Introduction

Real Life is a five level course for upper secondary students, many of whom are preparing for a school-leaving exam. It recognises that most classes have students of a wide range of language ability and offers different ways of dealing with this in the classroom. It also notes that teachers are working in a range of situations, with different facilities and time constraints. Therefore, Real Life offers core material of 90 lessons with a flexible range of extra elements and components to supplement where necessary.

Why Real Life?

Teenage students learn best when they are motivated and when they recognise the relevance of a subject to their lives. They become more confident in using English in interesting and familiar contexts. In Real Life, we want to develop learners’ language skills as well as their cultural awareness and knowledge of the world. We deal with topics through the eyes of people of the students’ own age, drawing on real teenage experiences and viewpoints in conversations, interviews and vox pops. We look at real life issues, like the generation gap or the law, as they affect young people around the world.

Where possible, we reflect the media formats that are part of students’ real lives, for example, ‘teenagers’ relationships with their parents’ is presented via an online survey and ‘banning mobile phones in schools’ is presented via a chat room.

Central to our ‘Real Life’ approach, are the Real Time sections, which follow a group of characters through everyday situations, like going shopping, enrolling at college or buying a ticket for a rock concert. Real life language and tasks are integrated in these sections and the model functional language is practised further in realistic contexts in the accompanying DVD for each level.

Real Life and exams

We recognise the importance of exam preparation in secondary schools, the time when students have to prepare for a school-leavers’ exam or an entrance exam for further study. Real Life prepares students for typical exam task types and the Workbook Exam Trainer provides comprehensive exam training and practice tests.

Real Life and the Common European Framework

The Real Life syllabuses are linked to the Common European Framework (CEF). The Teacher’s Handbook contains a list of things students can do at the end of each lesson.

The table below shows how the Real Life levels fit both the CEF and the UCLES exams.

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The course components - at a glance

Students’ Book

The Students’ Book contains:

- twelve units covering all the typical exam topics
- each unit has six lessons of grammar, vocabulary and skills, plus:
  - odd units end in a Real Time section which focuses on speaking and writing skills
  - even units end in an Active Study revision section.

At the back of the Students’ Book, there is:

- a Mini Workbook for more grammar and vocabulary revision and practice to give your lessons total flexibility
- a unit by unit wordlist.

On the fold-out back cover, there is:

- a reference section with exam and general study skills for students to refer to whenever they need to.

DVD

For each level of the course, there is a DVD that focuses on the language introduced in the Real Time sections of the Students’ Book.

- It provides a fresh context for the situational dialogues. There are interactive on-screen activities for each episode.
- Photocopiable practice activities are provided in the Teachers’ Resources which are part of the Active Teach component, also available from the website.

Class Audio CDs

The Class Audio CDs contain all the listening activities in the Student’s Book, plus:

- recordings of the reading texts
- recordings of the Words2know and Phrases2know.

Workbook

The Workbook reflects the order and reinforces the content of the Students’ Book. It also provides additional training for writing and exam skills.

The Workbook contains:

- grammar practice with a Grammar reference on the same page with simple explanations and examples
- exam practice tasks in the skills sections
- extensive writing practice to build skills for typical exam text types, with model texts and explanations on the structure and content
- six self-assessment tests corresponding with the Active Study sections in the Students’ Book. The answer key is provided for students to assess their progress before attempting the tests in the Test Master.
- There is also a unique exam preparation programme:
  - six Exam Trainer sections with three Exam Tests
  - activities to build reading, listening, speaking and English-in-use exam skills
  - Exam Tips on how to deal with exam tasks
• an Exam Test for every two Exam Trainers, with an answer key for students to assess their progress.
Also in the Workbook:
• a bank of language functions covered in the Students' Book
• a full word list organised by topic.
The audio for the listening exercises is on the Skills Multi-ROM.

Skills Multi-ROM
The Skills Multi-ROM (supplied with the Workbook) is a unique skills builder that gives students the opportunity to interact in greater detail with the reading and listening texts in the Students' Book and the dialogues in the DVD, as well as the topic vocabulary. The activities can be used in class or for homework and checked in class. It contains:
• more skills practice exercises for each of the twelve units including interactive communication tasks where students can role play and record their part of the dialogue
• six self-assessment tests (from the Workbook)
• mid-year and end-of-year tests to prepare them for the class tests
• practice exercises on the topic vocabulary
• functions list from the Workbook (with audio)
• wordlists that can be sorted by unit or topic, with audio and example sentences
• the audio for the Workbook.
The Skills Multi-ROM is included in the Active Teach DVD-ROM so that the teacher can use the exercises in class.

for the teacher
Real Life provides a full range of teaching support materials for use in the classroom and to upgrade your teaching skills.

The Teacher's Handbook
The Teacher's Handbook contains reduced pages from the Students' Book, together with teaching suggestions and answers. This means the teacher needs only one book in the class.
The Teacher's Handbook contains:
• teaching suggestions for key exercises
• background notes (Culture2know) on the content of the lesson
• answers for Students' Book and Workbook activities
• tapescripts for the Class and Workbook activities
• ideas for warm-up exercises, extension activities and discussions topics

Now your students can list summarising the points that students have learned in each lesson
• teachers' notes and information on when to use Mini Workbook, Workbook, Multi-ROM exercises and photocopyable activities in the Active Teach DVD-ROM.
Abbreviations used in the Teacher's Handbook:
TR = Teacher's Resources (in the Active Teach and Website)
WB = Workbook; M-ROM = Skills Multi-ROM (with the Workbook and in the Active Teach)

Active Teach
This DVD-ROM is the perfect teaching resource with everything you need and more to help you create perfect lessons.

for the classroom
• an interactive whiteboard of the Student's Book, with zoomable areas, integrated audio, DVD and interactive activities
• the Skills Multi-ROM so that you can use these exercises in the classroom
• a bank of teaching materials in the Teacher’s Resources section of the Active Teach to add your own personal touch to your lessons, with:
  - extra photocopyable/downloadable grammar, vocabulary and skills activities
  - activities to activate language introduced in Can you do it English?
  - activities based on the listening material in the Students' Book
  - worksheets for the DVD
  - ideas for short classroom activities.

to develop your teaching skills
• fourteen workshops on different aspects of language teaching
• ideas for using the classroom board in your lessons

to create test materials
• the Test Master so teachers can photocopy the tests or manipulate them to prepare endless versions:
  - placement tests (Elementary/Pre-intermediate and Pre-intermediate/Intermediate)
  - twelve short tests (one per unit), in version A and B
  - six language and skills tests (one for every two units), in version A and B
  - speaking tests (for every unit)
  - writing tests (one for every two units)
  - mid-year and end-of-year progress tests
  - audio for the listening comprehension tasks
• all test material is also available in the Test Book and accompanying Audio CD.

Website
The Real Life website provides extra practice and reference material for both the student and teacher:
• visit the website at www.pearsonlongman.com/reallife for fun activities and downloadables
• find out more about the authors
• watch and download video clips on a range of topics
• find lots of ideas for classroom activities
• get more information about other related teaching materials.
How does the Students' Book work?

The Pre-intermediate Students' Book contains twelve thematic units. Each unit consists of four two-page sections, each taking two forty-five minute lessons. The Teacher's Handbook suggests where to break the two lessons but the boundary between them is generally flexible, making it easy to adapt the lessons to different learning styles.

The first two sections of the unit contain a vocabulary/skills lesson and a grammar lesson (Grammar Focus), so each unit has two grammar lessons.

The second section of each unit is an integrated skills section with extended reading skills and vocabulary work. The last section of each unit alternates between a Real Time section and an Active Study section. Real Time focuses on functional language via listening and speaking, and exam-type communicative writing tasks. Active Study provides revision of the grammar and vocabulary from the two previous units, and exam-type skills practice. Tips on how to tackle the tasks are provided in the Strategies on the fold-out flap of the back cover.

The Mini Workbook at the back of the book provides extra grammar and vocabulary practice exercises, suitable for class work or homework. The appropriate Mini Workbook exercises are signposted at the end of each lesson. These exercises are graded (from one to three stars), so that teachers can see at a glance which are appropriate for their students.

Grammar in Real Life

Grammar is key to building a student's confidence in using a foreign language and it is central to the syllabus of Real Life. Our aim is to revise and extend students' knowledge in as simple and straightforward a way as possible, while gradually developing their noticing and analytical skills. Grammar Focus provides clear explanations of the core grammar while Grammar Plus in the Mini Workbook provides additional information, for example, word order or time adverbials goes with the present simple in unit 1.

Visit the Real Life website at www.pearsonlongman.com/reallife and download the video clip on teaching grammar.

Vocabulary in Real Life

Vocabulary in Real Life is systematic and thorough. Lexical sets on key exam topics like jobs, crime or the environment are presented, developed and recycled through the topics. High-frequency 'power vocabulary' is also presented to help students understand texts and express themselves fluently, including many phrases and collocations, for example, get hurt or do nothing.

Visit the Real Life website at www.pearsonlongman.com/reallife and download the video clip on teaching vocabulary.

Reading in Real Life

Real Life contains a wide variety of text formats: magazine and news articles, fact files and encyclopaedia entries, quizzes and questionnaires, web pages, blogs and chat rooms, literary extracts, postcards and emails, brochures and notices. Reading is often integrated with work on the other skills, especially speaking and writing. Further reading material is included in the other course components (see pages ii–iii).

Visit the Real Life website at www.pearsonlongman.com/reallife and download the video clip on teaching reading.

Listening in Real Life

There is a wide range of listening material in Real Life, including conversations and interviews, vox pops and monologues and radio and TV programmes. Each unit provides listening skills sections, and as with reading, key sub-skills and exam task-types are practised. There are also short pieces of listening material in other lessons. Wherever listening material contextualises target language, it is reproduced on the page, so that learners can see as well as hear the new language. The Skills Multi-ROM provides more practice exercises based on some of the listening texts in the Students' Book; the Teacher's Handbook has references to the listening exercises on the Multi-ROM that relate to the tasks in the Students' Book.

Visit the Real Life website at www.pearsonlongman.com/reallife and download the video clip on teaching listening.

Speaking in Real Life

Speaking is an area in which many teenagers particularly lack confidence, both in their linguistic skills, and because they don't know what to say, or feel self-conscious in front of their peers. Our approach is to integrate speaking little and often, around topics that will motivate learners, and to choose issues that they have something to talk about. We provide models or a stimulus to get students thinking about the topic, and where useful, we include prompts to give students ideas and the language for expressing them.

In more extended speaking activities, for example Can you do it in English?, students are encouraged to plan what they want to say and are given useful phrases to help them communicate and express their ideas, for example, they exchange information to find the best candidate for a job.

Visit the Real Life website at www.pearsonlongman.com/reallife and download the video clip on teaching speaking.

Writing in Real Life

In Real Life, the main writing skills are presented in the Real Time sections, where we deal with typical communicative writing tasks (commonly set in exams), for example an informal postcard and letter, a formal letter of complaint and a short notice or message. We always provide models and key phrases to support students and focus on the relevant sub-skills, such as paragraphing, as well. There is a full writing skills section in the Workbook and further practice exercises in the Skills Multi-ROM, also referenced from the Teacher's Handbook.

Visit the Real Life website at www.pearsonlongman.com/reallife and download the video clip on teaching writing.

Learner Training and study tips in Real Life

Learner training in Real Life is simple and manageable. Active Study tips encourage learners to notice aspects of vocabulary, for example collocation, word formation, multi-word verbs and compound nouns. There are also simple tips in the Active Study revision sections, for example reminding learners to ‘learn words in groups’ or ‘notice word stress’, and useful study tips for exam tasks on the fold-out back cover flap.
Vocabulary, Skills and Grammar

- **Wide range of listening tasks**, including typical exam task types.
- **Grammar2know section** with rules of meaning and form.
- **Words2know recorded on Class CD and Skills Multi-ROM** to help students with pronunciation.
- **Vocabulary contained in Words2know** to provide clear focus and make revision easier.
- **Vocabulary presented in context**, through quizzes, fact files and other short texts.
- **Active Study sections** help to develop students’ awareness of lexical features, such as compound nouns.
- **Target language always on the page.**
- **2 grammar input lessons per unit.**
- **New language is thoroughly contextualised.**
- **Controlled and less controlled practice exercises**, with consolidation in the *Mini Workbook* at the back of the book.
- **More practice in the Mini Workbook and other components.**

*Active Study* sections help to develop students’ awareness of lexical features, such as compound nouns. *Words2know* recorded on Class CD and Skills Multi-ROM to help students with pronunciation. New language is thoroughly contextualised. 2 grammar input lessons per unit. Target language always on the page. Controlled and less controlled practice exercises, with consolidation in the *Mini Workbook* at the back of the book. More practice in the *Mini Workbook* and other components.
**Skills**

Regular practice of typical exam task types, for example role play and photograph description.

Skills such as skimming, scanning, predicting and guessing meaning from context developed systematically.

Special emphasis on exam tasks types, for example true/false questions, multiple choice and matching exercises.

Modern, authentic-looking texts that are within the students’ grasp.

All reading texts are recorded.

Model texts with appropriate phrases, prompts and outline structure provided to support students’ learning.

Real Time presents functional language in real situations and teaches typical speaking and writing exam tasks in realistic contexts.

Useful functional and situational language in *Phrases2Know* boxes helps students prepare for exams tasks.

Speaking activities clearly structured to minimise misunderstanding.

Main writing skills developed in *Real Time* sections.
**Active Study**

- Regular revision of grammar and vocabulary.
- Skills revision through typical exam task types.
- Useful study tips for exam tasks on the fold-out back cover for easy reference and revision.

**Mini Workbook**

- Mini Workbook with more grammar and vocabulary practice.
- Full word list with phonetic transcription for each unit at the back of the book.
Divorce rates in the UK are among the highest in Europe. British teenagers are used to different family structures. Stepparents and stepbrothers and sisters are very common, as are half-brothers and sisters.

Private schools are fee-paying schools. They can be mixed (for boys and girls) or single sex. The school leaving age in the UK is currently 16. The options for most students are then: to stay at school until 18, to look for a job or to go to a local ‘college’ (an institution of learning which offers technical and professional courses leading to qualifications). (See Unit 4 for details of the school education system in England.)

Draw students’ attention to the objectives box at the top of the page. Tell students these are the aspects of grammar, vocabulary and skills they are going to learn more about in this Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. the end of every double-page spread).

LESSON 1
Warmer
Find out if there are any twins in the class. Talk about the different kinds of twins students have heard about: twins of the same sex that look exactly the same (identical); twins that don’t look the same and may be a boy and a girl (non-identical); twins that are joined and share one or more body parts (con-joined).

Reading & Listening
1 Extend this discussion to students’ friends and family, e.g. do students share birthdays with any friends or family members and if they do, are they similar to these people or not?
2 Ask the groups if they found any people who were born on the same day. Were there any dates that more than two people in the class were born on?
3a Students may have heard of ‘time twins’ before, especially on the internet.

Answers: Time twins are people who were born on the same day. The idea is that time twins have a lot in common but, in fact, these four young people are very different.

4 Check students understand key vocabulary in the sentences before they read the texts.

Answers: on student page

5 Check answers to the first task before asking students for other information they found in the reading. Students read the phrases/words aloud which give them more information about Steven and Josh.

Steven says that university is ‘too expensive’ because in England the majority of students have to pay to go to university and it costs a lot. Students can apply for ‘student loans’ (they borrow the money from the government) but they have to pay this back in instalments after their studies are finished.

Answers: We learn where the boys live, what jobs their parents do, where they study and what their hobbies are.

b

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Answers: We learn where the boys live, what jobs their parents do, where they study and what their hobbies are.

6 Before listening check students realise which sentences to mark (the unmarked ones: 3, 5, 6, 9, 10).

A nursery is similar to pre-school or kindergarten.
4 Read the text again. Find two sentences below about Steven (5) and three about Josh (3).
1 Steven is crazy about fitness.
2 Josh isn’t very energetic.
3 Steven goes to school or college.
4 Steven plays a musical instrument.
5 Steven looks after children in a nursery.
6 He goes to a private school.
7 Steven doesn’t have any brothers or sisters.
8 Steven has parents who are divorced.
9 Steven sometimes helps his/her father.
10 Steven wants to become a pharmacist.

5 What other information do you learn about Steven and Josh in the text?

6 (12) Listen to the interviews. Mark the sentences in exercise 4 about Amy (A) and Mariam (M).

7 Do you think these time twins are similar? Why? Why not?

"I think Steven and Josh are very different because…"

**Grammar Focus**

**Present simple and present continuous**

8 Read the sentences 1–4. Which verbs in bold are in the present simple and which are in the present continuous?

1 I really love horror films.
2 Right now I’m talking to Amy.
3 I’m working in a nursery at the moment, just part-time.
4 I help my father in his shop sometimes.

9a Read Grammar 2 know and match the rules a–d with the sentences 1–4 in exercise 8.

b Read about Steven and Josh again and underline more examples of the present simple and present continuous. Find four more examples of rule d.

10 Put the verbs in brackets into the correct tense.

Use the present simple or present continuous:

1 Josh sometimes (play) computer games nearly every day.
2 Mariam is taking (take) some important exams this week.
3 Steven’s parents have got (not have) any other children.
4 Amy hasn’t looked after (not look after) her little niece today.
5 Josh’s mother is working (work) in the USA at the moment.
6 Steven (go) to the gym three or four times a week.

11 Use the prompts to tell other students about yourself.

Give more information if you can. Use the present simple or present continuous.

- like horror films
- I don’t like horror films, I love comedies
- walk to school
- play a musical instrument
- read a book at the moment
- read the newspaper every day
- study for exams this term
- save to buy something special

12 WRITING. Read about Steven and Josh again. Then write a description of yourself. Write about:

- where you live and who you live with your school and other courses
- your interests, free time, friends, etc.

Answers: on student page

**Example answers:** Josh and Mariam have a few similarities – they are both studying for A-levels and both want to go to university. Both Josh and Amy have divorced parents; neither Steven nor Amy wants to go to university. None of the time twins have similar hobbies and none of them have similar career ambitions.

**LESSON 2**

**Warmer**

Review what time twins are and what students remember about Steven, Josh, Amy and Mariam by asking, e.g. What kind of twins are Steven, Josh, Amy and Mariam? Can you remember who plays a musical instrument, who goes to a private school, who wants to become a pharmacist? Let students look back at the texts.

**Grammar Focus**

**Present simple and present continuous**

8 Answers: 1 present simple 2 present continuous 3 present continuous 4 present simple

9a Grammar 2 know

Students discuss their answers in pairs.

**Answers:** on student page

**10** When checking the answers, elicit the key words or phrases as in Grammar 2 know, e.g. 1 every day 2 this week.

**Answers:** on student page

11 Give students time to read the prompts and prepare what to say. Remind them to expand/personalise the sentences.

Students do this activity in pairs or small groups.

12 Each student writes a draft of the text first. They check/correct each other’s work. Then they write a final version in their copy books.

**MINI WORKBOOK** exercises 1–4

Write the first example (he never travels by bus) in scrambled word order on the board. Ask students to say it correctly. Write it on the board. Underline never. Repeat for she is often late for class. Elicit from the students what the rules are for word order with adverbs of frequency. Write My brother and I go to the cinema on the board and write every week to the side. Ask them where this expression goes, and to tell you the rule.

Focus students on the Grammar Plus activity in the Mini Workbook. Read the rules through with the class. Students then complete the exercise. They check in pairs.

**EXTRA DISCUSSION**

Steven, Josh, Amy and Mariam are all very different. Are any of them ‘typical’ of teenagers in your country? Are you similar to any of them?

**Now your students can:**

- extract relevant information from reading and listening texts
- compare uses of the present simple and the present continuous
- write a short text describing themselves.

**Answers:** on student page
Chilled: this is a slang term used by young people to talk about themselves and also about music, lifestyle, etc. It means relaxed and unstressed (people who take it easy) and is generally positive. It is often used with the particle out, as in He’s very chilled out. (He’s very relaxed.)

Hyper: this slang term means the opposite of chilled. People who are hyper find it difficult to relax and are always active: they never stop. The meaning is not always positive. It comes from hyperactive, e.g. He’s a nice guy but he’s so hyper.

1.4 Words

Chilled:
1. go – out with friends, (back)
2. to sleep
3. shopping
4. to the beach
5. to the cinema
6. on the internet
7. have – a party
8. get – up
9. ready
10. bored

Hyper:
1. plans
2. a party
3. new people
4. go – out
5. nothing
6. sport
7. shopping

Elicit the questions for the pair activity:
What do you usually do in the evening/at the weekend/in the holidays?

Practise in open pairs first, showing students how to develop the discussion using How about you?

Encourage students to answer truthfully and provide translations of words in English when needed.

MINI WORKBOOK exercise 7 page 191

Are you Chilled or Hyper?

Are you the kind of person who never stops or do you take it easy? Do our quiz to find out!

1. It’s Saturday morning. What do you think when you open your eyes in the morning?
   a. What arrangements have I got for today?
   b. I must get up and get ready.
   c. Saturday, great! I’ll relax later.
   d. Good, can I go back to sleep?

2. You’re on holiday by the sea! How do you spend your days?
   a. Do some sightseeing, go shopping and, of course, go out every evening!
   b. Go to the beach, meet some nice people and visit some interesting places.
   c. Spend an uneventful day by the pool with music and a book.

3. It’s your birthday… Happy birthday! What do you do?
   a. You decide to have a party but then you worry about what to wear, who to invite, etc.
   b. You arrange to go out with a group of friends.
   c. You don’t make too many plans – perhaps you’ll meet some friends or go to the cinema.

4. It’s winter, the weather’s terrible and you can’t go out. How do you feel?
   a. You hate doing nothing. You phone all your friends and complain.
   b. It’s nice to stay in but after a while you get bored.
   c. You can watch DVDs and play computer games all day – what’s the problem?

5. How do you feel at bedtime? Is it easy or difficult for you to sleep?
   a. It’s difficult to sleep because you can’t stop thinking about your day.
   b. You read or listen to music and you usually go to sleep easily.
   c. You aren’t tired – you often stay up and watch a film or go on the internet.

Answers: go – out with friends, (back) to sleep, shopping, to the beach, to the cinema, on the internet; have – a party; get – up, ready, bored; make – plans; do – sport, nothing

LESSON 3

Warmer

Elicit some of the things students like doing in their spare time, e.g. sports, listening to music, meeting their friends. Write the information on the board.

Vocabulary & Reading

Social life

1. Read the title and introduction and check students understand the meaning of chilled and hyper. Focus students on the spare time activities on the board and elicit which are more chilled and which more hyper. Students write down which they think they are before they do the quiz. Read the quiz with the class, making sure they understand it before they choose their answers.

2. Students check their answers. Discuss how the results compared with their predictions.

A typical birthday party for teenagers of fifteen or sixteen is either a sleep-over (friends – mostly same sex but not always – come over, watch DVDs, eat fast food, e.g. pizzas and stay the night) or an evening out with their ‘mates’, e.g. to a club, or bowling.

MINI WORKBOOK exercise 7 page 191

Words know

Chilled:
1. plans
2. a party
3. new people
4. go – out
5. nothing
6. sport
7. shopping

Hyper:
1. make
2. go – out
3. the cinema/beach
4. stay
5. ready

MINI WORKBOOK exercise 7 page 191

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- to sleep
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- to the beach
- to the cinema
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What do you usually do in the evening/at the weekend/in the holidays?

Practise in open pairs first, showing students how to develop the discussion using How about you?

Encourage students to answer truthfully and provide translations of words in English when needed.

MINI WORKBOOK exercise 7 page 191

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Are you the kind of person who never stops or do you take it easy? Do our quiz to find out!

1. It’s Saturday morning. What do you think when you open your eyes in the morning?
   a. What arrangements have I got for today?
   b. I must get up and get ready.
   c. Saturday, great! I’ll relax later.
   d. Good, can I go back to sleep?

2. You’re on holiday by the sea! How do you spend your days?
   a. Do some sightseeing, go shopping and, of course, go out every evening!
   b. Go to the beach, meet some nice people and visit some interesting places.
   c. Spend an uneventful day by the pool with music and a book.

3. It’s your birthday… Happy birthday! What do you do?
   a. You decide to have a party but then you worry about what to wear, who to invite, etc.
   b. You arrange to go out with a group of friends.
   c. You don’t make too many plans – perhaps you’ll meet some friends or go to the cinema.

4. It’s winter, the weather’s terrible and you can’t go out. How do you feel?
   a. You hate doing nothing. You phone all your friends and complain.
   b. It’s nice to stay in but after a while you get bored.
   c. You can watch DVDs and play computer games all day – what’s the problem?

5. How do you feel at bedtime? Is it easy or difficult for you to sleep?
   a. It’s difficult to sleep because you can’t stop thinking about your day.
   b. You read or listen to music and you usually go to sleep easily.
   c. You aren’t tired – you often stay up and watch a film or go on the internet.

Answers: go – out with friends, (back) to sleep, shopping, to the beach, to the cinema, on the internet; have – a party; get – up, ready, bored; make – plans; do – sport, nothing

MINI WORKBOOK exercise 7 page 191

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- sport
- shopping

Elicit the questions for the pair activity:
What do you usually do in the evening/at the weekend/in the holidays?

Practise in open pairs first, showing students how to develop the discussion using How about you?

Encourage students to answer truthfully and provide translations of words in English when needed.

MINI WORKBOOK exercise 7 page 191
Grammar Focus

Questions and question words

6 Look at Zoe’s photo from MyWorld, a website for meeting friends. Answer the questions.
   - Do you like the photo? Why? Why not?
   - Do you use websites like MyWorld?

7 Read Grammar 2 now. Then complete the MyWorld questionnaire with these question words.
   [Who (x2)] [Why (x2)] [What (x2)] [Which (x2)] [How (x2)] [What kind (x2)] [How many] [How much] [When] [Where]

8 a [TS] Zoe’s friend is testing how many questions she can answer in two minutes. Listen and check your answers for exercise 7.
   b [TS] Which of Zoe’s answers can you remember? Compare answers in pairs. Listen again and check.

9 [TS] Close your book and listen to the questions. Write brief answers.
   - Answer

10 a [TS] Complete questions 1–2 with is, are, have or do. Listen again and practise the intonation.
   b [TS] Which one of these questions can you remember? Compare answers in pairs. Listen again and check.

Answers: on student page

8a [TS] Students listen and check. Check understanding of vocabulary, e.g. questions 7, 11.

Grammar 2 now

Question words

Use these words to form questions:
   What’s your favourite CD?
   What kind of music do you like?
   How much money have you got?

Word order

What is your favourite dessert?
Who do you see at the weekend?
Why are you doing this questionnaire?
How much money have you got?

10 a [TS] Complete questions 1–2 with is, are, have or do. Listen again and practice your intonation.
   1 Which city do you come from originally?
   2 How many brothers and sisters do you have?
   3 What kind of movies do you like?
   4 What are you wearing at the moment?
   5 Which country do you like?
   6 Which month is your birthday day of the year? How old are you?
   7 Which TV programmes do you like best?

b [TS] Choose the questions above to ask your teacher.

In pairs, do the MyWorld questionnaire. Take turns to ask and answer as many questions as you can in two minutes.

UNIT WORKBOOK exercises 5–6 page 101

LESSON 4

Warmer

Ask who uses the web to find/make friends. Ask, e.g. Do you know anyone who uses the web for meeting people in their own country/in other countries/for practicing English? etc.

Grammar Focus

Questions and question words

6 Students discuss their answers to the two questions in pairs. Use prompt questions to help them move from descriptions to interpretation, e.g. Where is Zoe? What is she doing? Can you describe her? What else can you see in the photo? Does the photo remind you of anything?

Zoe took this photo herself. Do you often take photos of yourself? What do you use them for? Why do you think Zoe used this particular photo on the website? What does it say about her? What kind of photo of yourself would you use on a website like this?

7 Grammar 2 now

Students try and complete the questions with the right question words.

8a [TS] Students listen and check. Check understanding of vocabulary, e.g. questions 7, 11.

Answers: on student page

b [TS] Students read the questions aloud
Strategies for exam skills. Reading: True/False/No Information (back cover)

Students need to focus carefully on the wording in the statements as well as study the text for the information. The wording in the statements may not be the same as the wording in the text.

In this true/false activity there is no ‘no information’ option but students have to give reasons for their answers. This means they have to be able to say where they found the information in the text and, if appropriate, quote the words (from the text) which support their answer.

Students need to read the text in more detail for this true/false activity. Students read the sentences aloud first. Check understanding of any vocabulary.

Answers: The BBC (British Broadcasting Corporation) is organising the survey to find out about young people’s lives and worries.

Remind students to look for key words in the questions and answers to help them as they match, e.g. question 2 most like.

Answers: on student page
**Vocabulary & Speaking**

**Family and relationships**

6 **WORD RACE** Work in pairs. In two minutes, write down as many family words as you can.

father, brother, mother, sister, aunt, uncle, cousin, relative

7 Match the Words 2 Know to definitions 1–10.

- Which words are for males and females?
- What are the male forms of the other words?

**Words 2 know**

- an only child
- a stepmother
- an ex-wife
- a cousin
- a relative
- a great-grandmother
- a great-grandfather
- an aunt
- an uncle
- a niece
- a nephew
- a daughter-in-law
- a son-in-law
- an older sister
- an older brother

**Answers:**

Students complete the exercise individually and then check together. Play the CD for them to practise pronunciation.

**Answers:**

**UNIT 1 your life**

(Stop). Elicit the words onto a word map on the board.

7 **Words 2 know**

Students complete the exercise individually and then check together. Play the CD for them to practise pronunciation.

**Answers:**

Elicit answers from the class for the two questions.

**Answers:**

**UNIT 1 your life**

Students compare and discuss their answers in pairs, giving reasons for each one (showing where they found the information in the text).

After students have done the true/false activity, give them time to reflect on how they did the activity and discuss with them which Strategies they applied or should have applied.

**Answers:**

**UNIT 1 your life**

Students do this activity in groups, discussing their answers. Take feedback as a whole group.

**LESSON 6**

**Warmer**

Elicit some of the things that teenagers said about their parents, and parents said about teenagers, in the ‘Talking Teenagers’ text in the previous lesson.

**Vocabulary & Speaking**

**Family and relationships**

6 Make this a game. Give a start time (Ready, Steady, Go!) and a finish time

Students compare and discuss their answers in groups, discussing their answers. Take feedback as a whole group.

**Extra discussion**

Who do you prefer to spend time with – friends or family? Who do you have more fun with? Why?

**Now your students can:**

- apply prediction skills to a reading text
- talk about their own and other people’s experiences as teenagers
- talk and write about their family situations.

MINI WORKBOOK exercise 8

**EXTRA DISCUSSION**

Who do you prefer to spend time with – friends or family? Who do you have more fun with? Why?

**Now your students can:**

- apply prediction skills to a reading text
- talk about their own and other people’s experiences as teenagers
- talk and write about their family situations.
Real Time

Culture 2 know
All UK addresses have a postcode, e.g. NW10 2PQ. A postcode is used for a small group of addresses, making it easy to sort and deliver mail. In the US this is called a zip code.

LESSON 7

Warmer
Find out if students go away for the summer, with or without their families, to stay in other countries and/or do summer courses.

Meetings and greetings 1

Answers: Zack is from California. He is coming to London to study. Fran, Rosie and Ted are meeting him at the airport.

2 Students compare their answers before they listen a second time.

Answers: on student page

Individually and then in pairs students try and complete the gaps with the phrases. They listen and check.

5a This is a transfer activity. Students use the dialogue in exercise 3 as a model for this new dialogue. Monitor the groups as they are writing their dialogues, reminding them to use the Phrases2know. Groups need to include a character for each student, e.g. groups of four have four characters in the dialogue, groups of three have three.

b Students practise their dialogues in their groups and act them out (introducing each other, shaking hands, etc.). When students are confident, tell them to put away their written dialogues and practise one more time. Invite groups to perform their roleplays to the class.
LEsson 8

Warmer
Use a word map to review what students remember about Zack. Prompt student responses by asking, e.g. Where does Zack come from? Who’s he staying with?

Filling in a form
Students read the information about Zack.

Check understanding of the Phrases2Know by eliciting the information from students about themselves. Ask students why they cannot give a UK address (unless they are studying in the UK). Students compare their answers in pairs before they listen. After listening check with students how Zack says: his mobile number (eight, eight, seven, etc.), his email address and his postcode.

Answers: on student page

7a Elicit the full questions for 1–11 from different pairs.

Check understanding of the different Course options. Students work in pairs and take turns to ask questions and complete the form with their partner’s information.

Getting to know people
8 Students compare their answers and impressions in pairs. Elicit answers and reasons for the second question from the class.

Answers: Zack is at a party and is talking to Monika, a Polish student. Perhaps he’s enjoying himself – he’s laughing and Monika is smiling, so they’re probably getting on very well.

9 Phrases2Know
Discuss which phrases students think are more formal but don’t give the answers before they listen. Check by eliciting the less formal versions. Ask for situations when students use a) formal language and b) informal language.

Answers: on student page

10 Can you do it in English?
Give students time to prepare their ‘roles’ before doing the dialogue. Remind them to use the Phrases2Know in the conversation. If possible, record students doing their dialogues and play back to the class.

Now your students can:
• meet and greet new and old friends
• ask and answer questions to complete and fill in an enrolment form
• use appropriate language for getting to know people.