e.g. *that* in sentence A; *this motionless thing* in sentence B). Next, they should read the words around the gap in the text and look for connections between the text and the sentence in the gap. Do the first one as an example in open class and clarify how the sentence in the gap is connected to the text. Students complete the rest of the exercise individually. Suggest that they underline the parts of the text that helped them find the answers. Students check their answers with a partner. Do not confirm answers at this stage.

Answers

1 G 2 A 3 B 4 E 5 D 6 H 7 C

5 **1.21** Play the audio for students to check their answers to Exercise 4. Confirm answers in open class, asking students to refer to the parts of the text to explain the answers.

6 **SPEAKING** Divide the class into pairs or small groups to answer the questions. Monitor to help with vocabulary and to prompt students to give reasons for their answers. Asking students to come to an agreement as a group focuses their speaking towards the achievement of a tangible goal, which in turn motivates them to speak more. Listen to some of their answers during open-class feedback. Have a quick show of hands to find out how impressive they think the invention was and nominate students to give reasons for their opinions.

Optional extension

Make groups of three. One student in each group is Richard the inventor and the other two are members of the audience. The audience members can ask their questions for Richard to respond.

TRAIN TO THINK

Lateral thinking

- 1 Books closed. Refer students to the title of the unit *Thinking Outside the Box*. Ask students to work with a partner and discuss the meaning of the phrase. Elicit ideas and explain the correct meaning with examples. Ask: *Is this a useful skill? Why?* Listen to some of their ideas in open class.

Books open. Ask students to read the text in the yellow box and try to think of answers before they read the text that follows to see if any of the ideas they came up with are mentioned.
- 2 **SPEAKING** Give students time to read situations 1–3. Check/clarify: *operating theatre*. Divide the class into pairs or small groups for students to discuss possible answers. Remind students that there may be more than one possible solution and encourage them to come up with as many ideas as they can. Monitor and praise students who make the effort to explain their ideas in English rather than reverting to their first language. Nominate two or three students to share their ideas in open class and have a class discussion as to which are the most likely answers.

Possible answers

- 1 The doctor is the boy's mother.
- 2 The woman is in a hotel room and the person in the next room is snoring loudly. She calls the number to wake them up and to stop the snoring.
- 3 The man is not tall enough to reach the button for the twelfth floor.

Optional extension

Here are two more lateral thinking problems:

A cowboy rode into town on Friday, spent one night there, then left on Friday. How is that possible? (His horse is called Friday)

A women had two sons, Billy and Bobby, who were born at the same hour on the same day of the same year, but they were not twins. How is this possible? (They were two of a set of triplets)

Alternatively, do an internet search for lateral thinking problems and choose two which would be suitable for your group.

Divide the class into AB pairs and give each student a different problem with the solution. Give students time to read and understand their problem and solution. Ask students to exchange problems, but not solutions. Students ask each other questions to find the solution to each problem. Tell them they can only ask *yes/no* questions (Not *Who, What, Why*, etc.) as this makes the exercise more difficult and maximises language practice.

4 THINKING OUTSIDE THE BOX

Student's Book pages 40–41

GRAMMAR

be / get used to (doing) vs. used to (do)

- 1 Ask students to read sentences 1–4. Ask: *Which two words are in all of the sentences?* (used to). Ask students to work with a partner to complete the exercise. During feedback, point out that in sentence 2, *used to* is preceded by *are* and in sentence 3 by *got*. Students work with a partner to complete the rule. Encourage them to refer to the example sentences to help them. Check answers.

Answers

- 1 exist 2 attacking 3 seeing 4 play

Rule

- 1 used to do 2 be used to doing 3 get used to

LANGUAGE NOTE

Students often make the following mistake due to L1 interference:

I am used to get up early.

Point out that we use the gerund form here to talk about something familiar, not to describe something as a regular or habitual event.

I am used to getting up early. = *Getting up early is normal for me, it's not particularly difficult.*

- 2 Ask students to work individually to choose the correct form in each sentence and encourage them to refer to the rule to check their answers. Allow them to compare answers with a partner before feedback in open class.

Answers

- 1 to look after 2 to hearing 3 to seeing 4 to watch
5 to imagine 6 to speaking

Fast finishers

Ask students to write sentences about famous people with *used to* and *be/get used to + -ing*. For example: *Lionel Messi used to live in Argentina. Now he lives in Spain. When he arrived in Spain, he found the language quite different, but now he's used to Castilian Spanish.*

- 3 If you're short on time, set this exercise for homework.

Ask students to work in pairs and complete the exercise. Remind them to check if the sentence requires a positive or negative form. Check answers with the whole class, checking students' pronunciation of *used to*. Draw attention to the elision of the /d/ and /t/. If necessary, refer back to the rule to clarify understanding.

Answers

- 1 am/'m 2 get 3 got 4 get 5 Are 6 weren't

- 4 **SPEAKING** Divide the class into pairs for students to discuss their answers. Encourage them to go into detail and to ask each other questions. Monitor as they are doing this and make a note of common errors with *used to* and *be/get used to + -ing*. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

Workbook page 36 and page 123



Be aware of common errors related to *used to*. Go to Get it right! on Student's Book page 124.

VOCABULARY

Personality adjectives

- 1 Books closed. As a lead-in, brainstorm personality adjectives in open class and write them on the board. Books open. Ask students to work with a partner to discuss meaning of the adjectives. During whole-class feedback, ask questions to check understanding. For example: *Does a decisive person take a long time to make a choice?* (no); *If you are confident, do you get shy when you meet new people?* (no). When checking pronunciation, you may like to write the words on the board and elicit and mark the stress.

Answers

bright, responsible

Optional extension

As a further check on understanding, ask students to work in pairs to group the adjectives into positive and negative. Check answers.

Positive: bright, responsible, decisive, imaginative, organised, practical, confident, cautious

Negative: bad-tempered, impatient, arrogant, dull

- 2a Ask students to work individually and read the sentences to complete the exercise. Allow them to check their answers with a partner before feedback in open class.

Answers

1 ✓ 2 ? 3 ✓ 4 ✗ 5 ✓ 6 ? 7 ✓ 8 ✓

- b Students work with a partner to choose a word from Exercise 1 for each sentence. Check answers in open class. During feedback, ask concept-check questions to check understanding, for example: *Which adjective would describe a boring film?* (dull); *Do impatient people like waiting?* (no). Also make sure students are pronouncing the words correctly, paying particular attention to word stress.

Answers

1 bright 2 cautious 3 decisive 4 dull 5 imaginative
6 impatient 7 organised 8 responsible

Fast finishers

Ask students to think of things that someone who is each adjective does. For example, an imaginative person has a lot of ideas, makes up stories, dreams a lot, etc.

Optional extension

Higher level students may like to work with a partner to rank the adjectives from best to worst. This can lead to some interesting discussions – Is it better to be decisive or responsible? Dull or arrogant?

Workbook page 38

SPEAKING

- 1 Ask students to read the instructions and the example. Students can do the exercise together but make sure that they all write the sentences. Monitor and help with any questions about vocabulary. Be alert to students describing other class members negatively. Encourage stronger students to write about adjectives that are new to them.

Mixed-ability

Weaker students can write sentences about three different people.

- 2 Regroup students and ask them to read their sentences to their partner, who should then guess which adjective is being described. Encourage students to sit facing each other and to hold their books up to force students to speak and listen, rather than just read each other's sentences. During feedback, listen to some examples in open class.
- 3 Students ask each other extra questions about the adjectives. Monitor and help with vocabulary as necessary. Avoid error correction unless errors really hinder comprehension. Make a note of any nice expressions in English that students use during the activity, emphasising lexical range over accuracy. At the end, write them on the board for the whole class to copy, and praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

Mixed-ability


Give weaker students time to work with a partner and think of further questions before completing the exercise.

LISTENING

Being imaginative

- 1 Books closed. As an introduction to this activity, take a piece of realia (a frying pan or coat hanger are good examples) into the classroom and show it to students without saying anything. In open class, brainstorm possible uses for the object, encouraging students to be as inventive as possible by praising those who come up with the most imaginative ideas. Books open. Read through the task with students and ask them to work individually to complete the

exercise. Divide the class into pairs for students to compare their ideas with a partner. Listen to some of their ideas in open class as feedback.

- 2  1.22 Ask students to read the instructions. Play the audio for them to listen and answer the questions. Ask students to check answers with a partner before whole-class feedback.


Answers

- 1 paperweight, doorstop, laptop stand, something to stand on, hammer, car wheel chuck
- 2 two faces, tree, broccoli, human brain

Audio Script Track 1.22

Boy So, did you do the one with the brick?
Girl Yes.
Boy OK. So. How many things did you think of?
Girl Well I only came up with six things.
Boy Only? I think six is a lot! What are they, then, your six?
Girl Well, first of all, a paperweight – you know, put it on top of a pile of papers to stop them blowing away when you open the window.
Boy Right. Of course! Why didn't I think of that?
Girl Then, a doorstop, to stop a door banging in the wind. Then, er, something to put your laptop on, make it higher so you don't have to look down at the screen. Erm then you can use the brick to stand on ...
Boy What?
Girl You know, when you're at a concert or something, and you can't see, you stand on the brick. That's four. And the other two are ... a hammer, to knock nails into a wall, and lastly you can put the brick behind the wheel of a car to stop it moving.
Boy You're not serious, are you?
Girl About what?
Boy About using a brick as a hammer. I mean, it's too soft, the brick would break.
Girl Oh please. It's only a game. Don't take it so seriously.
Boy Yeah, OK. What about the picture one?
Girl I haven't done that one yet. Have you?
Boy Yes, and I got four things.
Girl Come on then. What are they?
Boy Well, I can see ... two people's faces looking at each other if you focus on the trunk ... and I can see a tree ...
Girl Yes, yes. That's obvious. What else? Come on!
Boy OK, OK, don't be so impatient! A piece of broccoli ...
Girl OK ... hmm, yes, OK, although any tree could be said to look like a piece of broccoli. And ...?
Boy ... and then lastly, a human brain ...
Girl What? How do you see a human brain in this picture?
Boy Can't you see it? Look – there! The top bit ... if you ignore the trunk.
Girl Oh come on! You can't just base it on one part of the picture and ignore the other ... that's cheating!
Boy Now who's taking things too seriously?
Girl Yes, sorry. But honestly – who makes these things up? Do you think they really say anything about a person?
Boy Well they're supposed to show how imaginative you are. And I'm a bit hopeless, so I guess it means I'm not very imaginative!
Girl No, don't be so hard on yourself. What's so creative about thinking of things to do with a brick?
Boy You've got a point, I guess. Fun, though, isn't it?

4 THINKING OUTSIDE THE BOX

- 3 **SPEAKING** Divide the class into pairs for students to compare their ideas with those of Briony and Mark.
- 4  1.22 This exercise is closely modelled on * Listening Part 2 of the Cambridge English: First exam. Ask students to read the sentences and check the meaning of any unfamiliar words or phrases. Get them to underline the key information they will need to listen for and to make predictions as to possible answers or the types of word needed to complete the sentences, before listening. Play the audio while students check their answers. Let students compare with a partner before feedback in open class.

Answers

- 1 comes up with 2 pile of papers 3 nails 4 cheating
- 5 how imaginative 6 hard

THINK VALUES

Appreciating creative solutions

- 1 Ask students to work individually to choose the best ending for the sentence. Tell students that there isn't only one correct answer. Students compare ideas with a partner. During feedback, have a quick vote to find out which sentence students chose. Nominate one or two students to give reasons for their choice.
- 2 Working individually, students rank the five items in order of importance. Remind them to think about what is important for themselves, not for people in general. Encourage them to reflect on the reasons for their choices and to note these down.
- 3 **SPEAKING** Ask students to compare their answers in pairs or small groups. Listen to some of their ideas in open class during feedback and also decide on the best order to rank the five items, as a class.

Optional extension

Write the following questions on the board:

- 1 In which school subjects do you have to be imaginative? Do you like those subjects? Why (not)?
- 2 Do scientists need to be imaginative? Why (not)?
- 3 What would a society full of very imaginative people be like? What about a society where nobody had any imagination?

Ask students to discuss the questions in pairs or small groups, then listen to some of their ideas in open class and encourage further debate and discussion.

Student's Book pages 42–43

READING

- 1 A recording of this text is available with your digital resources.
- Books closed. As a lead-in to this exercise, ask students: *Do you know what you want to do when you finish school? Go to university/start work? Is there anything that worries you about going to university or starting work?* Ask students to work with a partner and discuss the questions. During feedback, make a

note of the most common worries and elicit ideas on the best way to overcome them.

Books open. Tell students they are going to read a post from a student who is worried about university. Working individually, students quickly read the text and answer the question. Set a two-minute time limit to encourage them to read quickly, for gist, rather than getting bogged down in trying to understand every word. Check answers with the whole class.

Answer

He's worried about the course he's planning to do at university because he doesn't think he's creative enough to be able to succeed at it.

- 2 **SPEAKING** Working in pairs, students discuss the best way to reply to Paul's post. Listen to some of their answers in open class and make a note on the board for future reference, but do not comment at this stage.
- 3 Tell students they are going to read a reply from Sarah. Check/clarify: *relate, denying, brought up, assumption, enthusiasm*. Ask students to read the reply and underline the sections that refer to specific advice for Paul. Allow them to compare answers with a partner. During whole-class feedback, refer back to the ideas on the board. Ask: *Did anyone suggest the same advice?*
- 4 Do the first one with students to clarify the task. Before reading the text again, ask students to underline the key words in the statements that will help them decide if the sentence is true or false. Students read the letters again and complete the activity. Check answers with the whole class. Ask students to correct false statements.

Answers

- 1 F (He wants to work in TV.)
2 T
3 T
4 F (She says she can completely relate to his post.)
5 T
6 T
7 F (She thinks we shouldn't see things as 'right' or 'wrong'.)
8 T

- 5 **SPEAKING** Divide the class into pairs or small groups for students to discuss the questions. Monitor and help with vocabulary as necessary. Try the 'silent tick' – writing a tick on a student's notebook if they speak well. Students can be quite motivated by this! Ask some of the students to share their opinions with the whole class and encourage open-class discussion.

PRONUNCIATION

For practice of pronouncing words with *gh* go to Student's Book page 120.

GRAMMAR

Adverbs and adverbial phrases

- 1 Books closed. Divide the class into two teams and have a game of 'vocabulary tennis'. Teams take it in turns to say an adverb. Elicit one or two in whole class to check students are clear on what an adverb is. If a team makes a mistake or takes more than five seconds to think of an adverb, the other team scores a point. To avoid stronger students dominating the game, nominate a different student for each answer. As well as acting as an introduction to this language point, this game will give you an idea of the extent of students' current knowledge of adverbs.

Books open. Ask students to read the instructions. Check/clarify *time, manner, place* and *certainty* with adverbs that do not appear in the exercise (e.g. *finally, happily, outside* and *certainly* or *clearly*). Ask students to work with a partner and complete the exercise. Check answers in open class.

Answers

- 1 T 2 C 3 C 4 P 5 M 6 P 7 C 8 T 9 M

- 2 Check understanding of *qualify*. Do number 1 in class to make sure students understand the activity. Students look back at the text on page 42 to complete the exercise. Allow them to check answers with a partner before whole-class feedback.

Answers

- 1 relate 2 start, believe 3 think 4 thinking 5 work

- 3 Explain to students that an adverbial phrase is a group of words that act in the same way as an adverb i.e. they qualify a verb. Look at the examples in lists A and B with students. Ask students to work with a partner and complete the exercise. Check answers in open class.

Read through the rule in open class and elicit answers. Refer back to the sentences in Exercise 3 for examples of the two types of adverbial phrase. Put the adverbial phrases into sentences for further clarification. For example *He completed the exercise without difficulty*.

Answers

- A
friendly
interesting
strange
- B
fear
surprise
enthusiasm

Rule

- 1 adjective 2 noun

- 4 If you're short on time, set this exercise for homework. Ask students to work individually and complete the sentences with an adverbial phrase of their choice. Allow students to compare answers with a partner before feedback in open class.

Answers

- 1 a friendly / strange / horrible way
- 2 difficulty / interest / enthusiasm
- 3 a / an interesting / strange / different way
- 4 excitement / interest / enthusiasm
- 5 enthusiasm / excitement / interest

Fast finishers

Ask students to close their books and write down all of the adverbs and adverbial phrases from page 43 that they can remember. When they have completed their lists, students open their books to check.

Workbook page 37 and page 123

VOCABULARY

Common adverbial phrases

- 1 Look at the example in open class. Ask students to work with a partner and complete the exercise. Check answers in open class. During feedback, say the adverbial phrases for students to repeat. Pay particular attention to the pronunciation of *row* /rəʊ/ and *purpose* /ˈpɜːpəs/.

Answers

- 1 in public 2 in private 3 on purpose 4 by accident 5 in a panic 6 in a hurry 7 in a row
- 2 Give students time to read through the sentences. Check/clarify: *behaved*, *staring*. Working individually, students choose the correct option for each sentence. Students compare answers with a partner before feedback in open class.

Answers

- 1 in private 2 on purpose 3 in public 4 in a row 5 in a hurry 6 in a panic 7 by accident 8 in secret

Optional extension

Divide the class into AB pairs. Ask As to close their books and Bs to read sentences from Exercise 2 at random, replacing the adverbial phrases with ‘beep’ for A to guess them. After three minutes ask students to switch roles and repeat.

- 3 **SPEAKING** Ask students to read the questions and reflect on their answers. As these questions are difficult to answer spontaneously, give students some thinking time to make notes on their answers. You could also give some example answers of your own to get them started. Students discuss the questions in pairs or small groups. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt to correct mistakes unless inaccuracy hinders comprehension. Listen to some of their ideas in open class for feedback.

Workbook page 38

4 THINKING OUTSIDE THE BOX

Student’s Book pages 44–45

PHOTOSTORY: episode 2

Writer’s block

- 1 Look at the title and elicit/explain the meaning. If you are using an IWB, project the photos on the board and ask students to close their books. Ask students to try to remember the names of the teenagers (Emma, Liam, Justin and Nicole) from episode 1. Students look at the photos and read the questions. Ask them to predict answers to the questions based solely on the photos. Write some of their ideas on the board.
- 2 **1.25** Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students’ ideas on the board. Ask: Who guessed correctly?

Answers

- 1 To write a story. 2 She’s anxious about it. 3 No, he isn’t being helpful.

DEVELOPING SPEAKING

- 3 Ask students: *What do you think happens next?* Get them to brainstorm possible endings. Students work in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students’ ideas on the board to refer back to once they have watched the video. Don’t give away answers at this stage.
- 4 **EP2** Play the video for students to watch and check their answers. During whole-class feedback, refer to students’ ideas on the board. *Who guessed correctly?*
- 5 Ask students to complete the exercise in pairs. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

- 1 c 2 e 3 g 4 a 5 f 6 d 7 b

PHRASES FOR FLUENCY

- 1 Ask students to locate expressions 1–6 in the story on page 44 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.
- 2 Working in pairs, students complete the dialogues. Check answers. If you’d like to do some pronunciation work with your students, focusing on intonation, drill the dialogues in open class (for students to repeat together).

Answers

- 1 Emma 2 Justin 3 Nicole 4 Emma 5 Nicole 6 Liam

Answers

- 1 again 2 can't be serious 3 Calm down
4 give it a rest, out of order 5 That's just it

Optional extension

Disappearing sentences: you'll need to write out the dialogues on the board or project them on the IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations from Exercise 2 in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful lexical chunks.

WordWise

Expressions with good

- 1 Books closed. To introduce this activity, write *good* in the centre of the board. Divide the class into pairs and ask students to make a list of as many expressions with *good* as they can in three minutes. Elicit and write any correct answers on the board.
- Books open. Ask students which of the expressions on the board appear. Next, ask them to work with a partner and complete the exercise. Check answers in open class.

Answers

- 1 not very good at 2 So far, so good. 3 It's all good.
4 It's no good 5 It's a good thing

- 2 Students work individually to match the phrases from Exercise 1 with the meanings. During whole-class feedback, say the phrases for students to repeat and check pronunciation. Give further examples to outline meaning of the phrases if necessary.

Answers

- 1 for good 2 It's no good. 3 It's all good.
4 So far, so good. 5 not very good at 6 It's a good thing

Optional extension

Ask students to work with a partner to complete sentences 1–6 with one of the phrases from Exercise 1. Check answers in open class.

- 1 _____ – the children are asleep. We can watch a film!
2 She's not going to Australia just for a holiday – she's going there _____.
3 Oh no! This food is awful! Well, I guess I'm _____ at cooking.
4 A It's really cold today.
 B Yes. _____ we're wearing our coats.
5 A How are you getting on?
 B _____. I think I'll finish in ten minutes.
6 I've apologised three times to her, but _____ – she's still angry with me.

Answers

- 1 It's all good 2 for good 3 not very good
4 It's a good thing 5 So far, so good 6 it's no good

Workbook page 38

FUNCTIONS

Expressing frustration

- 1 To introduce the concept of frustration, tell a story about something frustrating that happened to you. For example: running for a flight only to find that it has been delayed, or finding it impossible to memorise something. Include some of the phrases to express frustration in your anecdote. Ask students to work with a partner to think of examples of frustrating things that have happened to them. Listen to some of their ideas in open class.

Look at the seven phrases. Students work with a partner to answer the questions. Ask students to find the phrases in the photostory before checking answers in open class. Say the phrases for students to repeat and check pronunciation.

Answers

She doesn't say 2, 3, 5 or 6.
The sentences all express a negative opinion about personal ability or a situation.

- 2 In open class, elicit as much information as students can recall about the woman who loses her key in the photostory. Refer students to the first sentence in Exercise 1 (I can't (do that)) and ask students what the woman might have thought using this expression. Nominate one or two students to share their ideas and then ask students to work in pairs to think of and write down three thoughts using other sentences from Exercise 1. Monitor to check that students are using the sentence stems appropriately. During feedback, ask students to share their ideas with the class and review any common errors.

WRITING

A story

The planning for this exercise can be done in class and the writing can be set as homework.

Tell students they are going to write a story ending with the words *Thanks, you saved my life!* and that the story doesn't have to be true. You could tell them a story of your own to act as an example or elicit Emma's story.

Give students a short while to think of ideas for a story and to make notes. Divide the class into pairs for students to share their ideas with a partner. Encourage partners to ask questions to elicit further details about the story and to give suggestions as to how they might make their stories more interesting. In open class, brainstorm adverbs or adverbial phrases (from page 43) and personality adjectives (from page 40) that students could use in their stories. When students have told their stories, ask them to work individually to expand on the notes they have made in order to make the story as interesting as possible and to try to use four items of vocabulary from the unit. Finally, students should write their final version in class or at home.

Student's Book pages 46–47

THINK EXAMS

LISTENING

1 1.26

Audio Script Track 1.26

You will hear five different people talking about an after-school art group. Choose from the list (A–H) what each speaker likes most about the group. Use the letters only once. There are three extra letters that you do not need to use.

Speaker 1

There's a massive emphasis at our school on sport and we're really encouraged to get involved. There are clubs for loads of different sports and most kids want to get into at least one team. It's definitely the thing to do if you want to be in. Being into art is most definitely not cool so if you're creative like me, you usually don't talk too much about it. When I heard Mr Bowden was starting an art club I got really excited. Not only is he a really inspiring teacher but it was my chance to find out if there were any other secret artists like myself at school. It turns out there are and I've made loads of new friends. I couldn't be happier.

Speaker 2

I've been into art as long as I can remember. When I was a little kid I was always colouring in and cutting out and making things. It's my favourite subject at school by a long way, and I know that when I leave school, I'm definitely going to art college. So this club was always going to be for me. It's been really interesting and a good chance to learn about different ways of doing things. I've never had lessons with Mr Bowden before. He's an absolutely amazing teacher and he really brings out the best in me. I've made a massive improvement and it's all been with his help. He's been the best part of this club, for sure.

Speaker 3

I'd always thought of myself as a bit of a maths geek. I mean I already know that I want to work in IT when I leave school. I never really thought of myself as having much imagination so I've been really surprised at the kind of work I can produce with a paint brush or a camera in my hand. I'm learning all sorts of things I never knew about myself. In truth, I only went to art club because I wanted to make new friends. I wasn't really all that interested in art. I have met some really nice people but what has surprised me most is how much I'm enjoying being creative.

Speaker 4

I consider myself to be a really creative person and I love painting and drawing so this was the perfect after-school club for me. The fact that it's run by Mr Bowden, my favourite teacher, and that my two best friends go to it too, are just bonuses. What's really great is that we don't just do painting and drawing. Mr Bowden introduces us to other types of art too and encourages us to have a go. We've done sculpture, photography – we've even made a short film too. I can't wait to see what we do next. I really enjoy the class; even the short lectures about famous artists aren't too bad.

Speaker 5

If I'm honest, I didn't really want to do extra art classes but my parents made me because they didn't want me in the house on my own after school. I'd rather have gone to a history club, but there isn't one. But it's not as bad as I thought it would be because the teacher gives us quite a bit of art history too. It's good to learn about which famous artists were doing what and when. I'm not really a very creative kind of person so I don't really enjoy the practical side of the lessons, although we do do different stuff, which makes it less boring.

4 THINKING OUTSIDE THE BOX

Answers

- Speaker 1 – G Speaker 2 – F Speaker 3 – H
Speaker 4 – A Speaker 5 – E

Workbook page 35

TEST YOURSELF UNITS 3 & 4

VOCABULARY

1

Answers

- 1 strict 2 organised 3 helmets 4 bad-tempered
5 well 6 public 7 imaginative 8 panic
9 secret 10 grow

GRAMMAR

2

Answers

- 1 enthusiasm 2 None 3 live 4 few 5 living
6 little

3

Answers

- 1 The test was ~~such~~ **so** difficult that nobody got everything right.
2 Harry was used to **being** alone in the old house so he wasn't worried.
3 Sara was ~~much too~~ **so** scared to stay there after dark.
4 Manu listened with ~~interesting~~ **interest** to the interview with the local politician.
5 There was hardly any ~~of~~ space on the shelf, so I couldn't put the books there.
6 My grandmother always preferred her laptop. She never ~~got~~ used to using a tablet.

FUNCTIONAL LANGUAGE

4

Answers

- 1 'll never, so 2 such, I can't 3 so, such 4 hopeless, so