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TEACHER'S RESOURCE BOOK

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- Video scripts
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- Photocopiable worksheets index

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- Mid-course test
- End of course test
- Test audio
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STUDENTS' BOOK CONTENTS

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Unit	Language focus	Vocabulary	Skills
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Pronunciation	Task	World culture/ Language live	Study, Practice & Remember
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OVERVIEW

PAGES 6–7

Speaking and listening: Your past and present

Grammar: Past and present verb forms

Common European Framework: Students can present clear, detailed descriptions on a wide range of familiar subjects; can use a sufficient range of language to be able to give clear descriptions.

PAGES 8–9

Reading: Great sibling rivalries

Vocabulary: Relationships

Common European Framework: Students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes; can use a sufficient range of language to be able to give clear descriptions.

PAGES 10–11

Listening and vocabulary: Friendship

Grammar: Uses of auxiliary verbs

Pronunciation: Stressed and unstressed auxiliary verbs

Wordspot: *get*

Common European Framework: Students can keep up with an animated conversation between native speakers; can respond to feelings such as surprise, happiness, sadness and interest.

PAGES 12–13

Task: Keep a conversation going

Common European Framework: Students can initiate, maintain and end discourse appropriately with effective turn taking.

PAGES 14–15

Speaking: Responding to how people feel

Pronunciation: Sounding sympathetic

Writing: Planning and drafting a biography

Common European Framework: Students can respond to feelings such as surprise, happiness, sadness and interest; can write clear, detailed descriptions of real or imaginary events and experiences.

Speaking and listening (PAGE 6)

Your past and present

WARM UP

Bring some photos which show important events in your life, and show them to students, describing what happened. Ask students to select photos from their mobile phones to show their partner and describe.

- 1a As an example, pick one or two of the items A–F and share some information about yourself with the class, writing notes on the board. Give students five minutes to think about their answers and make notes. Walk round and help students with any vocabulary they need, writing any new words/phrases on the board.
- b Students work in pairs to share their ideas. Encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found with the class.

- 2a  1.1 Explain that students are going to listen to six people talking about important things in their lives. Tell students not to worry if they don't understand every word and clarify that they only have to match each speaker to one of the ideas in exercise 1a, and that they'll have a chance to listen again for more detail afterwards. Play the recording and do the first as an example with them. Play the rest of the recording, pausing after each item if necessary. Students check their answers in pairs and then as a class.

ANSWERS:

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

- b Students work in pairs to discuss which speaker mentioned each topic, and what they remember about each of the words in the box. Play the recording again and check the answers.

ANSWERS:

a farm: Speaker 1. He used to go to his aunt and uncle's farm every summer. It was a really special place for him and he loved it.

a coincidence: Speaker 5. She has recently met a woman called Emma, like herself. Emma's husband is called John or Johnny, just like her husband. It gets confusing when they all go out together.

a baby: Speaker 6. This is the baby his cousin and his wife had three weeks earlier. He can't remember the baby's name, but it looks sweet in the photo on Facebook.

a pond: Speaker 4. The house where he was born had a pond at the bottom of the garden. He used to spend hours looking at the fish. The pond was probably dangerous, but nobody worried about it.

working on a film: Speaker 2. The work is really interesting, but she has to be there very early and get up at five, which she hates.

an awful boss: Speaker 3. This is the horrible woman that she first worked for. She really hated her boss and used to discuss her over coffee with her workmate Kathy.

- 3  1.2 Go through the extracts and elicit students' ideas as to the missing words, but don't give any answers yet. Play the recording, pausing after each extract if necessary, for students to write the missing words. Students compare in pairs before checking answers as a class.

ANSWERS:

1 used to go, absolutely loved 2 I work, that start, I'm working on
3 had had a few 4 haven't seen her for 5 we've lost
6 lived there for 7 standing next, started talking 8 looks quite

Language focus 1 (PAGE 7)

Past and present verb forms

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Explain that the quiz is to find out what students know about English verbs. This will help decide what to focus on in later lessons. Students work in pairs to answer the questions. Move around the room while students are working to make sure they understand what to do. In feedback, go through the answers with the class and take note of any generally weak areas for later attention.

ANSWERS:

1
a generally true
b temporary situation
2
met: single action in the past
were working: action in progress at that time

3

- a don't remember
- b owned

Both *remember* and *own* are state verbs, which are not normally used in continuous forms.

4

used to describes habits / states in the past

5

- 1 b 2 a 3 c 4 d

6

had bought

You may want to ask students to read Study 1 on page 131 for a more detailed explanation of past and present verb forms.

PRACTICE

If you think students need more controlled practice before doing this exercise, they could do Practice 1 on pages 131–132 first.

- 1  1.3 Tell students to look at the photo on page 7, and elicit where they think Alek is from and what her job is. Students complete the exercise individually then compare answers in pairs. Explain that the recording includes only the correct verb forms. Play the recording so students can check their answers.

ANSWERS:

- 1 has appeared 2 hasn't been 3 was born 4 broke out
 5 used to play 6 got 7 decided 8 had had 9 got
 10 had moved 11 joined 12 was shopping 13 approached
 14 decided 15 has been 16 also designs 17 has written
 18 is spending 19 was changing 20 is changing

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1A *Me too!* (Past and present verb forms)
Study, practice & remember: Practice 1
Workbook: Language focus 1: *Past and present verb forms*, pages 4–5

Reading (PAGES 8–9)

- Check understanding of *sibling*. Students discuss the questions in pairs. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board. In feedback, nominate students to share any interesting information with the class.
- Focus students' attention on the photos and explain that they show famous siblings. Students work in pairs and discuss what they know before sharing information with the class. Feed in information from the Culture notes below if necessary.

Culture notes

Rudi and Adi Dassler: German shoemakers in the early 20th century. After equipping athletes at the 1928 and 1936 Olympics, they gained reputations as expert shoemakers and went on to found the companies Puma and Adidas.

Venus and Serena Williams: Professional tennis players who have both been ranked World No. 1 by the Women's Tennis Association, and have played against each other in eight Grand Slam finals, as well as playing together in doubles matches.

Noel and Liam Gallagher: British rock musicians who played together in the band Oasis. Noel left the band in 2009 to pursue a solo career, and Liam formed a new band, Beady Eye.

Olivia de Havilland and Joan Fontaine: Both British-American actresses, they are two of the last surviving Hollywood stars from the 1930s. They have both won Academy Awards.

- Go through the questions and check understanding of *rivalry*. Set a time limit of five minutes for students to read the article and answer the questions individually. Students compare their answers in pairs and then check as a class.

ANSWERS:

- 1 Venus and Serena Williams 2 Olivia de Havilland and Joan Fontaine 3 Noel and Liam Gallagher 4 Rudolf and Adi Dassler 5 Venus and Serena Williams 6 Noel and Liam Gallagher

- Students read the article again more carefully and complete the sentences, then check their answers in pairs. Check answers with the whole class.

POSSIBLE ANSWERS:

- ... she was jealous of her looks.
- ... married first and won the Oscar before Olivia did.
- ... won an Oscar but refused to shake her sister's hand.
- ... he was trying to work, but Liam had invited some friends to the studio for a party.
- ... they were very different and eventually fell out permanently.
- ... they sided with one brother or the other.
- ... they've played each other in many major tennis tournament finals.
- ... she still hates seeing photos of the two of them together as she doesn't feel as beautiful as her sister.

- Put the students in small groups to discuss the questions. In feedback, nominate a student from each group to share their ideas with the class, and find out if other students agree.

Vocabulary (PAGE 9)

Relationships

See *Teaching tips: Working with lexis*, page 21.

- Go through the example with the class, and explain that students need to do two things: complete the phrases and try to remember which siblings each sentence refers to. Make sure they don't check with the article yet.
- Students check their answers with the article, then discuss the meanings of the phrases in pairs. Check answers with the class and explain or elicit the meanings of the phrases where necessary.

ANSWERS:

- competing with each other (the author and her sister)
- feels threatened by (the author's sister)
- don't have a lot in common (Olivia de Havilland and Joan Fontaine)
- loathe each other (Olivia de Havilland and Joan Fontaine)
- putting each other down (Noel and Liam Gallagher)
- fell out (Rudolf and Adi Dassler)
- feels inferior to (the author)

Note that when we use phrases 4 and 7 with an object, we link them with the preposition *with*, e.g. *He doesn't have a lot in common with her. Rudolf fell out with his brother.*

- Students work in pairs. Walk round and help with the meaning of the phrases where necessary. Check answers with the class and give further explanations or examples if needed.

POSSIBLE ANSWERS:

- 1 Venus and Serena Williams
- 2 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 3 Noel and Liam Gallagher
- 4 Venus and Serena Williams, the author and her sister (sometimes)
- 5 Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 6 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 7 Venus and Serena Williams

- 3a Go over the examples and elicit one or two more phrases for each list from the class. Students work individually before checking in pairs. Check answers with the class, and drill the phrases chorally and individually, paying attention to linking between words.

ANSWERS:

good relationships: be loyal to each other, be supportive of each other

bad relationships: be jealous of, compete with each other, feel threatened by, not have a lot in common, put each other down, fall out, feel inferior to, not get on with each other, be violent towards each other, not respect each other, their relationship seems destructive

- b Go over the example with the class and make sure students know what to do. Students work in pairs before checking answers with the class. Write any new vocabulary on the board.

POSSIBLE ANSWERS:

be close to each other – be distant from each other
 be loyal to each other – be disloyal to each other
 be supportive of each other – put each other down
 loathe each other – love each other
 be jealous of – be supportive of
 compete with each other – cooperate with each other
 feel threatened by – feel safe with
 not have a lot in common – be very similar
 put each other down – be supportive of each other
 fall out – remain good friends
 feel inferior to – feel equal/superior to
 not get on with each other – get on well with each other
 be violent towards each other – be respectful of each other
 not respect each other – respect each other
 their relationship seems destructive – their relationship seems constructive

- 4a Pick two of the relationships for yourself and describe them to the class as an example. Give students five minutes to think about what they're going to say, and walk round and encourage them to use phrases from exercises 1a and 2.
- b Put students in small groups to discuss their relationships. Go through the example and encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found out with the class.

Vocabulary, exercise 4b: Alternative suggestion

When students have prepared their descriptions, put them in groups and ask them to describe the relationships without saying what the relationship is. Other students listen and guess which relationship they are describing.

Listening and vocabulary (PAGE 10)**Friendship**

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Books closed. Divide the board in two halves and write *positive characteristics* at the top of one section and *negative characteristics* at the top of the other. Elicit an example of each and write it on the board, e.g. *caring, unsympathetic*. Divide the class in two groups and assign a section to each. Give students a minute to discuss and write down as many characteristics as they can. Make sure all students write down the ideas. When the time is up, students form pairs with a member of the other group and compare lists. Elicit ideas from the class as a whole and write them on the board. Ask students to choose some of the adjectives and describe people they know in pairs.

- 1a Students discuss the characteristics in pairs. In feedback, elicit students' ideas and check understanding of the phrases, especially *behind your back* (without you knowing) and *confide in* (you can share secrets with them).

ANSWERS:

3 and 5

- b If you did the Warm up activity, ask students to compare the list in exercise 1a with the lists on the board, then discuss in pairs which is the most important characteristic. Otherwise, ask students to think of two more characteristics in pairs. When they have finished, nominate students to share their ideas with the class.
- 2a  1.4 Go through the questions with the class and make sure students know what to listen for. Play the recording and students answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 Maz's boyfriend
- 2 She doesn't think she and Ben want the same things in life and wonders whether there's much point in staying with him.
- 3 Ben comes across as easy-going and pleasant, but unadventurous, preferring the quiet life. Maz has got plans and ambitions and wants to widen her horizons.
- 4 She promises not to tell anyone about their conversation.

- b  1.5 Students listen to the recording then answer the questions in pairs. Check answers with the class. Check students have understood the answers fully before moving on to exercise 1c.

ANSWERS:

- 1 Anna, Maz's friend
- 2 Anna's conversation with Maz
- 3 Joe is surprised and they both feel sorry for Ben.
- 4 He promises not to say a word to Ben.

- c  1.6 Students listen to the recording then answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 Ben, Maz's boyfriend
- 2 Ben is planning to take Maz on a surprise holiday to Greece after her exams in the summer.
- 3 Joe tries to get Ben to mention the holiday to Maz before he books it, as he knows Maz is considering leaving Ben.
- 4 Ben doesn't really listen to Joe's suggestions, as he is convinced he knows Maz very well and she will love the surprise holiday.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Relationships*, page 6

Listening and vocabulary, exercise 2: Alternative suggestion

Arrange students in three groups, and ask each group to listen to a different conversation. Nominate a student from each group to control the recording and tell them they can listen as many times as they want. Go round and check answers quietly when they have finished. Put students in groups of three, with one member from each of the previous groups, and ask them to summarise the conversations they heard.

- 3 Play all three recordings again, without pausing. Students listen and then summarise the situation in pairs. In feedback, ask one or two pairs to summarise the situation for the class.

ANSWERS:

The four friends all sound sincere and well meaning. Maz is genuinely concerned about the future of her relationship with Ben. Anna is supportive of both Maz and Ben. However, in spite of her promises, Anna cannot resist gossiping to Joe. When Joe hears about Ben's plans to take Maz on holiday, he tries to protect him from the big letdown that he can see coming.

- 4 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and ask if anyone has had any similar experiences.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Friendship*, page 7

Language focus 2 (PAGES 10–11)**Uses of auxiliary verbs**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Go through the example with the class. Students then work individually to complete the sentences before checking in pairs.
- 2  **1.7** Play the recording for students to check their answers, pausing after each sentence if necessary.

ANSWERS:

2 we do have a good time together. 3 will you? 4 Yes, I have actually. 5 Oh, are you? 6 isn't it? 7 I know she will.

GRAMMAR**Uses of auxiliary verbs**

- 1 Elicit what the auxiliary is in the first sentence in the box in exercise 1 with the class. Students then underline the others. Check answers with the class.

ANSWERS:

he is, will you, she will, isn't it, are you, I have, we do

- 2 This will be revision for many students. Either answer the questions with the class or put students into pairs and check their answers at the end.

ANSWERS AND LANGUAGE NOTES:

- 1 isn't it, will you (Remind students that negative sentence = positive tag question, positive sentence = negative tag question. Give more examples if necessary.)
- 2 we do (Auxiliary verbs can be used in positive sentences to add emphasis. Give more examples, e.g. *I do like your dress.*)
- 3 are you (Remind students that the level of interest is shown in the intonation. Here, the very high rising tone shows great interest and surprise.)

- 4 he is, I have (Students will know this very basic usage of auxiliary verbs.)
- 5 he is, I have, are you, she will (Ask students to give you the complete sentence for the first example, i.e. *He says he is interested.* Do the same for the others if necessary.)

Remind students that in 1–5 above the auxiliary must 'agree' with the main verb, e.g. *is – is*. This is also true of the positive forms of the Present simple and Past simple where we do not use the auxiliary in the main sentence, e.g.

She speaks five languages.

Does she?

I started my new job yesterday.

Did you?

You may want to ask students to read Study 2 on page 132 for a more detailed explanation of the uses of auxiliary verbs.

PRACTICE

- 1a  **1.8** Explain that students are going to hear eight short conversations and that you are going to play the first half of each one. Students must then choose the correct response. Play the recording, pausing after each one for students to check answers in pairs. Don't give any answers yet.

Practice, exercise 1a: Alternative suggestion

With stronger classes, ask them to close their books. Pause the recording after each one and ask students to suggest possible responses. Students then open their books and compare their ideas with the options in exercise 1a.

- b  **1.9** Students listen to the complete conversations and check their answers.

ANSWERS:

1 b 2 a 3 c 4 b 5 c 6 b 7 a 8 a

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **1.10** Go through the information with students and play the recording. Play the recording again and pause after each example for students to repeat.
- 2  **1.11** Repeat the procedure used in exercise 1.
- 3 Students work in pairs to practise the conversations from exercise 1b. Walk around and correct pronunciation of the auxiliaries where necessary.

- 2 Students work individually. They then check in pairs before checking as a class.

ANSWERS:

1 do 2 didn't 3 do 4 haven't 5 did 6 didn't
7 can 8 aren't

- 3a If necessary, have an example conversation already prepared to help weaker students. With a stronger class, ask students to write notes instead of full sentences. If time is short, cut the number of conversations.
- b Students practise their conversations in pairs. Tell students they are going to act out one conversation for the class. Give five minutes for practice and, if necessary, correct the pronunciation of auxiliaries. With a large class, divide students into groups or choose only a few pairs to act out their conversations.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1B *Three-person snap* (Uses of auxiliary verbs)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *Uses of auxiliary verbs*, page 7;

Pronunciation: *Stressed and unstressed auxiliary verbs*, page 8

Wordspot (PAGE 11)

get

See *Teaching tips: Working with lexis*, page 21.

- 1 Introduce this Wordspot by asking students how they would translate *get* into their language, to show them it has many meanings. Check that students understand the verbs in the box (*catch, obtain/receive*, etc.). Tell them that the diagram on page 11 shows some examples with *get*, but the headings explaining the meanings are missing. Go through the example, then students write the other headings in the diagram. Check answers with the class and give examples to show meaning if necessary.

ANSWERS:

2 understand 3 obtain/receive 4 arrive 5 catch

- 2 Give students a few minutes to put the phrases in the correct sections of the diagram. If necessary, give example sentences to help students with the meaning.

ANSWERS:

become: get angry, get lost, get better/worse, get stuck

understand: get a joke

obtain/receive: get a better job, get a shock, get \$50,000 a year

arrive: get to work

catch: get an early flight, get a cold

phrasal verbs: get on with your work, get over an illness

- 3 Put students in pairs and ask one to look at page 126 and the other to look at page 128. As an example, ask one student A to read out the first question and get his or her partner, student B, to answer. Ask the pairs to do the same with all the other questions and answers.
- 4a Give students a few minutes to think about the questions they need to ask, e.g. *What time did you get home last night?* or *Did you get home late last night?* If your classroom is quite open, get students to move around the room asking their questions. If not, students can ask the others sitting near them.
- b Students report back to the class, e.g. *Silvia got home late last night. Anna rarely gets angry.*

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1C *Get circles (get)*

Workbook: Wordspot: *get*, page 8

Task (PAGES 12–13)

Keep a conversation going

See *Teaching tips: Making tasks work*, page 23.

WARM UP

Write the following questions on the board:

What do you find difficult when having a conversation in English?

What strategies do you use to keep a conversation going?

Put students in small groups to discuss the questions. When they have finished, choose students from each group to share their ideas with the class.

Preparation (PAGES 12–13)

Reading and listening

- 1 Give students time to read the rules and let them ask any questions they may have. Check understanding of *clockwise*. When they have finished, check understanding by asking questions, e.g. *What is the aim of the game? How long do the players have to keep the conversation going? Who judges if Players A and B are following the rules?* etc.
- 2  **1.12** Go through the questions and make sure students know what to listen for. Students listen to the recording then check answers in pairs before checking with the class.

ANSWERS:

1

Player 1 – What are the pros and cons of coming from a large family?

Player 2 – Who have you fallen out with in the past? Why did you fall out?

Player 3 – What is the ideal age to get married and why?

2

Set 2

3

Set 1 – The man didn't give full answers.

Set 3 – The woman didn't keep the conversation going.

Task (PAGES 12–13)

Speaking

- 1 Set a strict time limit of five minutes for this. Allow students to take notes if they want to, but make sure they don't write full sentences. Go round and help where necessary.
- 2 Go through the phrases in the Useful language box and drill them with the class. Put students in groups of three or four to play the game. As they are playing, walk around and be on hand to help where necessary, but try not to interrupt students while they are playing.
- 3 Students discuss the questions in their groups. In feedback, nominate students from each group to share their ideas with the class.

Share your task

Some additional ideas could include:

- Students prepare pictures and/or objects related to what they're talking about. They then film themselves, referring to the pictures/objects as they talk.
- Students record/film the questions and answers as an interview, including follow-up questions.
- Student record/film themselves without saying which question they're answering. They then play their recording for the class to guess which question they're answering.
- Students record/film themselves, but include one 'small' lie in their answer. Other students then listen/watch and try to guess what the lie is.

Language live (PAGES 14–15)

Speaking (PAGE 14)

Responding to how people feel

- 1 Check that students understand *sympathetic* and do not confuse it with 'generally nice or kind'. For example, a sympathetic person is someone who will listen to you, try to understand your feelings and help you when you are upset. Put students into pairs to discuss the questions.
- 2  **1.13** Set the first question only and tell students not to write sentences, only short notes. Play the recording without pausing. Check answers as a class. Set the other two questions and check the meaning of *reasonably*. Tell students to write short notes. Play the recording again, pausing after each conversation so students can write their answers. Put students into pairs to compare, and play the recording again if necessary. Check answers as a class.

ANSWERS:

Conversation 1

- 1 He has just started a new job as an assistant manager, but he feels that his boss is ignoring all his suggestions.
- 2 very sympathetic
- 3 She suggests he tries talking to someone about it, possibly even to his boss.

Conversation 2

- 1 She and her companion are stuck in a traffic jam and she is worried that they are going to miss their appointment.
- 2 reasonably sympathetic
- 3 He offers to call the people they've got the appointment with.

Conversation 3

- 1 Linda's come home to find Tony (probably her cat) missing.
- 2 reasonably sympathetic
- 3 Simon suggests looking under the bed, or calling him in the garden.

- 3 Students read through the phrases in the box and the situations in pairs. Check the meaning of *spilled*, *row*, and *hairstyle*. Ask students if all the situations are equally serious. Elicit responses for the first situation as an example, then give students a few minutes to do the others. Check answers as a whole class.

POSSIBLE ANSWERS:

You must be really worried. 5
 Don't take any notice of him/her. 2
 Don't worry, it doesn't matter. 1, 3, 6
 Try not to worry about it. 2, 3, 5, 7
 Just ignore him/her/it/them. 2, 6
 There's no point in getting upset. 2, 3
 That sounds awful! 2
 How annoying! 2, 6
 Cheer up! 3, 4, 6, 7
 Never mind. 1, 2, 3, 4, 6
 Calm down! 4, 7
 What a shame! 3

- 4 Explain that an appropriate response in one situation could sound unsympathetic or excessive in other situations. Students discuss the question in pairs before checking with the class.

POSSIBLE ANSWERS:

- 1 It would be rude to say *How annoying!* to a visitor who had spilled his or her drink.
- 6 It would be unfeeling to say *Don't worry, it doesn't matter.* to a friend who is worried because his or her mother is going into hospital.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **1.14** Start by saying one of the sentences from exercise 3 sympathetically and then unsympathetically. Ask students to tell you which is which. If they have problems hearing the intonation, exaggerate it. Explain that you need to use the correct intonation if you want to sound sympathetic. Play the recording without pausing for students to decide which sentence in each pair sounds more sympathetic. Students check in pairs before checking answers as a class.

ANSWERS:

1 b 2 a 3 b 4 b 5 b

- 2  **1.15** Play the recording, pausing after each phrase, and ask students to repeat. Correct if necessary.

- 5 Put students in pairs and give them ten minutes to choose a situation from exercise 3 and to prepare a conversation similar to those they heard in exercise 2. Walk round the class, helping students with language and providing vocabulary. If students find this difficult, refer them to the audio script on page 168 as a model. If some pairs finish early, get them to choose another situation and write a second conversation.
- 6 Students practise their conversations in pairs, paying attention to intonation. After a few minutes, ask them to change roles so that everyone practises sounding sympathetic. Walk round the class and correct if necessary. Then get each pair to act out their conversation for the class. With a large class, select a limited number of students to act out their conversations. If they want to, students could use their mobile phones to record their conversations.

Writing (PAGES 14–15)

Planning and drafting a biography

- 1a This discussion should be brief. During feedback ask students to compare what they do in their own language and in English.
- 1b Explain that the 'Five steps to better writing' on page 133 gives good ideas about drafting a piece of writing. Give time for students to read the advice, and help with any new vocabulary.
- 2a Ask students to read notes A and B quickly, and then work in pairs to decide which of the five steps in the writing process the notes illustrate. Check answers with the class.

ANSWERS:

A: 1 Preparing and gathering information

B: 2 Structuring

The last stage is 5 Final draft.

- 1b Do an example with the students. Put them in pairs and ask them to discuss the question. Check the answers with the class.

POSSIBLE ANSWERS:

Paragraph 1: e, i

Paragraph 3: d, e, f, h, i

Paragraph 2: a, b, c, g, j

Paragraph 4: a, b, f, g, j

- 3a Ask students to tell you who is in the photo and what they know about her. Put them in pairs to name as many of her films as they can, then check answers with the class. Ask which of the films students have seen.

ANSWERS:

Meryl Streep

Her films include: *The Deer Hunter*, *Kramer vs. Kramer*, *Sophie's Choice*, *Out of Africa*, *Postcards from the Edge*, *Death Becomes Her*, *The Bridges of Madison County*, *One True Thing*, *Music of the Heart*, *Adaptation*, *The Devil Wears Prada*, *Mamma Mia!*, *The Iron Lady* and *Hope Springs*

- b Do an example with the class and tell them to use dictionaries or their mobile phones for the spelling mistakes if necessary. Check the answers, then ask students in which steps of the writing process they should check their work like this. (Answer: steps 3 and 4.) Tell them it is always very important to check their writing carefully.

ANSWERS:

Spelling: a year latter; Steep

Punctuation: giving performances, that attract; *Music of the Heart* a role; victim or *The Iron Lady*

Grammar: enrolled in (not exactly incorrect; AmE usage, BrE would be at) Her first film role has been; Contrast this to; She is married ... since 1978

Missing words: changed mind; her successful film to date

- 4a Go through the topics and ask students to choose one, helping with ideas where necessary. If you have internet access, allow students time to research the person they chose, or suggest they use their mobile phones to do so.
- b As students write their first drafts, go round and guide them as necessary. Give them plenty of time to write their drafts.
- 5a When students have completed their first drafts, ask them to check their work, paying particular attention to the verb forms they revised on page 7. When they are ready, ask them to check each other's drafts in pairs. Go round and help with any queries.
- b Students write their final drafts. When they have finished, ask them to swap drafts with a different partner from exercise 5a. They then read each other's drafts. In feedback, ask students to share any interesting information they found out with the class.

Writing, exercises 4–5: Alternative suggestion

If you are short of time, you could ask students to research a famous person online for homework, then do the writing in the following class.

ADDITIONAL PRACTICE

➔ **Workbook:** Language live: *Responding to how people feel*, page 8;

Writing: *Planning and drafting a biography*, page 9

Study, practice & remember

(PAGES 131–133)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1**ANSWERS:**

1

1 F, T, F 2 F, T, F 3 F, T, T 4 F, T, F

2

1 used to play 2 lived 3 is looking after 4 had started
5 was reading 6 saw 7 're having 8 Was it raining
9 Does, belong

Practice 2**ANSWERS:**

1

2 do you? 3 she is now 4 Has he? 5 Yes, I did.
6 doesn't she? 7 Haven't you?

2

1 do love 2 does make 3 did hear 4 do think
5 did wait 6 do speak

3

1 b 2 g 3 e 4 d 5 h 6 a 7 f 8 i 9 c 10 j

Remember these words**ANSWERS:**

1

1 competitive 2 to destroy 3 respected, respectful
4 to support 5 trusted, trusting, trustworthy

2

Students' own answers

3

1 down 2 on 3 on 4 out 5 over

4

1 get lost 2 get the joke 3 got stuck 4 get a better job
5 got a shock 6 get over it

Study tips

These exercises can be done in class or at home. If done for homework, students can bring them to the next class and have a discussion based on their answers.

- Books closed. Ask students to list their three biggest problems with written English and then compare with a partner. Students open their books and discuss which of the things in the list they find difficult.
- Students read the steps then discuss which they already do in pairs. In feedback, ask students to share their ideas, and elicit any other ideas they have for writing more effectively in English.
- Refer students back to the qualities they discussed on page 10 of the Students' Book. Students write their drafts individually and then discuss the differences in pairs.