

# 4 THINKING OUTSIDE THE BOX

## Learning Outcomes

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

## Basic competences

### In this unit students will

- revise vocabulary related to describing personality. **CLC, SCC**
- interpret the idea of using creative thinking to solve problems. **CLC, SIE, SCC, L2L**
- practise describing past and present habits and familiar and unfamiliar situations. **CLC, CMST**
- look into the value of being imaginative. **CLC, L2L, SIE**
- review how adverbs and adverbial phrases express shades of meaning. **CLC, CMST, L2L**
- explore internet problem pages and what help they can offer. **CLC, DC**
- learn to express and respond to frustration. **CLC, SCC**
- assess the importance of supportive attitudes and behaviour. **CLC, SCC**
- review material and test themselves to reflect on their learning progress. **CLC, L2L, SIE**

CLC	Competence in Linguistic Communication
L2L	Learning to Learn
SCC	Social and Civic Competences
DC	Digital Competence
CAE	Cultural Awareness and Expression
SIE	Sense of Initiative and Entrepreneurship
CMST	Competence in Mathematics, Science and Technology

## Student's Book pages 43–45

### UNIT OPENER

Focus attention on the photo. If you're using an interactive whiteboard (IWB), display the image on the screen. Check/clarify: *ladybird*. Ask volunteering students to describe the image, and ask the rest of the class to add details until they are all satisfied they have described everything in the photo. Elicit suggestions for what may be happening. Ask students to speculate what might have motivated one ladybird to take a different direction. There is no correct answer, so accept any ideas, no matter how far-fetched.

#### Answer

- 1 The photo shows a line of ladybird insects following each other up the stem of a plant. One of the ladybirds appears to be going down a branch away from the line. The ladybirds seem to be following each other except for the one going off on the separate branch.

For questions 2 and 3, put students together in pairs to discuss them. Make a note of the most interesting ideas to share with the class at the end. Ask two or three pairs to share their ideas with the class, and invite comments from the other students.

### Suggested answers

- 2 The phrase is a metaphor which means to think differently, unconventionally or from a new perspective.
- 3 By having original thoughts rather than follow what others think, you are being true to how you think and feel. There is also the possibility that thinking from a different perspective could be better than the status quo that has always been followed and not questioned. In general, it is good to think outside the box in situations that would benefit from thinking creatively.

### Optional extension

Ask students to think of situations where it isn't good to think outside the box – situations which don't benefit from creative thinking. Allow two or three minutes for students to discuss their ideas in pairs or small groups before eliciting some of them in open class. Examples might include simple tasks which need the coordination of team members in order to get completed on time, or situations where following procedure is vital, e.g. surgical operations or flying a plane.

## 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 distinctive 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 could

## UNIT 4

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

-  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.
- 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

1 D    2 F    3 B    4 A    5 E

- This exercise is closely modelled on Reading and Use of English Part 6 of the Cambridge English: First exam. Check/clarify *cowsheds*, *posed no danger*, *kept well away*, *conflict*. Tell students that the best approach for this type of exercise is to first identify 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 locate the parts of the text that help them find the answers. Students check their answers with a partner. Do not confirm answers at this stage.
-  **1.22** 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.

### Answers

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


-  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

- 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 students' ideas before you 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.
-  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. Ask two or three volunteering students to share their ideas in open class and have a class discussion about the most likely answers.

### Possible answers

- The doctor is the boy's mother.
- 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.
- 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.

## Student's Book pages 46–47

### 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 doing

#### 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 listening 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

### THINKING OUTSIDE THE BOX

- 4  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 53.

### VOCABULARY

#### Personality adjectives

- 1 Books closed. As a lead-in, give students a minute to write as many personality adjectives as they can think of. Ask the person with the longest list to read out their answers, then elicit further examples from the class.

Books open. Ask students to work with a partner to discuss meaning of the twelve 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

0 X 1 ✓ 2 ? 3 ✓ 4 X 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. Also make sure students are pronouncing the words correctly, paying particular attention to word stress. When you check the answer for 8, ask students to cover the top of the page, and choose the correct English spelling from the **Get it right!** box before moving on (*responsible*).

#### Answers

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

## UNIT 4

### 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

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 in pairs or small groups, but make sure that they all write down the sentences. Monitor and help with unfamiliar vocabulary. Remind students to avoid describing other class members negatively.

### 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. 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 write down their questions before completing the oral part of the task.

## 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. Write on

the board: *You need a lot of / much imagination to complete this task.* Ask students to choose the correct alternative to complete the statement, check their answers in the **Get it right!** box. Ask for a quick show of hands to see if students agree or disagree with the statement, then ask one or two students to give reasons for their opinion.

- 2  **1.23** 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 1.23

- 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?

- 3 Divide the class into groups for students to compare their ideas with those of Briony and Mark.
- 4 **1.23** 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 identify 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

- 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.
- 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.
- 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:

- In which school subjects do you have to be imaginative? Do you like those subjects? Why (not)?
- Do scientists need to be imaginative? Why (not)?
- 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.

## THINKING OUTSIDE THE BOX

### Student's Book pages 48–49

#### 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. Ask students to cover the post, and answer the question in the **Get it right!** box before checking their answer in the text. Remind them to use singular verbs after pronouns like *everyone*.

#### 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.

- Working in pairs, students discuss the best way to reply to Paul's post. Listen to some ideas in open class and make a note on the board for future reference, but do not comment at this stage.
- Tell students they are going to read a reply from Sarah. Check/clarify: *relate, denying, obstacle, assumption, enthusiasm*. Ask students to read the reply and find 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?*
- Do the first statement together. Before reading the text again, ask students to identify 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

- 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 150.

## UNIT 4

### 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 48 to complete the exercise. Allow them to check answers with a partner before whole-class feedback.

#### Answers

1 relate 2 start to believe 3 thinking 4 think  
5 work

3 Explain to students that an adverbial phrase is a group of words that are used 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	B
friendly	fear
interesting	surprise
strange	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 49 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* /'pɜ:pəs/.

#### 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 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. Ask some students to share the most interesting or surprising thing they learned about their partner.

Workbook page 38

## Student's Book pages 50–51

### PHOTOSTORY 2

#### Writer's block

- Look at the title and elicit students' interpretations of what it might mean. Accept any suggestions and invite comments from the rest of the class, before you confirm its meaning: 'the condition of being unable to create a piece of written work because something in your mind prevents you from doing it'. 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.
  -  **1.26** 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**
- To write a story. 2 She's anxious about it.  
3 No, he isn't being helpful.
- Ask students: *What do you think happens next?* Get them to brainstorm possible endings. Students work in pairs or small 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.
  -  **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?
  - 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

- Ask students to locate expressions 1–6 in the story on page 50. 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.
- Answers**
- Emma 2 Justin 3 Nicole 4 Emma  
5 Nicole 6 Liam
- 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).

## THINKING OUTSIDE THE BOX

#### Answers

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

### VOCABULARY

#### Expressions with good

- 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 two 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**
- 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
- 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.

- \_\_\_\_\_ – the children are asleep. We can watch a film!
- She's not going to Australia just for a holiday – she's going there \_\_\_\_\_.
- Oh no! This food is awful! Well, I guess I'm \_\_\_\_\_ at cooking.
- A It's really cold today.  
B Yes. \_\_\_\_\_ we're wearing our coats.
- A How are you getting on?  
B \_\_\_\_\_. I think I'll finish in ten minutes.
- 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

- 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

## UNIT 4

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 Ask students to work individually to write three possible ways the woman might express her frustration. Remind them to add detail to the phrases from Exercise 1 to make it clear in what way the situation is frustrating for the woman.

## 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 49) and personality adjectives (from page 46) 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 page 52

## LIFE SKILLS

### Being supportive

Books closed. Write the word *supportive* in the middle of the board, and give students half a minute or so think about examples of situations where people behave in a supportive way. Elicit examples, and ask the rest of the class to say if they agree the situations described illustrate the meaning of the adjective. If necessary, give them the dictionary definition: 'giving help and encouragement; showing agreement'. Ask students: *In your own experience, in what kind of situations do you expect people around you to be supportive?* Elicit a few ideas. Ask: *Do you need to be supportive if the problem is not really serious?* Elicit students' own opinions.

Books open. Students read the introductory paragraph, and decide to what extent they agree with it.

- 1 Elicit the events from episode 2 of the photostory. Ask: *What happened in the story?* After the students have described the key parts of the plot, ask them to discuss and answer the questions in pairs. Ask volunteering pairs to share their answers with the class – and ask them to quote the parts of the photostory that support their ideas. Ask the rest of the class to comment on or amend the answers, as appropriate.




### Answers

- Justin doesn't have much sympathy for Emma's problem.
- Emma thinks that Justin is being insensitive, and the others will probably agree.
- Students own ideas.

- 2 Explain that students are going to evaluate three everyday situations, and select the most supportive responses. Before they begin, ask them to read the three tips in the box. Ask students to justify their choices by explaining why they think they are the most supportive responses. Monitor the conversations, and make a note of any interesting ideas to share with the class later. Once pairs have discussed the questions, put them together with another pair in a group of four to compare ideas before eliciting answers with the whole class. There may be more than one correct answer – as long as students are prepared to explain their reasons.

### Answers

1 b 2 b 3 a

- 3  Divide the class into pairs or small groups of three or four – preferably different groupings from the previous activities, so students get a chance to interact with other partners. Ask them to read each scenario, and brainstorm ideas for supportive responses. Monitor, and help with language, as necessary.
- 4  Form new pairs or groups for students to compare their responses. Ask each pair or group to decide which of the suggested responses they thought was the most and the least supportive. Ask them to write down the most supportive response for each scenario on a piece of paper. To wrap up the activity, collect the pieces of paper, and display them around the classroom. Ask students to walk around and quickly read each one, and write a tick next to the suggestion they like best – this will help the class find the most supportive types of responses.
- 5 Give students a couple of minutes to think about their own experiences. Ask them to make brief notes, using the questions in the book. Monitor the activity, and provide help with ideas and language, as necessary.
- 6  Divide the class into groups again, and ask students to take turns to share their experiences with the others. For each situation, ask the listeners to comment on the response from the story, and where appropriate, suggest alternative things to say which could have been even more supportive.



### Optional extension

Ask students to think back to a situation in their own lives where they perhaps weren't as supportive to someone as they should have been. Ask them to think and write down what they should have said, then make a mental note to try and use the ideas to be more supportive in the future. This activity focuses on personal development and it is potentially sensitive, so the ideas and situations do not need to be discussed in English class.

## Student's Book pages 53–54

### GET IT *right!* Units 3 & 4

#### *much vs many*

**Focus:** Students at this level sometimes use *much* and *many* for countable and uncountable nouns and in expressions incorrectly.

- Elicit the rules for using *much* for uncountable, and *many* for plural countable nouns. Elicit other expressions that the words appear in, for example *so much*, *very much*, *much more* (used for emphasis), *many others* (used for indeterminate groups of things/people) and so on. Ask students to identify which word the missing *much* or *many* refers to in each sentence, then compare ideas in pairs. Students complete the exercise individually before whole-class check.

#### Answers

- many (children)
- much (time)
- (knows) much
- many (ideas)
- much (time)
- much (more)

#### *much and a lot of*

**Focus:** Students at this level sometimes make mistakes about when we should use the different determiners with uncountable nouns.

- Write the following sentences on the board, and ask students to decide which forms are possible. Remind them that in some cases, both may be correct: *I spend **much** / **a lot of** time studying. I don't spend **much** / **a lot of** time studying. Do you spend **much** / **a lot of** time studying?* Elicit that both forms are correct in negative sentences and questions, but we only use *a lot of* in affirmative sentences. Make sure students notice that *a lot of* is correct in each case before an uncountable noun. Students go through the six sentences and decide which of them may be used with *much*, and rewrite those that cannot. Ask them to compare their answers in pairs before you check with the whole class.

#### Answers

- Our teachers give us a lot of homework every day.
- (correct)
- (correct)
- We were late because there was a lot of traffic on the road today.
- Marta saved a lot of money and wants to buy a new phone.
- (correct)

## THINKING OUTSIDE THE BOX

### *used to*

**Focus:** Students at this level often try to talk about present habits using the incorrect form. They need to realise that *used to* has no present form and can only be used to refer to past habits.


- Ask: *What kind of things did you use to do regularly as a child?* Elicit a few suggestions, pointing out the use of *used to* for past habits. Write on the board: *I used to go cycling, but I don't any more.* Ask: *What kind of things do you do regularly?* Elicit a few suggestions from the class, pointing out the use of the present simple. Write on the board: *I play tennis every Tuesday.* Clarify that to talk about present habits, we use the present simple and, if necessary, adverbs of frequency. Students first decide if each sentence refers to the past or the present, and check ideas quickly in pairs. Then they rewrite the sentences individually, then compare answers in pairs before the whole-class check.

#### Answers

- Liam used to be very bad-tempered, but he's nicer now.
- There's a lot of planning involved in my job, so I'm usually organised.
- When I was in school, we used to sit in a row in some lessons.
- They go to school by bus except for Tuesdays when they walk.
- The man who used to live there moved to Spain.
- Sarah watches a lot of TV when she hasn't got much homework.

### SAY IT *right!*

#### Words ending in *-ough*


-  1.27 Books closed. As a quick lead-in, give students two minutes to write a list of as many English words with the ending *-ough* as they can think of. The student with the most correct words on the list wins. Ask the winner to read out their list, then elicit further examples from the others. Elicit or point out that in English, spelling does not always reflect the pronunciation of a word – usually we must learn a new word together with the correct way of saying it.

Books open. Read the advice together. Ask students to work in pairs to say the words 1–4 and a–d to each other, and try to match the rhyming pairs. They then check their answers with another pair before you play the audio for them to check the correct answers.

#### Answers

- d enough /i'nʌf/, puff /pʌf/
- c though /ðəʊ/, slow /sləʊ/
- a through /θru:/, new /nju:/
- b cough /kɒf/, off /ɒf/

## UNIT 4

- 2 Students work in pairs to practise saying the sentences. Monitor, and make a note of any persistent pronunciation errors to highlight during the checking activity and the drilling afterwards.
- 3  **1.28** Play the audio for students to listen and check their ideas, then play it again for them to listen and repeat. Make sure that any errors you noted during the practice stage are rectified.

### Optional extension

Ask students to try to think of other examples for each type of pronunciation of the ending *-ough*. Ask: *Which type has no other common examples?* (Possible answers: 1 tough, rough; 2 although, dough; 3 (no other common examples); 4 trough.

## 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 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