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:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
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<tr>
<td>1</td>
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<td>2</td>
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<td></td>
</tr>
</tbody>
</table>

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.
b 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 got confusing when they all go out together.
c 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.
d 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.
e 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


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
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. 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)

1. 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.

2. 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.

**POSSIBLE ANSWERS:**

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

**Vocabulary** (PAGE 9)

**Relationships**


1a 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.

b 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:**

2. competing with each other (the author and her sister)  3. feels threatened by (the author’s sister)
4. don’t have a lot in common (Olivia de Havilland and Joan Fontaine)
5. loathe each other (Olivia de Havilland and Joan Fontaine)
6. put each other down (Noel and Liam Gallagher)
7. fell out (Rudolf and Adi Dassler)
8. 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.

2. 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.
LISTENING AND VOCABULARY (PAGE 10)

Friendship


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.

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.

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.

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
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 his 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


1 Go through the example with the class. Students then work individually to complete the sentences before checking in pairs.

2 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, 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 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 – it. 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 think about the correct response. Play the recording, pausing after each one so that students can write down their answers. Don’t give any answers yet.

Practice, exercise 1: Alternative suggestion

With strong groups, 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:
1b 2 a 3c 4b 5 c 6b 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.
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.


Get


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:

1 understand 2 obtain/receive 3 arrive 4 catch 5

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:

1 become: get angry, get lost, get better/worse, get stuck
2 understand: get a joke
3 obtain/receive: get a better job, get a shock, get $50,000 a year
4 arrive: get to work
5 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 128 and the other to look at page 129. 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.*

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.
**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. 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:**

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**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.

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**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.

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**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, 3, 2, 4, 6

Calm down! 4, 7

What a shame! 3

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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.

2. 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.

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 use 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.

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**Writing (PAGES 14–15)**

**Planning and drafting a biography**

1. a. This discussion should be brief. During feedback ask students to compare what they do in their own language and in English.

b. 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.

2. a. 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.

**ANSWERS:**

A: 1 Preparing and gathering information

B: 2 Structuring

The last stage is 5 Final draft.

b. 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:**

---
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)


Practice 1

ANSWERS:
1  F, T, F  
2  F, T, F
3  F, T, T
4  F, T, F
5  used to play
6  lived
7  is looking after
8  had started
9  was reading
10 saw
11  having
12  Was it raining

Practice 2

ANSWERS:
1  do you?
2  does make
3  did hear
4  do think
5  did wait
6  do speak
7  doesn’t she?
8  Haven’t you?
9  do love
10  does make

Remember these words

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

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.

1 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.

2 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.

3 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.
OVERVIEW

PAGES 26–27
Vocabulary: Mishaps
Grammar: Narrative tenses
Common European Framework: Students can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.

PAGES 28–29
Task: Tell a story from two points of view
Common European Framework: Students can develop a clear description or narrative, expanding and supporting the main points with relevant detail and examples.

PAGES 30–31
Vocabulary: Crime and punishment
Grammar: Continuous aspect in other tenses
Common European Framework: Students can keep up with an animated discussion, accurately identifying arguments supporting and opposing points of view; can express their ideas and opinions with precision.

PAGES 32–33
Vocabulary: Headlines
Reading and listening: News articles
Common European Framework: Students can scan quickly through long and complex texts, locating relevant details; can quickly identify the content and relevance of news items.

PAGES 34–35
Speaking: Dealing with unexpected problems
Writing: A narrative
Pronunciation: Sounding calm or angry
Common European Framework: Students can explain what something is a problem, discuss what to do next, compare and contrast alternatives; can write clear, detailed descriptions of real or imaginary events and experiences.

Language focus 1 (PAGE 27)

Narrative tenses

1 3.1 Ask students to read the questions and topics, and check they know what to listen for. Check understanding of mashed potato and remote. Students listen, and then check answers in pairs. Play the recording again if necessary. Check answers with the class.

ANSWERS:
1 Clare: While out on a date, she put sugar on her burger. She was too embarrassed to say anything and ate it all, pretending to enjoy it.
Luke: While he was standing in as a waiter at a smart dinner event, he tripped and fell and dropped mashed potato on the shoulder of one of the women at the table.
Rachel: Her great aunt and uncle were travelling on the train from Wales to London. When the train stopped at a station, her great aunt got off the train to buy cups of tea from the buffet, came back out through the wrong door onto the opposite platform and boarded a train back to Wales.

2 Clare: sugar, a first date
Luke: a formal dinner, a spoonful of mashed potato, people wearing evening dress
Rachel: a station buffet, a great aunt and uncle, a remote part of Wales

Tell students that they will be summarising the stories after listening again, so they should note down the main points to help them do this. Play the recording again, pausing after each speaker. Students summarise the stories in pairs, then different students summarise each story for the class.

POSSIBLE ANSWERS:
Clare: While out on a date, she went to a burger restaurant. Feeling nervous and excited, she put sugar instead of salt on her burger by mistake. She was too embarrassed to say anything and ate it all, pretending to enjoy it. She doesn’t know whether her companion noticed or not.
Luke: He was working in a hotel, serving in the bar, when he was asked to stand in as a waiter at a formal dinner event. He was feeling stressed and he tripped and fell and dropped mashed potato on the shoulder of a smartly-dressed woman at the table.
Rachel: Her great aunt and uncle were travelling on the train from Wales to London. When the train stopped at a station, her great aunt got off the train to buy cups of tea from the buffet, came back out through the wrong door onto the opposite platform and boarded a train back to Wales. She spent a lot of time looking for her husband before realising what had happened. It was so stressful that they stopped travelling completely after that.

ADDITIONAL PRACTICE
Workbook: Vocabulary: Mishaps, page 16

Vocabulary (PAGE 26)

Mishaps

WARM UP

Write Murphy’s Law on the board, and ask students if they’ve heard of it. Explain that it states: If anything can go wrong, it will. Give some examples, e.g. If you drop buttered toast on the floor, it will land buttered side down. Ask students to think of more examples in pairs, and then share them with the class.

1 Focus students’ attention on the photos and elicit what’s happened in each case. Check understanding of mishap (an accident, not usually serious). Give students enough time to read the list of mishaps and check they understand the meanings. Check understanding using focused questions, e.g. If you lock yourself out of your house, can you get in? If you bang your head, does it hurt?, etc.

Give students a few minutes to think of more examples to add to the list then compare in pairs. In feedback, elicit students’ ideas and write them on the board.

2 Read the example with the class. Students work in pairs to discuss which of the things have happened to them. Encourage students to ask follow-up questions to find out more information. When they have finished, nominate students to share their experiences with the class.
3a Elicit the first answer as an example. Students work individually, and then check in pairs. Don’t check answers with the class yet.

b 3.2 Play the recording for students to check their answers, then check answers with the class.

ANSWERS:
1 was talking 2 had happened 3 had been working
4 hadn’t done 5 was serving 6 had been travelling
7 was going

GRAMMAR

Narrative tenses
Students should already be quite familiar with the Past simple, Past continuous and Past perfect. This will help them understand the Past perfect continuous.

1 Students work in pairs to read the information and complete the table. Refer them to sentences 1–7 in the previous exercise for help and examples. Check answers with the class.

ANSWERS:

<table>
<thead>
<tr>
<th>Past simple</th>
<th>Past continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>verb + -ed (regular verbs)</td>
<td>was/ were + verb + -ing</td>
</tr>
<tr>
<td>I got confused</td>
<td>I was talking</td>
</tr>
<tr>
<td>I never admitted</td>
<td>I was serving</td>
</tr>
<tr>
<td>they had a big dinner event</td>
<td>which was going back to Wales</td>
</tr>
<tr>
<td>They asked me to wait on the tables</td>
<td></td>
</tr>
<tr>
<td>I was very nervous</td>
<td></td>
</tr>
<tr>
<td>I tripped and fell</td>
<td></td>
</tr>
<tr>
<td>the train stopped</td>
<td></td>
</tr>
<tr>
<td>She got on another train</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past perfect</th>
<th>Past perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>had + past participle</td>
<td>had been + verb + -ing</td>
</tr>
<tr>
<td>what had happened</td>
<td>I had been working</td>
</tr>
<tr>
<td>I hadn’t done</td>
<td>They had been travelling for a while</td>
</tr>
</tbody>
</table>

2 Students do this in pairs, then check the answers with the class.

ANSWERS:
1 past continuous 2 past simple 3 past perfect
4 past perfect continuous

Check students understand that:
• the Past simple and Past perfect describe whole, completed actions.
• the Past perfect is used to make it clear that the action happened before another action in the past.
• the Past continuous and Past perfect continuous show duration.
• the Past continuous in sentence 5 shows the action was interrupted.
• the Past perfect continuous in sentences 3 and 6 shows duration which gives the background to the story.

You may want to ask students to read Study 1 on page 137 for a more detailed explanation of narrative tenses.

PRACTICE

1a Elicit the first answer as an example. Students complete the stories individually then check in pairs. With weaker classes, play the first story on recording 3.3 for students to listen, complete and check answers. This will give them an example for the next story.

b 3.3 Play the recording for students to check their answers. Check answers with the class, and elicit why each form is used.

ANSWERS:
1 was reading 2 became 3 was coming / came 4 gave
5 looked 6 hadn’t been / wasn’t 7 was coming
8 was lying 9 was driving 10 entered 11 hadn’t noticed
12 carried on 13 ran out 14 was 15 decided
16 had only been waiting / had only waited 17 saw
18 were wearing 19 seemed 20 realised 21 had driven

2a Tell students that they are going to talk in detail about a mishap. They could either choose one of the mishaps they discussed in exercise 2 on page 26, or choose a different one. Go through the questions, and then give students enough time to plan what they are going to say. Work round and help students with vocabulary, writing any new words/phrases on the board.

b Students write their story, using their notes. Monitor and help where necessary. When they are ready, students take turns to read their story to the class. Ask other students to listen and choose the funniest, unluckiest, most shocking, etc.

Practice, exercise 2b: Alternative suggestion

Do this as a speed writing exercise. When students have finished planning what they are going to write, explain that you are going to give them five minutes to write their texts. Use a timer or clock and count down the time as they write (the aim here is to create a bit of pressure). When the time is up, tell them to stop writing. Give them one minute more to go back and make any changes or corrections they want to, but they mustn’t write any more at this point. Students then swap texts with another student, who checks their use of narrative tenses and gives suggestions about how to improve the text. Students then write a final draft in class or for homework.

ADDITIONAL PRACTICE

Resource bank: Activity 3A Sidney and the circus (Narrative tenses)
Study, practice & remember: Practice 1
Workbook: Language focus 1: Narrative tenses, pages 17–18

Task (PAGES 28–29)

Tell a story from two points of view

See Teaching tips: Making tasks work, page 23.

Preparation (PAGES 28–29)

Listening

1a In pairs, students describe the pictures on pages 28–29. Introduce the characters and explain that students need to know the vocabulary in the box to understand the story. Students match the words to the pictures, and then check in pairs. Check the answers with the class, and check the pronunciation of slippery /ˈslɪpəri/ and sway /swɛɪ/.
It all went wrong

POSSIBLE ANSWERS:
laugh your head off – D
a police car – F
break into a car – C
a slippery road – B
swear – B
thick ice – B
sway all over the place – B
a police cell – G
be drunk – D
a steep hill – B

b Ask students to discuss their ideas for the story. Get a few ideas from the class and point out the old lady at the window. Ask what students think she is thinking and doing. Do not give answers at this stage.

Task (PAGES 28–29)

Speaking

1 Put students into pairs from their own group. Introduce the phrases in the Useful language box, sections a and b and give students a few minutes to think about how to use them. Give students time to practise retelling their accounts. Walk round the room providing further vocabulary and helping with any misunderstandings.

2a Tell students they should just check the meaning of the words and phrases in bold at this stage, not answer the questions. They can use dictionaries or mobile phones. Be prepared to explain and give example sentences where necessary, and check the pronunciation of prosecuted /ˈprɒsɪkjuːtɪd/, fraud /frɔːd/ and evicted /ɪˈvɪktɪd/.

b Students do the questionnaire individually.

3a Put students into small groups to compare their answers. Walk round and encourage students to give reasons for their choices and ask follow-up questions. When they have finished, find out which answers were most common by a show of hands.

b Students discuss the questions in the same groups. In feedback, nominate students from each group to share their ideas with the class.

Still: Put students back to the list of crimes that they made in exercise 1. Students write the questions in pairs. Circulate and help where necessary.

Language focus 2 (PAGE 31)

Continuous aspect in other tenses


1 Students work individually to do the activity. Check answers as a whole class.

ANSWERS:
lost 2 be reading 3 spelt 4 break 5 been drinking, stolen
**GRANMAR**

**Continuous aspect in other tenses**

1 & 2 Students complete the table in the Grammar box. Check they have completed it correctly, and then ask them to discuss the question. Go through the answers with the class.

**ANSWERS:**

1. Present perfect simple
   - have/has + past participle
   - I’ve lost
   - you’ve spelt
   - someone has stolen

2. Future simple
   - will + infinitive (without to)
   - will you break

**Future continuous**

- will be + -ing
- will be reading

2 The continuous form shows duration or repetition.

Highlight the contractions in the examples in the table. Also, point out the word order in questions, and the contractions in negative forms. For example:

- *Have you hurt yourself?* / *No, I haven’t.*
- *How long have they been waiting?* / *Yes, I will.*
- *They haven’t been waiting long.*
- *Will you be waiting?* / *I won’t be late.*
- *When will you be home?* / *I won’t be late.*
- *Will you be waiting? / Yes, I will.*

You may want to ask students to read Study 2 on page 138 for a more detailed explanation of the continuous aspect in other tenses.

**PRACTICE**

1. Do the first one as a class and check understanding by asking: *Is it an instant action or does it show duration?* Give students time to complete the other conversations in pairs, and make sure they discuss why they have chosen each particular option. Check answers and elicit the reason for each.

**ANSWERS:**

1. Present perfect simple
   - have/has + past participle
   - I’ve lost
   - you’ve spelt
   - someone has stolen

2. Present perfect continuous
   - have/has + been + -ing
   - I haven’t been drinking

b b 2

3. Future simple
   - will + infinitive (without to)
   - you’ll break

2 The continuous form shows duration or repetition.

Highlight the contractions in the examples in the table. Also, point out the word order in questions, and the contractions in negative forms. For example:

- *Have you hurt yourself? / No, I haven’t.*
- *How long have they been waiting? / They haven’t been waiting long.*
- *When will you be home? / I won’t be late.*
- *Will you be waiting? / Yes, I will.*
- *They haven’t been waiting long.*
- *Will you be waiting? / I won’t be late.*
- *When will you be home? / I won’t be late.*
- *Will you be waiting? / Yes, I will.*

You may want to ask students to read Study 2 on page 138 for a more detailed explanation of the continuous aspect in other tenses.

**PRACTICE**

1. Do the first one as a class and check understanding by asking: *Is it an instant action or does it show duration?* Give students time to complete the other conversations in pairs, and make sure they discuss why they have chosen each particular option. Check answers and elicit the reason for each.

**ANSWERS:**

1. Present perfect simple
   - have/has + past participle
   - I’ve lost
   - you’ve spelt
   - someone has stolen

2. Present perfect continuous
   - have/has + been + -ing
   - I haven’t been drinking

b b 2

3. Future simple
   - will + infinitive (without to)
   - you’ll break

2 The continuous form shows duration or repetition.

Highlight the contractions in the examples in the table. Also, point out the word order in questions, and the contractions in negative forms. For example:

- *Have you hurt yourself? / No, I haven’t.*
- *How long have they been waiting? / They haven’t been waiting long.*
- *When will you be home? / I won’t be late.*
- *Will you be waiting? / Yes, I will.*
- *They haven’t been waiting long.*
- *Will you be waiting? / I won’t be late.*
- *When will you be home? / I won’t be late.*
- *Will you be waiting? / Yes, I will.*

You may want to ask students to read Study 2 on page 138 for a more detailed explanation of the continuous aspect in other tenses.

**ADDITIONAL PRACTICE**

- **Resource bank:** Activity 3B Continuous snakes and ladders (Narrative tenses; Continuous aspect in other tenses)
- **Study, practice & remember:** Practice 2
- **Workbook:** Language focus 2: Continuous aspect in other tenses, page 19

**Vocabulary (PAGE 32)**

**Headlines**


**WARM UP**

Write the following questions on the board:

- *How do you usually find out the news?* in a newspaper, online, on the TV or somewhere else?
- *What’s your favourite newspaper / news website?* Why do you like it?

Students discuss the questions in small groups. In feedback, nominate a student from each group to share their answers with the class.

1. Check understanding of maze. Students work in pairs to explain the stories. Don’t deal with the vocabulary yet, just ask students to explain as much as they can. Check their ideas with the class.

2a Students match the words individually, and then check in pairs.

Check answers with the class, and answer students’ questions about any of the other vocabulary.

**ANSWERS:**

1. Have been rowing (a repeated action / action that went on for some time)
2. Be lying (an action that will go on for some time)
3. Broken, dropped (single events)
4. Be doing (an action that will go on for some time)
5. Lose (a single event)
6. Run out, get (single events)

b b 2

3. Students discuss the questions in pairs. When they have finished, check answers with the class and ask if headlines are the same in the students’ own languages.

**ANSWERS:**

1. Present simple
2. With the infinitive with to, e.g. set to cause
3. All of these except nouns and noun phrases

**Vocabulary, exercise 3: Additional activity**

Bring or download real headlines from newspapers and/or news websites for students to study and refer to after answering the questions in exercise 3.

**ADDITIONAL PRACTICE**

- **Workbook:** Vocabulary: Headlines, page 19
Reading and listening (PAGES 32–33)

News articles

1 Focus students’ attention on the headlines and the introductions in bold, and read the example with the class. Students discuss what they think the stories are about in pairs. In feedback, elicit students’ ideas and write them on the board.

2a Elicit the first answer as an example. Students work individually then check in pairs. Don’t check answers with the class yet.

b Emphasise that students should just read the articles quickly in order to check their answers to exercise 2a. Set a time limit of three minutes for them to do this. Check answers with the class.

ANSWERS:

1 a prize – A  2 reactor – C  3 privacy – B  4 account – B
5 person – A  6 divorce – B  7 atom – C  8 materials – C
9 debt – A

3a Students work individually. Make sure they identify the line which gives them the answer in each case, as well as deciding if the statement is true or false.

ANSWERS:

1 F (‘took it home to her husband ... They discovered that it was a winning ticket’) 2 F (‘Police have now frozen the remaining £15,000’)
3 T (‘Fortunately ... she had kept the receipt’) 4 T (‘We remind players it is their responsibility to keep tickets safe’) 5 F (‘faces up to five years’) 6 T (‘were still living under the same roof’) 7 T (‘Clara was having an affair with her former husband’) 8 F (‘38 percent ... had spied on their partner’s email’) 9 T (‘Sweden’s radiation authority was first alerted ... by Handl himself’) 10 T (‘posting regular updates on his blog’) 11 T (‘radioactive materials were confiscated’) 12 F (‘he has promised to stick to reading books about physics’)

3b Students check answers in pairs before checking with the whole class.

ANSWERS:

1 a prize – A  2 reactor – C  3 privacy – B  4 account – B
5 person – A  6 divorce – B  7 atom – C  8 materials – C
9 debt – A

Speaking (PAGE 34)

Dealing with unexpected problems

1a  3.9 Focus students’ attention on the photo and elicit what the problem might be. Explain that students are going to hear about unexpected problems in three places. Play the recording, pausing after each part to let students note their answers. Check as a class.

ANSWERS:

Conversation 1: takes place on a train. The train passenger doesn’t have a ticket and the ticket inspector wants to fine him, even though the passenger is willing to buy a ticket.
Conversation 2: takes place in a museum. The women didn’t realise that the man showing them round the museum wanted to be paid for his services.
Conversation 3: takes place in a restaurant. Ms Pole had booked a table in a restaurant, but she arrives late and the restaurant has given her table away.

b Give students a few minutes to read the extracts and try to complete them from memory. Then play the recording, pausing after each extract for students to write their answers. Students check in pairs, then play the recording again if necessary. Check answers with the class.

ANSWERS:

1 understand that  2 make, suggestion, don’t  3 ridiculous  4 misunderstanding, realise  5 that’s fair  6 don’t understand  7 my fault  8 can see, need, speak

2 Read the example with the class. Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class and find out if other students agree.

PRONUNCIATION

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

1  3.10 Play the recording then answer the question as a class. Elicit what makes the speaker sound calm or annoyed.

ANSWER:

Calm the first time, angry/annoyed the second time.

2a  3.11 Refer students back to the sentences in exercise 1b. Play the recording, pausing after each one to elicit how the speakers feel.

ANSWERS:

1 calm  2 angry/annoyed  3 angry/annoyed  4 calm  5 angry/annoyed  6 angry/annoyed  7 calm  8 calm  9 angry/annoyed

b Play the recording again, pausing after each sentence for students to repeat. Drill if necessary.

3a Students work in pairs to read the situations then decide what to say in each one. Elicit ideas as a class.

b Give students time to choose a situation and to prepare their conversations. Circulate, providing vocabulary and language as needed. Ask the pairs to practise their conversations for five minutes. Correct pronunciation and language use.

c Ask for volunteers to act out their conversations.
**Writing (PAGE 35)**

**A narrative**

1. Tell students not to pay attention to the gaps at this stage, just to read the story and choose the most suitable titles. Set a time limit of two minutes for this. Check answers with the class.

**ANSWERS:**

Suitable titles:
- The most frightening day of my life
- A day I'll never forget

2. Students answer the questions in pairs before checking with the class.

**ANSWERS:**

1. At a travel agency, where the narrator had gone to pay for the tickets for a planned holiday.
2. The narrator and her baby, the staff at the travel agency, the other customers and the armed robbers.
3. The armada robbers to go in as well, but they didn't take anything from her. While they were all locked in the bathroom, the robbers started searching the place and the people in the bathroom did their best to keep the baby quiet. Once the robbers had gone, they shouted for help and the police eventually arrived.
4. To start with, the narrator was excited at the thought of the holiday. As the events unfolded, she felt terrified.
5. Someone heard their cries for help and called the police.

3. Elicit the first answer as an example. Students complete the rest of the text individually then check in pairs. In feedback, drill the answers and check understanding of the phrases.

**ANSWERS:**

1. Several years ago
2. It all happened when
3. both
4. Very quickly
5. at this point
6. both
7. possibly
8. Ironically
9. both
10. both
11. forever
12. both
13. both
14. fortunately

4a. Give students time to think about their experiences and choose one to write about. As they make notes, walk round and help with vocabulary, writing any new words/phrases on the board.

b. Go through the checklist with the class. Students write their first drafts. Circulate and help where necessary, and check students are using narrative tenses correctly.

5. Put students in pairs to swap stories and suggest improvements.

6. Students write their final drafts. When they have finished, collect their stories and pass them round the class. Students read each other's stories, and choose their favourite.

**Writing, exercise 6: Alternative suggestion**

Set up a class blog, and ask students to post their stories as blog posts. You could then ask another class to read the stories and vote for the best one.

**ADDITIONAL PRACTICE**

**Workbook:** Language live: Dealing with unexpected problems, page 21; Pronunciation: Identifying the speaker's feelings, page 21; Writing: A narrative, page 21

**Study, practice & remember (PAGES 137–139)**


**Practice 1**

**ANSWERS:**

1. that we had met before
2. They had been waiting
3. they had never seen
4. it had been snowing
5. John still hadn't decided
6. they had only known each other

2. 1 was travelling 2 happened 3 had been flying
4. suddenly started 5 ran 6 got 7 had been sitting
8. explained 9 were flying 10 asked

3. 1 was working 2 knocked 3 I'd been living 4 hadn't seen
5. I asked 6 had knocked 7 pulled

**Practice 2**

**ANSWERS:**

1. 1 hurt 2 been running 3 was drying 4 bought 5 finished
6. be travelling 7 won 8 been raining

2. 1a Kristina is away at the gym right now.
1b Kristina regularly goes to the gym, but isn't necessarily there right now.

2a. He changed his mind once, over a particular matter.
2b. He changed his mind several times.

3a. She did it once or twice.
3b. She did it regularly, over a period of time.

4a. The report will be completed by the end of the weekend.
4b. I will work on the report at the weekend, but I won't necessarily complete it.

5a. Seeing him made me decide to leave.
5b. I had already decided to leave and was saying goodbye, and then he arrived.

3. 1b 2c 3c 4a 5c 6a 7a 8b 9c 10a

**Remember these words**

**ANSWERS:**

1. 1 hair 2 our ID 3 a glass of wine 4 the pavement
5. taxi 6 his train 7 a drink

2. 1 loss 2 plagiarise 3 possession 4 violation 5 warn
6. confusion 7 fraudulent

3. 1 over 2 off 3 out 4 off 5 down 6 out
Study tips

1. Ask the class if they know what collocations are, then read the explanation together.

2. Refer students back to the articles on page 33, and give them a few minutes to find the collocations. They check in pairs before checking answers as a class.

   **ANSWERS:**
   - call the police
   - take immediate action
   - winning ticket
   - online survey

3. Ask students to underline the collocations they find, and then check in pairs. Check answers with the class.

   **ANSWERS:**
   - tax fraud / insurance fraud / credit card fraud / electoral fraud / be found guilty of fraud

4. Go through the examples with the class, then refer students back to the article on page 18. Give them time to find collocations then check in pairs. When they have finished, elicit what they found and write the collocations on the board.

   Explain that underlining collocations like this in articles and dictionaries is a really useful way to significantly build their vocabulary.
OVERVIEW
PAGES 46–47
Vocabulary: Getting together
Grammar: Review of future forms
Common European Framework: Students can give clear, detailed descriptions on a wide range of familiar subjects; can give a prepared straightforward presentation on a familiar topic.

PAGES 48–49
Reading and speaking: We may have 750 friends online, but we’re lonely
Vocabulary: Colloquial language
Common European Framework: Students can scan quickly through texts, locating relevant details; can use a variety of strategies to achieve comprehension, including using contextual clues.

PAGES 50–51
Listening and vocabulary: Online dating
Grammar: More complex question forms
Pronunciation: Intonation of questions and statements
Common European Framework: Students can use a variety of listening comprehension strategies, including listening for main points; can use clear, natural intonation.

PAGES 52–53
Task: Plan a fantasy dinner party
Common European Framework: Students can take an active part in discussion.

PAGES 54–55
Speaking: Dealing with problems on the telephone
Writing: Types of message
Common European Framework: Students can explain why something is a problem; discuss what to do next, compare, contrast alternatives; can express news and views effectively in writing, and relate to those of others.

Vocabulary (PAGE 6)
Getting together

WARM UP
Ask students to list all the times they’ve ‘got together’ with other people in the last week. When they are ready, put them in groups to compare their lists and see if they have any experiences in common.

1 Start by asking students how often they meet their friends, what day(s), what they do, etc. Use the discussion to elicit the meaning of the verb get together and the noun get-together. Ask students to copy list B and then write the appropriate people from list A in each category. Note: It is possible for neighbours to go on a social-networking site, for colleagues to go to a school reunion and so on. However, to help students understand the meaning of the events in list B, limit answers to the people in list A that most clearly demonstrate the meaning.

POSSIBLE ANSWERS:

a blind date: people looking for a partner
a business meeting: business associates, clients
a celebration meal: business associates, clients, friends, guests, relatives
a conference: business associates, clients, delegates, political leaders, speakers
a dating website: people looking for a partner, strangers
a dinner party: friends, guests, relatives
a family get-together: relatives
an online forum: political leaders, strangers
a housewarming party: friends, guests, neighbours, relatives
a school reunion: ex-classmates, friends
a summit: political leaders
a conference call: business associates, clients
a social-networking site: acquaintances, business associates, clients, ex-classmates, relatives, strangers

2 Read the example with the class. Students work individually to match the verbs to the ways of meeting in exercise 1. To check answers, list the verbs on the board and add the events.

ANSWERS:

have: a blind date, a celebration meal, a conference call, a dinner party, a family get-together, a housewarming party, a school reunion
make: a conference call
give: a blind date, a dating website, an online forum, a social-networking site
attend: a business meeting, a celebration meal, a conference, a dinner party, a family get-together, a housewarming party, a school reunion, a summit
use: a dating website, an online forum, a social-networking site

3a Give students time to think about and write their notes individually. Walk round the room providing any vocabulary they need.

b In groups, give students time to describe their events, and encourage them to ask each other questions for more information. Give regular time checks so that all students get a chance to speak. For feedback, ask each group which event sounded the most fun, interesting, etc.

ADDITIONAL PRACTICE
Workbook: Vocabulary: Getting together, page 28

Language focus 1 (PAGE 47)
Review of future forms

1a Go through the rubric with the class and check students understand what information they need to find out. With weaker classes, ask them to read the first message and answer the questions as a class to provide an example. Tell students not to choose the verb forms yet, just to read and answer the questions. Students check answers in pairs then check with the class.

ANSWERS:

A a conference – probably business associates or delegates
B a celebration meal – probably classmates or college friends
C a dinner party – probably friends

b Do the first one with the class. Students work in pairs to complete the activity. Check their answers but do not elicit explanations at this stage.
ANSWERS:
A 1 starts 2 opens 3’s going to be 4 planning to
5 I’ll still 6 I’ll
B 1’re going to 2’ll 3’ll be seeing
C 1 Are you doing 2 are having 3’ll like 4 probably won’t
5 won’t 6 it’ll probably 7’ll keep

You may want to ask students to read Study 1 on page 143 for a more detailed review of future forms.

Reading and speaking (PAGES 48–49)

1 Put students in groups to discuss the questions. In feedback, elicit students’ ideas and have a class discussion.

2 Ask students to read the introduction (up to isolated), and then discuss their predictions as a class. Elicit students’ ideas and write them on the board.

3a Students read the text to check their predictions from exercise 2. Check understanding of gig, wired up (connected), scroll through and paradoxically.

b Students work in pairs to check their predictions from exercise 2 and summarise the information under the topics given. In feedback, nominate students to share their summaries with the class.

ANSWERS:

Daily routine: In the morning, he checks his email, texts and Twitter feed before getting up, then again when he gets out of the shower. At work, he is in a constant state of distraction. It’s the same in the evening: he misses the pub because he’s sitting on his bed thumbing online.

Social events: He goes to party pubs and dinners, but he is there only in spirit. When he organises a dinner party, he thinks nothing of his friends being on the phone or Twitter throughout. At a festival, one of his friends spent his time trying to recharge his phone, then reading about the gig he was actually attending.

Relationships: He feels more lonely than ever. He hasn’t met up with his housemates from university in a long time, doesn’t make it to the pub in time to see his friends and neglects his girlfriend.

4 Read the example with the class. Students work individually to find the words or sentences in the text then check answers in pairs. Go through the answers with the class and give further examples where necessary.

ANSWERS:

1 I have a constant drip-drip of information from any of the 750 online friends and followers …
2 I am a … man with … long-standing mates.
3 I am not alone in feeling like an island.
4 Far from bringing me closer to people, my phone drives me further away.
5 When my long-suffering girlfriend comes round, she has to prise me from my phone or the internet.
6 During work hours, I chatter away on social-networking sites, delaying tasks.
7 He goes to parties, pubs and dinners, but he is there only in spirit. When he organises a dinner party, he thinks nothing of his friends being on the phone or Twitter throughout. At a festival, one of his friends spent his time trying to recharge his phone, then reading about the gig he was actually attending.
8 … he spent all of Rihanna’s headline set reading updates from Twitter …
9 … none of us can go cold turkey.

5 Give students a few minutes to read the facts, and check understanding. Students discuss the questions in groups. In feedback, nominate students from each group to share their ideas with the class.

Vocabulary (PAGE 49)

Colloquial language


1 Explain that the article on pages 48–49 is written in an informal, colloquial style, and as such has some examples of colloquial language. Students work individually, and then check in pairs. Encourage them to find the examples in the text and use the context to check meaning. Check answers with the class.
2. Tell students that they should be careful about using too much colloquial language, as it’s usually very specific to one area and it can sound strange if overused. However, it can be useful to have an understanding of colloquial language to help them listen to and interact with native speakers. Look at the first line with the class, and elicit the colloquial phrase and what it means as an example. Students work in pairs to find the other six examples and discuss what they mean. Check answers with the class.

ANSWERS:
All right … ? – How are you?
What’s up? – What’s the matter?
stressed out – unhappy and frustrated
Grab a chair – Sit down
He’s doing my head in – I find him really exasperating
what’s going on? – what’s happening?
chill out – calm down

3a 5.1 Ask students to read the conversation and think about what words are missing. Elicit students’ ideas but don’t give any answers. Play the recording for students to complete the conversation then check in pairs. Play the recording again if necessary, then check answers with the class, but don’t say what the phrases mean yet.

ANSWERS:
See answers to exercise 3b below.

b Students discuss the meanings in pairs before checking answers as a class. Give further examples where necessary.

ANSWERS:
1 rip-off – unreasonably high prices
2 wanna – want to
3 How come? – What do you mean?
4 off with me – distant with me
5 like – (filler word)
6 gonna – going to
7 blah blah blah – (indicates speech that’s considered predictable)

ADDITIONAL PRACTICE

Workbook: Vocabulary: Guessing the meaning of colloquial language, page 30

Listening and vocabulary (PAGE 50)

Online dating


1a If you have internet access, show students a dating website to contextualise the topic. Students discuss the questions in pairs. When they have finished, choose a few students to share their ideas with the class.

b Give students a minute or two to read the profile. They then discuss the question in pairs, before sharing their ideas with the class.

POSSIBLE ANSWERS:
never boring, having a PA, some of (my mates) are celebrities

2 5.2 Go through the questions with the class and check students know what to listen for. Play the recording for students to answer the questions. Students check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:
1 men: importance of their job, industry they work in (finance or the film industry), having a PA, height and body shape
women: age, body shape (weight)
2 not using the word /, shorter profiles, negative statements
3 to compensate for the belief that people lie or exaggerate; telling little white lies also encourages you to live up to the standards that you set in your profile

3 Students work in pairs to complete the idioms from memory, and then listen again to check their ideas. Students discuss the meanings in pairs before checking with the whole class.

ANSWERS:
1 fall hopelessly in love with – fall deeply in love with
2 keep an eye out for – watch out for
3 economical with the truth – not telling the full truth
4 take with a pinch of salt – not treat as entirely true
5 little white lies – small lies that are not seriously dishonest
6 stretch the truth – say things that are definitely wrong and unlikely
4 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class.

ADDITIONAL PRACTICE

Workbook: Vocabulary: Idioms, page 31

Language focus 2 (PAGES 50–51)

More complex question forms


1 Students read the article then work in pairs to answer the questions. Choose a pair to summarise Ursula’s opinion to the class. Check understanding of lobster.

ANSWERS:
The article describes a blind date. Ursula likes the fact that Josh is chilled out, interesting and not motivated by money. But he didn’t look like she had imagined and she isn’t particularly keen to meet him again.

2a 5.3 Explain that students are now going to hear Josh’s opinion of Ursula, and they should take notes on his answers. Students listen to the recording then compare notes in pairs. Play the recording again if necessary, and then choose students to explain their notes to the class.

ANSWERS:
Ursula didn’t look like what Josh had hoped, a mix of Beyoncé and Eva Perón. His first impression was good, though. He thought she looked great and she reminded him of his sister. They talked about films and books, although he didn’t pay much attention as he was concentrating on eating his lobster. He doesn’t think she noticed when a piece of lobster landed on her dress. He thinks they are quite similar, both stressed out on first dates. He gives her seven and a half out of ten and would definitely like to see her again – but just as a friend.

Josh is kinder and Ursula is crueler.

b Play the recording again, pausing after each question for students to write it down. Students check in pairs, and then listen again if necessary. In feedback, invite students to the board to write the questions from the interview.
ANSWERS:
Wasn’t your first impression of Ursula good?
Who did she remind you of?
What did you talk about? You know, what topics.
So did you have any awkward moments?
You don’t think she noticed?
How similar are you and Ursula?
What marks out of ten would you give Ursula?
I wanted to ask if you’d want to meet Ursula again?

What happened in your last relationship?
What qualities do you want in a partner?
Who do you vote for?
Do you often cry?
How much do you earn?

ANALYSIS:
I wanted to ask if you’d want to meet Ursula again?
What marks out of ten would you give Ursula?
You don’t think she noticed?
Who did she remind you of?
Wasn’t your first impression of Ursula good?
Who do you vote for?
Do you often cry?
How much do you earn?

b Read the example with the class and remind students that they should use affirmative word order with indirect questions. Put students in groups to ask and answer the questions. In feedback, nominate students to share any interesting information with the class.

ANSWERS:
1 What marks out of ten would you give Ursula?
2 Who did she remind you of?
3 You don’t think she noticed?
4 Wasn’t your first impression of Ursula good?
5 I wanted to ask if you’d want to meet Ursula again?

You may want to ask students to read Study 2 on page 144 for a more detailed explanation of more complex question forms.

PRACTICE
If you think students need more controlled practice before doing this exercise, they could do Practice 2 on page 144 first.

ANSWERS:
See answers to exercise 1b below.

b Students discuss in pairs. In feedback, check answers with the class and elicit why the questions are suitable or not.

ANSWERS:
(The questions which are probably not suitable are underlined.)

What do you worry about?
Who do you most care about?
What do you dream about?
What do you care about?
Who have you been single?
What do you like talking about?
Where did you grow up?
How similar are we?

Practice, exercise 2: Alternative suggestion
If you think your students will have difficulty identifying surprising information about each other, ask them to write a mixture of true and false sentences in exercise 2a. They then share their partner who reads and guesses which are true and false.

ADDITIONAL PRACTICE

Study, practice & remember: Practice 2
Workbook: Language focus 2: More complex question forms, pages 31–32; Pronunciation: Question intonation, page 32

Task (Pages 52–53)

Plan a fantasy dinner party
See Teaching tips: Making tasks work, page 23.

WARM UP
Put students in pairs and ask them to make a list of all the types of party they can think of. When they are ready, elicit their ideas and write them on the board. Feed in any of the following ideas which haven’t been mentioned: a dinner party, a housewarming party, a fancy-dress party, an engagement party, a leaving do, a Christmas party, a birthday party.
Preparation (PAGE 52)

Listening

1 Focus students’ attention on the picture and ask students to say who they think the guests are (from left to right: David Beckham, Queen Elizabeth I, Eddie Murphy, Lady Gaga, Mother Teresa, Marilyn Monroe), but don’t confirm their answers yet. Give students a few minutes to read the information then decide which aspect of the planning will be most difficult. Students share their ideas with the class.

2 Explain that students are going to hear six people speaking one after the other, not in conversation together. Tell them to make notes, and that you will play the recording twice if necessary. Play the recording, pausing after each speaker for students to write. When they have finished, ask students to compare their answers in pairs. Check answers as a class.

ANSWERS:
1 Lady Gaga, because she’d be fun. They could talk about music and fashion and the speaker would ask her where she finds her clothes and to sing songs.
2 Eddie Murphy, because she finds him hilarious. She would ask him what he thinks makes him funny, what the magical ingredient of comedy is and if he prefers stand up comedy or movies and TV.
3 Mother Teresa, because she’s fascinating and inspiring. He would ask her why she gave up her life to help others.
4 Marilyn Monroe, because it would be good to have someone beautiful and amazing in the room. She would ask her what the best red lipstick is, talk about her movie career and ask if she’d been in love and what she would have done if she hadn’t died.
5 Queen Elizabeth I, because she’d be interesting. She would ask her how she’d managed to be so powerful when being a woman at that time was difficult and about her day-to-day, domestic life.
6 David Beckham, because he’s extremely good looking and he’d have interesting stories about places he’s been and people he’s met. They’d talk about the World Cup, and what his life’s like being so famous.

3a Go through the phrases in the Useful language box, section a and check understanding by eliciting possible endings. Play the recording again for students to listen and tick the phrases they hear. Check answers with the class and drill the phrases.

ANSWERS:
Speaker 1: I could ask her about ...
Speaker 2: I’ve always wanted to meet ...
Speaker 3: It’s someone that’s always fascinated me.
Speaker 4: I’d ask/talk to him about ...
Speaker 5: It would be amazing to find out the truth about ...

b Give students a minute to think about the suggestions, then put them into groups to explain their answers. Ask students if they would invite the person they chose and the people the other speakers chose to the same dinner party.

Task (PAGE 53)

Speaking

1a Ask students to think of five possible guests. Emphasise that they can choose anyone at all as long as they are well known. If necessary, prompt students by giving different categories, e.g. pop stars, actors, politicians. Give students time to make notes about their guests. Walk round the room providing vocabulary.

b Refer students back to the Useful language box, section a and give them a few minutes to think about how to justify their suggestions.

2a Students work in groups to discuss and agree on a guest list. Do not form groups larger than three because there will be too many guests to talk about.

b Read through the Your fantasy dinner party instructions on page 52 again with students and check that they understand seating plan. Refer students to the Useful language box, section b. Give students a time limit, e.g. a maximum of ten minutes, to complete the activity, and tell them to include themselves in the final seating plan. Make sure each student has a copy of the guest list and seating plan.

3a Rearrange the students to form new groups. Students explain their seating plans and ask questions about the other students’ seating plans.

b Students discuss the questions in their groups. In feedback, nominate students from each group to share their answers with the class.

Follow up (PAGE 53)

Writing

1 Go through the topics with the class and ask students to work alone and make notes on each topic. Monitor and help with vocabulary. When they are ready, students write their letters, and then swap them with a partner to read.

Share your task
Some additional ideas could include:
• Students film/record themselves playing the role of the guest, and explain why they should be invited.
• Students work in pairs, with one playing the role of one of the guests, and another interviewing them about their life, and film/ record it.
• Students film/record themselves acting out the fantasy dinner party, playing the roles of the people they selected.
• Students watch/listen to everyone’s recordings and choose the guest they’d most like to invite.
Language live (PAGES 54–55)

Speaking (PAGE 54)

Dealing with problems on the telephone

1 Elicit annoying telephone situations that students can relate to. Students then discuss the questions in groups. Encourage them to describe fully any situations they have been in themselves, particularly if these are similar to those in the recording.

2 Play the recording and give students time between conversations to compare answers in pairs or small groups. When you check answers, make sure students understand lose someone (be unable to hear someone on the telephone because of a bad signal), you’re breaking up, and put you through.

ANSWERS:

Conversation 1
1 a customer, a furniture company
2 The signal is poor and the conversation keeps breaking down.
3 The call gets cut off.

Conversation 2
1 a customer, a gas company
2 The customer is put through to the wrong department.
3 The customer has to give her details again.

Conversation 3
1 a travel agent, a customer
2 The customer is taking a delivery, and answering her children, and cannot deal with the call.
3 They agree that the travel agent will ring back.

3a Explain that students are going to listen and complete some of the phrases used in the three conversations. Pause the recording after each sentence to give students time to write.

ANSWERS:

1 getting 2 left, earlier 3 up, faint 4 breaking
5 confirm, postcode 6 put, through 7 bear, 8 regarding
9 calling 10 would, good

b Refer students to audio script 5.7 on page 172 to underline other useful phrases. Students check answers in pairs then check with the class.

POSSIBLE ANSWERS:

Conversation 1
Hello / Hi. This is ..., I keep losing you, I can hardly hear you, Shall I ring you back? I'm going to call you back.

Conversation 2
You have ..., options, We're now going to connect you, I'm calling about ..., Have you got your customer reference number?, How can I/we help you?, My name is ...

Conversation 3
Hello, ..., speaking, Sorry, you were saying, ..., I'll call back later, I'll speak to you later.

ADDITIONAL PRACTICE

Workbook: Language live: Dealing with problems on the telephone, page 32; Writing: Types of message, page 33

Writing (PAGES 54–55)

Types of message

1a Introduce the topic by asking students if they ever write messages and why. Go through the descriptions and give students a few minutes to complete the activity.

ANSWERS:

1 8 2 5 3 4 6 7 9 10

b Explain that the messages are in the wrong order and that B is first and D is last. Students order them in pairs then check answers with the class. When you check answers, ask students to tell you how they know in each case.

ANSWERS:

2 3 4

c Check any language students may not understand, e.g. delighted, considerate, ASAP. For see u, show that this sounds like 'see you', and explain that it is common in text messages to use letters instead of words.

ANSWERS:

1 We're both really delighted for you!! 2 Much love 3 Can you let me know? These flights suit ASAP? 4 I'll be out of the office tomorrow (Fri). 5 Last wishes. 6 I have some news. 7 Can't wait to see u both! 8 Please be more considerate in future. 9 Hope you had a good day at work. 10 By the way.

Writing exercise 1c: Alternative suggestion

With stronger classes, ask them to suggest phrases to complete the messages without looking at the phrases in exercise 1c, and write their suggestions on the board. Students then compare their ideas with the phrases in the book and complete the messages.

2 Put students into pairs to find examples and answer the question. Check answers as a class and highlight any conventions that are different to the students' own language(s).

ANSWERS:

1 (it will be) our treat. (I can't believe it, (I'm) V excited and (I'm) nervous, (I'm) Coming to Italy. (Do you) Fancy, (I'll be) Back about 8.
2 What great news, ASAP, I'm pregnant! Can't believe it! Can't wait to see u both!
3 u (= you)
4 LHR (= London Heathrow), ASAP (= as soon as possible), Fri (= Friday) V/V (= very)

Message B is formal.

3 Ask students to use phrases and features from exercises 1 and 2 as appropriate. Tell them to keep the messages short. Monitor and help with vocabulary, writing any new words/phrases on the board.

4a Go through the checklist with the class. Students swap messages with a partner and comment on and correct them. They then decide which one is the clearest.

b Students redraft the least clear message. Monitor and help where necessary. When they have finished, ask one or two students to read out their messages to the class.

ADDITIONAL PRACTICE
Study, practice & remember
(PAGES 143–145)


Practice 1

ANSWERS:

1. I’m going to take
2. are playing
3. we’re having
4. it starts
5. won’t mind
6. I leave
7. I’ll tell
8. she’ll understand
9. Are you going to take
10. I’m going to drive
11. ’s dropping
12. I’ll pick you up
13. is
14. likely
15. leave

Practice 2

ANSWERS:

1. 2 well
2. What
3. How
4. Which
5. about
6. to
7. for
8. at
9. to
10. long
11. Didn’t she tell you?
12. Haven’t you finished (it)?
13. Haven’t you got one?
14. Don’t you understand?
15. Don’t you remember (me/it)?

Remember these words

ANSWERS:

1. blind date
2. an acquaintance
3. an ex-classmate
4. school reunion
5. house-warming party
6. conference call
7. What’s up? – What’s the matter?
8. mates – friends
9. How come? – Why is that?
10. He’s totally doing my head in. – He’s really annoying me.
11. a tenner – ten pounds
12. totally stressed out – under a lot of pressure
13. Just kidding! – It was only a joke!
14. helplessly – hopelessly
15. stretching her truth – stretching the truth
16. a little blue lie – a little white lie
17. a pinch of pepper – a pinch of salt
18. long-sitting – long-standing
19. go cold chicken – go cold turkey
20. economic – economical
21. an eye in – an eye out

Study tips

1. Ask students what they find difficult when listening to English, and write their ideas on the board. Students read the list to see if any of their ideas are mentioned.

2a. Students read the tips, then discuss in pairs which seem most useful.

b. Discuss this question as a class, and ask students to share any of their own tips with the class.