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Overview

Lead-in	Vocabulary: Family / Relationships
1.1	<p>Can do: Take part in a conversation and make small talk</p> <p>Grammar: Overview (1): the present and future</p> <p>Vocabulary: Ways of speaking</p> <p>Speaking and Pronunciation: How to... make a good first impression</p> <p>Reading: First impressions</p>
1.2	<p>Can do: Express your opinion and manage a conversation</p> <p>Grammar: Overview (2): the past</p> <p>Vocabulary: Making adjectives from nouns</p> <p>Speaking and Pronunciation: Intonation: sounding tentative</p> <p>How to ... manage a conversation</p> <p>Listening: A juggling family</p> <p>Reading: Who comes first?</p>
1.3	<p>Can do: Talk about obligations and abilities</p> <p>Grammar: Obligation and ability</p> <p>Vocabulary: Keeping in touch</p> <p>Speaking and Pronunciation: Connected speech (1)</p> <p>Reading: Mobile mad</p>
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Extra resources	ActiveTeach and ActiveBook

CEFR Can do objectives

- 1.1 Take part in a conversation and make small talk
 1.2 Express your opinion and manage a conversation
 1.3 Talk about obligations and abilities
Communication Talk about past and present members of your family
Writing bank Write personally, highlighting the significance of experiences

CEFR Portfolio ideas

- a)** In pairs, write a list of as many things as you can that you have in common. Try to think of interesting or unusual things (e.g. having the same zodiac sign).
b) Imagine your partner is looking for a new flatmate. Introduce yourselves and try to get to know each other. Try to make a good first impression. Use the language in the How to... box on page 10 and record it on video.
c) Create a family tree for you and your relatives. Under each name, include notes containing details of their personality, hobbies and any other interesting information.
d) You have returned from a language course. Write to a friend describing it. Include details of the school, social activities, your accommodation, etc.

Lead-in

OPTIONAL WARMER

Write the following headings on the board: *family relationships* and *non-family relationships*. Ask Ss to decide under which heading these words should go: *colleague* and *cousin* (*cousin* = family relationships; *colleague* = non-family relationships). Give Ss one minute to brainstorm words under each heading in pairs.

1 ▶ Ss look at the photos and discuss what they think the relationships could be between the people.

Suggested answers

Main photo: an extended family (aunts, uncles, cousins, etc.)
 Top photo: sisters or close friends
 Middle photo: colleagues
 Bottom photo: friends or neighbours

2 ▶ Focus Ss on the words from the box. Elicit the meanings of these expressions: *partner* (someone you are having a serious relationship with); *step-sister* (a girl or a woman whose father or mother has married your father or mother); *half-brother* (a brother who is the child of only one of your parents); *sibling* (a brother or sister); *acquaintance* (someone you know, but not very well); *soulmate* (someone you feel close to because you share or understand the same emotions and interests); *close friend* (someone you are good friends with). Focus Ss' attention on the hyphens in *step-sister* and *half-brother*.

▶ Ask Ss to talk in pairs about two of the people from the box and their relationship with them.

▶ Get feedback from various Ss. Ask: *How many of you are closest to a sibling? How many to a friend?*

3a ▶ Ask Ss to read the sentences, focus on the underlined phrases and try to work out what they mean. Do the first one as a whole class, especially if Ss are not used to this type of exercise. Ss read Sentence 1. Ask: *Is the speaker a confident or a shy person? (shy) What do you think 'come across as' might mean? (to give an impression to others based on the way you behave) What word(s) help you guess the meaning? (but I'm shy really).*

▶ Ss complete the rest of the exercise individually. Check the answers with the whole class.

Answers

- 1 seem to be
- 2 meet by chance
- 3 make people think well of you when they first meet you
- 4 have similar attitudes and views on things
- 5 stay in contact with
- 6 make decisions about people based on what they look like
- 7 talking in person
- 8 like someone as soon as you meet them for the first time

b ▶ Ss discuss the sentences in small groups. Elicit opinions during whole class feedback.

1.1 First impressions

In this lesson, Ss read a website where various people give their views about the importance of making a good first impression. Ss practise greetings and making small talk.

OPTIONAL WARMER

Ask Ss to talk in pairs and compare and contrast the following situations: going to a party where you know almost everyone and going to a party where you know hardly anyone; sitting beside someone you have never met before at a dinner party and sitting next to your best friend; accepting a lift from a colleague to a work meeting you don't know well and driving alone.

Reading

1 ▶ Ask Ss to look at the photo. Elicit where the people are (a garden party) and whether the people know each other well or not (they are standing quite far apart so they probably don't know each other well). Ask Ss to compare the relationship between the people at the front of the photo and the people behind them (the people standing behind are closer and might be good friends).

▶ Ss look at the four situations and decide which one might apply to the photo. They then discuss with a partner the type of things they might talk about in each situation (e.g. *I would talk about my boss with work colleagues but not with new neighbours; I would talk about public transport in my area to both new neighbours and classmates, etc.*). Get feedback from the whole class, focusing on the topics that could be discussed in each of the situations.

2 ▶ Ask Ss to read the website and answer the question. Let them compare with a partner.

Suggested answers

Ana: shy, nervous

Mark: likes meeting new people, confident

Jelena: nervous but aware that others are feeling nervous too

3 ▶ Ss read the website again and answer the questions.

Answers

- 1 a few seconds
- 2 she thinks it is a good way to start a conversation
- 3 she feels more confident when she is wearing clothes she feels good in
- 4 yes, they form an instant opinion about people
- 5 he doesn't like it when people are either too formal or informal when they meet people for the first time
- 6 to treat people as you want them to treat you
- 7 no, she thinks it is important not to dominate the conversation and to listen to other people.

4 ▶ Ss discuss the questions in pairs. Go round the class monitoring their conversations and note down any errors you hear which you may like to deal with during feedback.

Grammar | overview (1): the present and future

5 ▶ Explain to Ss that you are going to quickly review present and future verb forms. Ss should be fairly familiar with this grammar already.

▶ Ss match the underlined verbs in the sentences to the uses in the Active grammar box. Ss compare their answers with a partner, then get feedback from the whole class.

Answers

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

▶ Focus Ss' attention on the difference between state and active verbs. Ask: *Which of the following are state verbs: run, speak, believe, own, buy, remember, laugh, understand? (believe, own, remember, understand).*

Explain that we do not usually use state verbs with continuous forms. If you feel that Ss are ready, write the following sentences on the board: *The rose smells beautiful* and *I am smelling the rose*. Ask Ss to distinguish between the two uses of *smell* (the first is the state of the rose, not an action and the second is the action of someone smelling the rose).

6 ▶ Ss find and correct the mistakes in pairs. Get feedback from the whole class, asking Ss to identify the use from the Active grammar box for each correct sentence. Explain to Ss that it is often possible to use both *will* and *going to* in order to make predictions; it depends on how sure the speaker is that something will happen.

Answers

- 1 I'll make (h)
- 2 He's meeting (f)
- 3 She always arrives (a)
- 4 I'm going to study (i)
- 5 My cousin is living (e)
- 6 I'm going to have (j)
- 7 I like (b)
- 8 He's listening (d)

7a ▶ You could start the discussion by asking various Ss questions about the first topic (e.g. *Do you live in this area? Where are you staying while you are doing this course? How do you get here? Do you have your own room? etc.*).

b ▶ Get feedback from the whole class. For large classes, Ss can work in big groups (8–10 students) for this activity.

8 ▶ Focus students on the Lifelong learning box. Point out that good language learners notice things about language and think about the choice of words used in texts and conversation. Ss read the Lifelong learning box and discuss the questions with a partner.

► Encourage Ss to notice the choice of language used by native speakers, thinking about why a particular grammatical form was used (or not used) and what its use implies about the speaker's attitude.

Possible answers

- 1 In a), the speaker is making an instant decision based on their first impression. In b), the speaker is giving advice. In c), the speaker has thought about what they plan to do at the next party.
- 2 In a), *I'm going to avoid you*. In b), *Don't talk down to them*. In c), *I'll do that*.
- 3 In a), *I'm going to avoid you* could be used if the speaker has a sure intention of doing this. In b), *Don't talk down to them* could be used for stronger advice. In c), *I'll do that* could be used if the plan is just an idea and less thought through.

Vocabulary | ways of speaking

OPTIONAL LEAD-IN

Tell Ss you are going to focus on an imaginary new word: *blutted*. Write or say the following sentence: *My friend leaned over and 'blutted' her news in my ear because she didn't want the other people on the bus to hear what she was saying*. Ask Ss: *Is 'blutted' a verb, a noun or an adjective?* (a regular verb 'to blut' with an -ed ending). Then ask: *What do you think 'blutted' means?* (speak quietly). Ask: *How do you know?* (we know it is a verb in the past tense and the surrounding context helps with the meaning: *didn't want others to hear, did it in someone's ear, etc.*).

9 ► Explain to Ss that you are going to focus on verbs and expressions which describe different ways of speaking. Ss find the words in the box in the website on page 8. Tell them they cannot use their dictionaries but they must use the surrounding words to guess what the verbs and expressions mean. Ss compare their answers with a partner.

Answers

chat: have an informal conversation
gossip: talk about other people and what is happening in their lives
make small talk: talk about unimportant things, often to someone you don't know very well
greet someone: say hello
give someone a compliment: make a remark that expresses approval or admiration about someone
boast: tell others how good/successful you are
mumble: speak indistinctly
speak up: ask someone to speak more loudly
talk down to someone: speak in a superior, patronising way to someone
stumble over your words: make mistakes when speaking or not speaking clearly, perhaps due to nervousness or shyness

10a ► Ss choose the best option for each of the sentences. Ss compare their answers with a partner.

Answers

- 1 chatting
- 2 give them a compliment
- 3 make small talk
- 4 mumbled
- 5 talking down
- 6 stumble over my words
- 7 greeting
- 8 Boasting
- 9 speak up
- 10 Gossiping

b ► Ss discuss the ten statements with a partner. Get feedback from the whole class, focusing on two or three of the statements which might generate most discussion.

► If you are moving on to exercise 11a, leave statement 3 till last and use this as a transition to the listening text in exercise 11a. Ask Ss: *Who thinks hobbies and the weather are the best topics for making small talk? What other topics are good for making small talk?*

Speaking

OPTIONAL LEAD-IN

Direct Ss' attention to the box of words. Ask Ss: *Are these topics good for making small talk?* Elicit ways of starting/continuing a conversation using these topics (e.g. travel – *How long did it take you to get here today?* weather – *The weather has been lovely recently, hasn't it?*). Write Ss' suggestions on the board. Then Ss discuss topics/phrases with a partner and decide which they would or wouldn't use.

11a ►  1.2 Ask Ss to read through the questions then play the recording. Ss listen and answer the questions.

Answers

- 1 waiting for a Spanish lesson to start
- 2 yes, because they agree to go home together afterwards
- 3 hobbies (learning Spanish); work; travel; where you live; how you feel

b ► Focus Ss on the How to... box. Play the recording again. Ss listen and note an additional phrase for each heading. Get feedback from the whole class.

Answers

Greet someone: *Pleased to meet you; A pleasure to meet you too.*
 Try to find out what you have in common: *Did you come by bus? What's your job? What do you do? What about you?*
 Sound interested in the person: *That sounds fun!*
 Finish the conversation politely: *It's been really nice talking to you.*

► Focus on the stress and intonation patterns of these phrases and demonstrate how to use your voice to sound interested and polite. Ss practise saying the expressions.

12a ► Give Ss a few minutes to prepare what they might say in a conversation with someone they haven't met before. Focus on the headings and expressions from exercise 11b.

b ► Ss work in pairs. Try to ensure that each student is working with someone they haven't met/worked with before. Ss practise meeting and starting conversations.

c ► Ss and give each other feedback on their first impressions and how they might improve their small talk skills.

OPTIONAL EXTENSION

Tell Ss to imagine they are at a party where they have to meet and spend three minutes talking to at least five people they don't know. Ss mingle in large groups or as a whole class. Signal to Ss when each three-minute stage begins and finishes. After each three-minute conversation, Ss move on to talk to someone new.

1.2 Family ties

In this lesson, Ss listen to a radio programme about an usual family of jugglers, the Boehmers. They read an article about birth order and its effects on career choices and personality and then discuss key issues relating to this topic.

Listening

The Boehmer family is the world's largest family of jugglers and has won a number of awards, performing all over the US and beyond. They have been performing to audiences with their varied juggling, gymnastics and unicycling skills for over a decade.

OPTIONAL WARMER

Introduce the idea of circus skills with the class. Elicit different types of circus skills and write them on the board (e.g. *juggling, tightrope walking, acrobatics, trapeze, plate-spinning, clowns, knife-throwing, fire-eating*). Ss discuss the following questions with a partner: *Have you even seen these circus skills in action? Which ones do you like/not like to watch? Why/Why not? Can you do any of these skills?*

1a ► Ss look at the photo and discuss what they think the Boehmer family does.

b ►  1.3 Tell Ss they are going to hear the recording twice. The first time, they must listen to get the general idea of the text. Then they will listen a second time for more detail.

► Ss look through the questions. Then play the recording. Ss listen and answer the questions. Then they compare with a partner.

Answers

- 1 eleven
- 2 They are the largest family of jugglers in the world.
- 3 They love it.

2 ► Ss read through the more detailed questions. Then, play the recording again. Ss listen and answer the questions. Then they compare with a partner.

Answers

- 1 His job meant he had to travel a lot and he found long periods in hotel rooms boring so he decided to take up a new hobby and teach himself how to juggle.
- 2 Larry demonstrated his juggling to his children and they wanted to learn too.
- 3 At an amusement park.
- 4 He was born with only one arm but is a champion juggler in his own right.
- 5 Anybody can do it if they practise and persist at it.

3a ▶ Tell Ss that they are going to focus on some of the expressions from the radio programme. Ask Ss to look at the underlined expressions in the audioscript on page 162 and work out what they might mean. Remind Ss that using the context and the sentences around the expressions will help them. Get feedback from the whole class.

Answers

juggle several tasks at once: to be able to do several things at the same time
take up a new hobby: to begin a new pastime activity
only too happy about that: was very willing to do it
it all went from strength to strength: got better and better
they picked up on different things: learn easily
to put your mind to it: to make a firm decision to do something and focus on it

b ▶ In pairs, Ss summarise what they heard on the radio programme using the phrases in exercise 3a as appropriate. Encourage them not to include every detail but just to give a summary of the most important points.

4 ▶ Ss discuss the four questions in small groups of three or four.

Grammar | overview (2): the past

5a ▶ Ss read the extract and identify the underlined verb forms. Quickly review the positive, negative and interrogative forms for the Past Simple, Past Continuous and Past Perfect Simple.

Answers

Past Simple: *taught, went, showed*
Past Continuous: *was working, was feeling*
Past Perfect Simple: *had spent, had mastered*

b ▶ Ss match the tenses with their uses. Then they compare answers in pairs.

Active grammar

- 1 A
- 2 C
- 3 B

▶ Draw Ss' attention to the Reference on page 19. Give Ss time to read through the section relating to this language point. Answer any questions that might arise. Alternatively, Ss could read this for homework.

6 ▶ Ss choose the correct form in order to complete the sentences. Ss check answers with a partner.

Answers

- | | |
|--------------|----------------|
| A | B |
| 1 was living | 4 were waiting |
| 2 wanted | 5 had started |
| 3 had taken | 6 bought |

7a ▶ Ss complete the story by using the correct form of the verbs in brackets. Then they compare with a partner.

Answers

- | | |
|------------------|--------------------|
| 1 had heard | 7 went |
| 2 hadn't thought | 8 realised |
| 3 were living | 9 had given |
| 4 had | 10 didn't know |
| 5 started | 11 had learned |
| 6 were working | 12 were growing up |

b ▶ Ss write sentences about themselves using the prompts given.

c ▶ Ss compare their sentences with a partner.

Reading

OPTIONAL LEAD-IN

Give the four corners of the room the following titles: *oldest child; middle child; youngest child; only child*. Ss go to the corner which corresponds to their place in their family. Ss then discuss the questions in exercise 8 with other students in the same corner. If there is only one student in a corner, allow them to choose another birth-order group to join.

8 ▶ Ss discuss the questions in pairs. Get feedback from the whole class and ask: *How many of you feel it is best to be the oldest/youngest/middle/only child in a family?*

9 ▶ Explain to Ss that they are going to read the article twice. The first time, they will read very quickly, just to get the general idea of the article. They will then have an opportunity to read the article again more slowly and in more detail. Direct Ss to the summaries in exercise 9 before they read. Give Ss two minutes to get an overview of the article and choose the best summary.

Answer

3

10a ▶ Ss read the article again and decide if the statements are true or false. Encourage them to underline the part of the article which tells them the answers. Ss compare their answers in pairs.

Answers

- 1 T
- 2 T
- 3 F
- 4 F
- 5 T

b ▶ Ss discuss the statements. Encourage them to justify their opinions with examples from their own family or a family they know. Elicit opinions and examples from two or three Ss during feedback.

OPTIONAL EXTENSION

Write the following definitions on the board. Ask Ss to find words in the article which correspond to each definition.

- 1 *what you think/hope will happen* (paragraph 2 – *expectations*)
- 2 *wanting to keep someone safe from harm or danger* (paragraph 3 – *protective*)
- 3 *the negative part or disadvantage of something* (paragraph 3 – *downside*)
- 4 *a positive opinion about someone or something* (paragraph 4 – *approval*)
- 5 *doing something which might have dangerous or harmful consequences* (paragraph 5 – *risk-taking*)
- 6 *deliberately not obeying rules or people in authority* (paragraph 6 – *rebellious*)
- 7 *to be in a tight space between two other things* (paragraph 7 – *sandwiched*)

Vocabulary | making adjectives from nouns

11 ▶ Write these words on the board: *intellect* and *intellectual*. Ask: *Which one is a noun and which is an adjective?* (*intellect* = noun; *intellectual* = adjective). Focus Ss' attention on the table and ask them to complete the missing words. Ss check their answers in the article.

Answers

- | | |
|----------------|---------------|
| 1 intellectual | 5 responsible |
| 2 artistic | 6 success |
| 3 jealousy | 7 frustrating |
| 4 loneliness | 8 skilful |

12 ▶ Ss complete the sentences with the most appropriate word from the table. Ss compare their answers with a partner.

Answers

- | | |
|------------------|----------------|
| 1 skill | 5 intellectual |
| 2 artistic | 6 jealous |
| 3 lonely | 7 frustration |
| 4 responsibility | 8 successful |

Speaking

13a ▶  1.4 Play the recording. Ask Ss to decide what the topic of conversation is and whether the speakers agree or disagree with each other.

Suggested answer

They are discussing relationships between older and younger siblings and attitudes of parents to children depending on their position in the family. They disagree on whether younger children look up to an older sibling and on whether parents are more liberal towards younger children.

b ▶ Ss focus on the language in the How to... box. Play the recording again. Ss listen and complete the sentences in the box. Ss check answers in pairs, then as a whole class.

Answers

What do you think about that?
So, you're the middle child then?
That's not the experience that I had ...
I think it's quite similar.
That's quite interesting.
I suppose it must be the case for some ...

Pronunciation | intonation: sounding tentative**OPTIONAL LEAD-IN**

Write the following sentences on the board: *Only children are lonely.* and *Parents are very strict on the oldest child.* Say the first sentence as a statement you firmly believe and the second in a more tentative way, using a wider range of intonation, dragging out words a little more and pausing between words. Ask Ss: *Which statement do I feel more confident about?* Say the two statements again, being more tentative about the first. Ask: *Which do I feel more confident about now? How do you know?* Elicit how we use our voice to convey we are tentative/sure about things.

14a ▶  1.5 Play the recording. Ss listen and decide which extracts are more confident statements and which are more tentative. Ss compare their answers with a partner.

Answers

confident: 2, 3
tentative: 1, 4

b ▶ Play the recording again. Ss read the underlined parts of the audioscript on page 162 as they listen.

▶ Ss practise saying the sentences with a partner.

OPTIONAL EXTENSION

In pairs, Ss take turns to say one of the sentences from exercise 15 in either a confident or a tentative way. The other student must guess whether they are sure/not very sure about what they are saying in each case.

15 ▶ Before starting the discussions, ask Ss to read through the five sentences individually and to decide how strongly they agree/disagree with each one using a scale of 1 to 10. Ss then discuss two of the statements they feel strongly about in small groups. Encourage them to use expressions from the How to... box and to be conscious of their intonation as they speak.

▶ Get feedback from the whole class, focusing on the statements which the Ss disagreed most strongly about.

1.3 Mobile connections

In this lesson, Ss will read about the increased use of mobile phones in Japan and some of the implications of this, particularly for children. Ss discuss these issues and practise talking about their obligations and abilities in relation to keeping in touch with friends and family.

Mobile phones, instant communication and new technology are dominating people's lives more and more. While there are clearly many benefits from these innovations, there are also potential disadvantages, which we don't yet fully understand.

Reading

OPTIONAL WARMER

Ask Ss to take out their mobile phones and show them to a partner. They explain to each other why they chose this particular phone (colour, mobile provider, range of Apps, etc.); what ringtones they have chosen; what they have chosen as the screensaver for their phone.

If a student doesn't have a mobile phone, they can explain why not.

1 ▶ Ss discuss the questions in small groups. Ask for two or three opinions from the whole class. In whole class feedback, elicit the advantages and disadvantages of mobile phones for children.

2 ▶ Read through the topics with the class. Ss then read the article and tick the topics which are referred to. Ss check answers in pairs, then as a whole class.

Answers

1, 3, 6, 7, 9, 10

3 ▶ Ss read the article again and make brief notes about each of the topics ticked in exercise 2. Ask Ss to stop after they have made notes about the first topic so that you can give feedback and demonstrate to Ss the level of detail required. Ss then complete the rest of the exercise individually. Then Ss compare answers with a partner.

Answers

- 1 one third of 4–15-year-olds in Tokyo; over half of Japanese high-school students
- 3 'lifestyle', parents, to keep in touch with friends
- 6 22% talk at least 10 times a day; 45% send at least 10 messages a day
- 7 mobile phones may lead to superficial rather than genuine conversations and affect the quality of relationships
- 9 children read less
- 10 increased health risk for children from using handsets

OPTIONAL EXTENSION

Write the following sentence on the board: *There are a number of worrying issues that have arisen from the increasing use of mobile phones among young people.* Explain that this is the first sentence in a short summary of the article. Ss use their notes from exercise 3 to practise the skill of summary writing. First, Ss identify the main points of the article. They must only choose three or five points. Ss discuss which points they have chosen with a partner.

Then Ss write one paragraph in which they summarise the main points of the article beginning with the sentence on the board. Remind Ss to only include the main points and not too much detail.

Tips for summary writing:

- 1 identify the main points first;
- 2 avoid repeating sentences/phrases directly from the original text – make notes of the main points and try to explain the idea in your own words;
- 3 organise your ideas in a clear and logical way;
- 4 do not include examples, quotations or additional details from the text in the summary;
- 5 keep the summary brief – try to use fewer words than in the original to describe the main points;
- 6 do not give your own opinion in the summary.

4 ▶ Ss discuss the questions in small groups. Elicit Ss' opinions during whole class feedback.

OPTIONAL EXTENSION

If Ss have access to the Internet, they could do a mini-project to find out more predictions about how mobile phones will change in the next five years. Ask them to think about the following topics: usage; design; banning phones in cinemas, etc.

Ss report back on their findings in the next class.

Vocabulary | keeping in touch

5a ▶ Ss find the verb phrases in the article and use the surrounding sentences to work out what the different phrases with touch mean. Do not give feedback yet.

b ▶ Ss work with a partner to answer the two questions. Get feedback from the whole class on the meaning of these verb phrases.

Answers

- 1 *to stay in touch; to keep in touch* (to maintain contact)
- 2 *to be in touch/to be out of touch* (to be in/out of contact with someone)
to get in touch/to lose touch (to contact someone/to no longer be in contact with someone)
to touch base means to contact friends or home just to check for any news

6a ▶ Ss delete the incorrect word from each sentence. Then they compare answers with a partner.

Answers

- | | | |
|-------|------|--------|
| 1 of | 4 am | 7 base |
| 2 in | 5 in | |
| 3 the | 6 be | |

b ▶ Ss read the sentences again and tick which ones are true for themselves. Point out that they can change the wording of the other sentences to make them true.

c ▶ Ss discuss their sentences with a partner. Encourage Ss to ask for and give details about how they feel about keeping in touch/losing touch/touching base with friends and family.

OPTIONAL EXTENSION

Write the following headings on the board: *Mobile phones on the bus/train; mobile phones while driving; mobile phones on holiday; mobile phones in the cinema/classroom; mobile phones at the dinner table/while talking to someone else*. Ss discuss their views on mobile phone etiquette for these situations. Encourage Ss to use phrasal verbs from exercise 5a when describing their views. Get feedback from the class about any rules for using mobile phones.

Grammar | obligation and ability

OPTIONAL LEAD-IN

Write the following modal verbs on the board: *can, can't, have to, don't have to, should, shouldn't, must, mustn't*. Ask Ss to make sentences using one of the modal verbs as you call out the following situations: *pay for calls by monthly bill* (e.g. you don't have to pay for calls by monthly bill); *charge the battery regularly* (e.g. you have to charge the battery regularly); *use the Internet* (you can use the Internet on your phone); *text friends during class* (e.g. you shouldn't text friends during class); *turn off your phone on an airplane* (e.g. you must turn off your phone on an airplane). After demonstrating one or two cues and answers, extend this activity by dividing the class into two teams. Each team thinks of five situations relating to mobile phones. Then, each team takes turns to call out a situation and the other team makes a correct sentence using a modal verb.

7a ▶ Ss complete headings A and B in the Active grammar box.

Active grammar

- A general ability – present
B obligation – present

b ▶  1.6 Play the recording. Ss listen and answer the questions.

Answers

- Her parents bought her a phone because they worried about her when she was out.
- She likes having a phone and she feels safer because she can keep in touch with her parents.

c ▶ Focus Ss on the underlined verbs in the audioscript on page 162. Ss then complete the remaining headings in the Active grammar box. Then they compare with a partner.

Active grammar

- C general ability – past
D ability in the past on one specific occasion
E obligation – past

▶ Remind Ss how to form sentences using modal verbs for present and past time.

▶ Focus Ss on the Reference section on page 19.

8 ▶ Ss rewrite the sentences by replacing the underlined words with verbs from the Active grammar box. Ss compare their answers with a partner.

Answers

- ... should do more exercise.
- ... I could/was able to read when I was three.
- ... didn't have to wear a uniform when I was at school.
- ... have to/should turn your phone off in the cinema.
- ... shouldn't have apologised to her so late.
- ... was able to make her understand the problem.
- ... I had to eat things I didn't like.
- ... mustn't use your phone during the performance.

Pronunciation | connected speech (1)

9a ▶ Ss look at the sentences. In pairs, Ss decide on the main stress, consonant–vowel and consonant–consonant connections for each one.

b ▶  1.7 Play the recording. Ss compare their answers with a partner and take turns to say the sentences to each other.

Answers

- I couldn't phone them.
- I was able to phone from there.
- I know I should've been more careful.
- I wasn't able to tell them where I was.
- You have to phone me when you get there.
- He had to get in touch with his boss.
- A: Could you speak English when you were five?
B: Yes, I could.

▶ Focus Ss on the section on Connected speech in the Pronunciation bank on page 161.

10a ▶ Read through the list with the whole class. Tell Ss to choose five of the prompts and write them a clue to the answer on five separate pieces of paper. Remind Ss not to write or say which piece of information is being referred to, as the idea is for other Ss to guess the prompt.

b ▶ Ss read the example dialogue before they start. Remind Ss to give the clues in a jumbled order. Ss take turns to look at their partner's words and ask questions in order to elicit which prompt each clue refers to. Encourage Ss to use the language from the Active grammar box during this activity.

OPTIONAL VARIATION

Ss do this as a mingling activity. Ss stand up and walk around the room and show their clues to different Ss. They ask questions and try to guess which prompt the clues refer to. They can only make one guess for each clue. Give a one-minute time limit for each partner change. Ss try to guess as many prompts as possible in the time given and note down the number they got right each time. The winner is the student with the highest number of correct guesses.

1 Vocabulary | phrasal verbs

In this lesson, Ss listen to a conversation and focus on a number of common phrasal verbs, their meaning and their form. Ss use the phrasal verbs to talk about people and relationships.

OPTIONAL WARMER

Write the following sentences on the board.

1 I take after my father – we're both really lazy!

2 My brother always takes my things out of my room.

Ask Ss to discuss in pairs what the verbs mean and which one is a phrasal verb (*take after* is a phrasal verb – it means to look or behave like someone in your family; *take* is not a phrasal verb).

1 ▶ Focus Ss' attention on the photo. Elicit what the relationship between the two women might be (close friends or sisters; they are sitting close together and leaning towards each other). Explain that they are the sister and girlfriend of Tim.

1.8 Play the recording. Ss read as they listen to the dialogue. Then they answer the two questions and compare with their partner.

Answers

1 Kevin

2 her friend Sally

2a ▶ Ss work in pairs and think about the meaning of the underlined phrasal verbs in exercise 1. Ss look at the example and write similar short definitions of the verbs.

b ▶ Ss check their definitions using an English–English dictionary. Ss compare definitions with a new partner. Get feedback from the whole class.

Answers

to look up to – to admire and respect someone

to grow up – to develop from being a child to being an adult

to show off – to try to make people admire you and think you are clever, funny

to bring up – to look after children until they are adults

to get on – to have a good relationship with someone

to go out – to have a romantic relationship with someone

to split up – to end a marriage or a relationship

to fall out – to have a quarrel

to make up – to become friends with someone again after an argument

▶ Remind Ss that a good English–English dictionary helps with the following points: meaning (giving a definition and often an example); grammar (including, in the case of phrasal verbs, whether it is transitive [T] or intransitive [I]); pronunciation (stress, sounds and number of syllables).

3 ▶ Ss correct the mistakes in each sentence. Then they compare answers with a partner.

Answers

- 1 going out ~~with~~?
- 2 get on with
- 3 made ~~it~~ up
- 4 bringing us up
- 5 looks up to you
- 6 take ~~them~~ after
- 7 grow ~~out~~ up
- 8 fallen out with
- 9 show ~~on~~ off
- 10 split ~~it~~ up

4a ▶ Read through the sentences with the class. Ask them to decide which of them are true for themselves and to change the others to make them true.

b ▶ Ss compare and discuss their sentences with a partner. Encourage Ss to ask for and to give additional information during the discussion (e.g. *Who do you get on best with in your family? Why? Do you spend a lot of time together? How are you and your Dad similar?, etc.*) Get feedback from the whole class by asking each pair to report back about the most interesting sentence discussed.

1 Communication

In this lesson, Ss listen to a man talking about his family tree. They talk about their own family history and describe family members in detail.

A family tree is a kind of 'map' of the members of a family and how they are connected back through the generations. In recent years, genealogy, or tracing your own family tree, has become a very popular hobby.

OPTIONAL WARMER

Draw the family tree of a famous family on the board, using only first names, e.g. Homer (father), Marge (mother), Bart, Lisa, Maggie (three children). Ask Ss: *Who are this famous family?* (The Simpsons). Elicit other famous families (e.g. the British royal family; the Gellers from the TV show *Friends*). Ss prepare a family tree for a famous family with a partner. Ask one or two Ss to draw the family tree on the board using only first names. The whole class guesses which family it is.

1a ▶ Explain to Ss that they are going to listen to a man talking about his family tree. The photos represent some of the people from his family. Focus Ss' attention on the photos. Ask Ss speculate briefly as to who the people could be.

▶ Play the recording. Ss listen and identify who the people in the photos are.

Answers

Left photo: Cicely and John
Middle photo: Leon
Right photo: Aunt Sue

b ▶ Play the recording again and ask Ss to complete the family tree. Ss compare answers with a partner.

Answers

(from top down) John, Julian, Sue, Leon

2a ▶ Ss to draw their own family tree going back to at least their grandparents (or further back if they want to), using the one in exercise 2 as a model. Tell Ss not to show their family tree to other Ss at this stage.

b ▶ Ss take turns to describe their family trees to each other. One student draws the family tree as they listen to their partner describe their family. When Ss have finished drawing their partner's family tree, they should compare theirs with the original and check how much they have drawn correctly.

3a ▶ Ss choose two people in their family tree to focus on, one from the present and one from the past. Ss think about various details of their lives and prepare what they will say about them.

b ▶ Each student takes turns to describe a family member to their partner, giving lots of details about their lives. Encourage Ss to ask each other questions.

OPTIONAL EXTENSION

Draw the following chart on the board. Ss work in small groups and discuss the three questions in relation to their immediate and extended families.

	<i>Immediate family</i>	<i>Extended family</i>
<i>How many people?</i>		
<i>Who you are closest to?</i>		
<i>How often you get together?</i>		

1 Review and practice

1 ▶

Answers

- | | |
|------------------------|--------------------|
| 1 go | 5 Does the moon go |
| 2 I'm listening | 6 speaks |
| 3 doesn't usually rain | 7 don't know |
| 4 He's playing | 8 is staying |

2 ▶

Answers

- 'm going to get
- 'll pass
- 'm meeting
- 's going to hurt
- 'll get

3 ▶

Answers

- ... while I was watching
- ... he had left.
- ✓
- ... had broken the kitchen window.
- ... was following me
- ... had arranged to do

4 ▶

Answers

- | | |
|---------------|------------------|
| 1 both | 5 were able to |
| 2 can't | 6 can |
| 3 was able to | 7 wasn't able to |
| 4 both | 8 both |

5 ▶

Answers

- should have
- mustn't
- had to
- doesn't have to
- should
- didn't have to
- shouldn't have
- must

6 ▶

Answers

- fell ~~on~~ out
- seen eye ~~on~~ to eye
- ~~frustrated~~ frustration
- comes ~~up~~ across as
- ~~make~~ take after
- ~~jealous~~ jealousy
- ~~have~~ get on really well
- he shows ~~out~~ off

1 Writing bank

1 ▶ Ss read the email and answer the questions.

Answer

- 1 Friends who haven't seen each other for a long time.
- 2 Fernanda's brother

2 ▶ Ss read the email again and answer the questions.

Answers

- 1 how she made contact with her friend; news about work; questions about her friend's life
- 2 informal language

3a ▶ Ss look at the 'informal' features in the How to... box and find examples in the email.

Answers

- 1 Love it!
- 2 So some of my news
- 3 you know
- 4 or something
- 5 What's he up to?
- 6 'cos (because)
- 7 :-D
- 8 Fernanda!!
- 9 all those years ago!!

b ▶ Ss discuss the questions in pairs. Get feedback from the whole class.

Suggested answers

Friends. It would not be appropriate to write a formal letter in this way.

4 ▶ Ss write the email.

Sample - For Review Only