


WELCOME

Student's Book pages 4–5

A LESSONS IN LIFE

Saying yes and adding conditions

- 1  1.02 Books closed. As a warm up, divide the class into pairs and ask students: *How many televisions do you have in your house? Do you ever have problems with them?* You may like to answer the questions yourself to get them started. Listen to some of their answers in open class. For further speaking practice, ask students to work in pairs and make a list of technology in the home that can cause difficulties.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the picture on the IWB. Ask: *What can you see in the picture? What is his problem?* Tell students they are going to read and listen to a conversation about a problem with a television. Ask them to read the dialogue and complete the gaps. When the majority of students have completed the exercise, divide the class into pairs or small groups for students to compare their answers. Play the audio for students to check their answers. During whole-class feedback, nominate individuals to explain their answers and clarify any difficulties. If time allows, divide the class into pairs for students to act out the dialogue.

Answers

1 up 2 get 3 unless 4 supposed 5 through
6 have 7 provided 8 long

- 2 Working individually, students complete the last line of the dialogue. Allow them to compare their ideas in small groups before listening to some examples in open class.
- 3 **SPEAKING** Divide the class into small groups and ask them to discuss the questions. For better results, you may like to give students a few minutes to think about their ideas before starting their discussion. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas in open class as feedback.
- 4 **WRITING** Give students time to read through the sentences. In open class, elicit the words which add conditions (*provided, as long as, unless, otherwise*). Ask students to work individually to complete the

sentences. Divide the class into pairs or small groups for students to compare their ideas. Monitor to check students are adding conditions correctly. Make a note of any repeated problems and clarify on the board.

Mixed-ability

Allow weaker students to write sentences with a partner before regrouping to compare with others in small groups.

get used to

- 1 Books closed. To introduce the exercise, do an Internet search for photos of early mobile phones. Ask: *In what way are they different from modern mobile phones?* Divide the class into pairs for students to discuss the questions. Listen to some of their ideas in open class.

Books open. Read through the instructions and example. Check understanding of *get used to*. Point out that it is followed by the *-ing* form of the verb.

In pairs, students complete the missing verbs and add some ideas of their own. Regroup students into small groups to compare ideas.

Answers

1 watching 2 taking 3 listening 4 using

- 2 **SPEAKING** Give students time to read the question and make notes on their answers. Monitor to help with vocabulary. Divide the class into pairs for students to discuss their items of technology.

Optional extension

Write the following questions on the board. Divide the class into two groups, group A in favour of modern technology, group B against. Ask them to work in pairs to answer the questions. Tell them they should not include their personal opinion at this stage. Regroup into AB pairs for students to discuss the questions. Listen to some of their arguments in open class. Ask students to offer their real opinions.

Do you think modern technology:
is getting easier or more difficult to use?
breaks down too quickly?
becomes obsolete too quickly?
is too expensive?
is really necessary?

Secrets of love

- 1 Look at the picture with students. Nominate individuals to answer these questions: *What is the relationship between these people? How do they feel?* Tell students they are going to read an essay in which a man describes his grandparents' successful

marriage. Set a time limit of two minutes to encourage students to practise reading quickly. Tell them not to worry about unknown words, but to focus on getting an overall understanding of the article and on answering the question. Allow students to compare answers with a partner before feedback in open class.

Answers

Respect, patience and the feeling he had when he first saw his wife.

- 2 Students re-read the article to complete the exercise. Tell them not to use dictionaries, but to try to understand any difficult vocabulary from its context. Encourage them to underline the parts of the article that helped them decide on their answers. Students compare answers in pairs before a whole-class check. During feedback ask students to refer to the parts of the essay they underlined to justify their answers.

Answers

- 1 They thought the couple were mad.
- 2 Respect to him means being able to accept the other person for who they are and giving them room to grow. Without this, a relationship cannot survive.
- 3 He says that it's impossible to live with someone for a long time without falling out and with patience you can work things out.
- 4 He says it was an important part of his marriage, but that couples can also be happy without having children.

- 3 **SPEAKING** Ask students to work in pairs to complete the task. Tell them they should try to think of five different secrets. Monitor to help with vocabulary and ideas. When students have completed their list, regroup into small groups for students to compare lists and discuss which are the five best secrets. Listen to their list in open class and create a list of their ideas on the board. Hold a class vote to find out which of the secrets students think are most important.

Optional extension

Divide the class into AB pairs. Set up a role play with A as the grandparent and B as the teenager. The teenager has to ask the grandparent about relationships and the grandparent has to give advice. Encourage them to use some of the expressions on page 5. When students have completed their discussion, regroup students into grandparents and teenagers to report back on their conversations.

Love and relationships

- 1 Look at the list of words with students. Ask students to work with a partner and complete sentences 1 to 6. During whole-class feedback, say the words for students to repeat and check pronunciation.

Answers

1 fall 2 date 3 start 4 engaged 5 out 6 over

- 2 To clarify the activity, look at the first sentence with students and nominate some volunteers to give a score to the rule. Working individually, students complete the exercise.

- 3 **SPEAKING** Divide the class into pairs for students to compare their scores. Encourage them to give reasons for their choices and to try to come to agreement on the best score for each rule.

- 4 Books closed. Write the words in question 1 on the board and nominate an individual to order them to make the question. Ask: *How long after meeting your partner should you say these words?* Elicit answers in open class. Ask: *How about on the first date?*

Books open. Ask students to work in pairs to order sentences 2 to 5. You could do this as a race. Check answers in open class.

Answers


- 1 Do you want to marry me?
- 2 How many children do you want?
- 3 Can you pay for the meal?
- 4 Do you want to meet my mum and dad?
- 5 Why don't you lose a bit of weight?

- 5 **ROLE PLAY** Read through the instructions and the example. Students write their sentences and then discuss their date with a partner. Encourage them to describe their date in more detail and to compete to make their date sound worse than their partner's. Monitor to check students are using reported speech correctly. Refer to any repeated errors on the board after feedback. Also listen for any entertaining conversations and ask students to report these back in open class as feedback.

Student's Book pages 6–7


B CHALLENGES

The bucket list

- 1  1.03 Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the pictures on the IWB. Ask students: *What can you see in the pictures?* Listen to some of their ideas in open class but do not comment at this stage. Play the audio while students listen and answer the questions. Students compare answers with a partner before a whole-class check.

Answers

- 1 a list of things to do before a defined age or time
- 2 get a poem published, do a parachute jump

- 2  1.03 Give students two minutes to read the conversation and complete the gaps with the words in the list. Play the audio again for students to listen and complete the conversation. When students have compared answers with a partner, check in open class. Ask pairs to practise the dialogue.

Answers

- 1 to come 2 having 3 reckon 4 problem 5 it online
- 6 chance 7 manage 8 right

- 3 Read through the instructions in open class. Give an example of your own to get them started. Students work with a partner to complete the exercise. Listen to some of their ideas in open class as feedback.

Optional extension

Give students five minutes to write their own bucket list and think of reasons for their choices. You could elicit some ideas in open class and write them on the board to get them started. Monitor to help with vocabulary as required. Divide the class into small groups for students to compare their lists and to decide whose list would be most difficult to complete.

Verbs with *-ing* or infinitive

Draw students' attention to questions 1 and 2 in the bucket list dialogue. Elicit that *try* is followed by the infinitive and *regret* is followed by the *-ing* form. Make two columns on the board and write *infinitive* and *-ing* at the top. Challenge students to work in pairs to think of five more verbs to put in each of the two columns. As feedback, ask the fastest pair to write their answers on the board. Brainstorm more verbs from the rest of the class.

Ask students to work in pairs to complete sentences 1 to 5. Check answers in open class.

Answers

1 to count 2 doing 3 worrying 4 taking / to take
5 to say

Issuing and accepting a challenge

1 Ask students to cover responses a to f and focus on sentences 1 to 4. Say each sentence in open class and elicit possible responses. Ask students to uncover responses a to f and match them to sentences 1 to 4. Clarify that there may be more than one possible answer. During whole-class feedback, encourage students to attempt challenges 1, 3 and 4.

Answers

1 b 2 b, f 3 a, b, c, e 4 d

Fast finishers

Ask students to close their books and write as many verbs with *-ing* or infinitive as they can remember.

- 2 Students work individually to complete the activity. Encourage them to look at the examples in Exercise 1 and to use each of the types of challenge at least once. Monitor to help with vocabulary and ideas as necessary.
- 3 **SPEAKING** Divide the class into pairs or small groups to challenge each other. Make sure students are aware that they do not have to accept every challenge if they do not want to. For further speaking practice when students have issued their challenges, regroup and ask students to report back on their conversations. Listen to some example challenges in open class as feedback, and nominate volunteers to accept them.

Our greatest challenge

1 Books closed. Write: *What is our greatest challenge?* on the board. Ask students to work in pairs to discuss the question. Listen to some of their ideas in open class and write some of their ideas on the board.

Books open. Tell students they are going to read a blog entry about a challenge in the future. Students work individually to complete the exercise. Ask them to underline the parts of the text that helped them find the answer. Allow them to compare answers with a partner before whole-class feedback. During feedback ask students to quote the parts of the text that support their answers. Refer back to the ideas on the board from the lead-in. Did anybody mention the challenge in the blog?

Answer

Defending the natural world from human greed.

- 2 Give students time to read the sentences. Check/clarify *on the grounds that; so-called, dread*. Encourage students to underline the key information in the questions that they will be looking for in the blog. Students read the blog in more detail to answer the questions. Suggest that they underline the parts of the blog that helped them find their answers. Students check their answers with a partner before whole-class feedback.

Answers

- 1 The writer recently read a story about a new golf course being built on protected land.
- 2 She's so upset because the land is a breeding site for thousands of seabirds; she fears that this is contributing to yet more loss of the natural world.
- 3 She believes that the world belongs to every man, woman and child; every animal, bird and insect.

- 3 Give students time to read the sentences. To help students with ideas, you could have an open class brainstorm and write some ideas on the board for students to choose from. Working individually, students complete the exercise. Monitor to help with any difficulties.
- 4 **SPEAKING** Divide the class into pairs or small groups for students to compare their sentences. Encourage them to speak at length and give reasons for their opinions. As feedback, ask groups to report back on common themes. Hold a class vote to find out what students feel is the greatest challenge we face.

Mixed-ability

Stronger students can do the exercise without preparation time.

Weaker students: allow time for students to make notes on reasons for their opinions before sharing them with a partner.

Phrases for talking about the future

- 1 **SPEAKING** In pairs, students discuss the headlines and answer the questions. When they have come to an agreement, regroup students to compare their rankings with other students and try to convince each other of the best ranking. Do not discuss the meaning of the words in italics at this stage.
- 2 Students work in pairs to match the words in italics to their meaning. During feedback, nominate individuals to explain the meanings and give further examples for clarification if necessary.

Answers

will definitely – 5
 will happen very soon – 1; 3
 will probably – 4
 is going somewhere to do something – 2

- 3 Give an example of your own to get them started. Working individually, students write sentences. Tell them they can write about real news stories or invent stories of their own. Monitor to help with vocabulary and ideas and to check students are forming sentences correctly.

Fast finishers

Ask students to write sentences of their own using phrases for talking about the future.

- 4 **SPEAKING** Divide the class into pairs for students to compare their sentences and decide who has the best story. Encourage students to add more information and develop the stories further. As feedback, listen to some of the stories in open class.

Student's Book pages 8–9**C EMPATHISING****Cheering someone up and sympathising about past situations**

- 1 **▶▶1.04** Ask: *Do you want to learn to drive? Why? Do you think it is difficult to pass the test/drive a car?* Divide the class into pairs for students to discuss the questions. Listen to some of their ideas in open class. Tell students they are going to listen to a conversation about a driving test. Play the recording while students listen and answer the questions. Allow students to compare answers with a partner before feedback in open class.

Answers

1 Jim is miserable because he failed his driving test.
 2 She promises him that he will pass next time.

- 2 **▶▶1.04** Ask students to read through the conversation and work individually to try to complete the gaps from memory before checking answers with a partner. Repeat the recording for students to check their answers. Allow students to compare answers with a partner before feedback in open class.

Answers

1 Cheer up 2 dear 3 turns out 4 go through
 5 wears; out 6 get; down 7 let; down 8 blame
 9 work out 10 dwell

- 3 **SPEAKING** Divide the class into pairs for students to answer the question. Listen to some examples in open class. Write some of their idea on the board to refer to after Exercise 4.
- 4 Ask students to work in pairs to complete the expressions. During whole-class feedback, say each of the expressions for students to repeat and check pronunciation. Make sure students sound suitably

positive or sympathetic when saying the expressions. Look back at their examples on the board: Did they think of any of the expressions?

Answers

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

- 5 **WRITING** Give students time to read through the instructions and situations. In pairs, students choose a situation and write a dialogue. Ask students to use the dialogue in Exercise 2 as a guide and to include at least three of the expressions from Exercise 4. Ask students to practise their dialogue several times. Monitor to help with pronunciation and intonation of the expressions. Listen to some examples in open class as feedback.

Mixed-ability

Weaker students can write their dialogues and practise them before trying to act out their dialogue without looking at their notes. Stronger students can invent dialogues spontaneously.

Life's ups and downs

- 1 To introduce the topic, you might like to tell students about something you have succeeded in doing (or failed to do). Try to include some of the words from the list in your story. Ask students to work with a partner to complete the sentences with the words in the list. Check answers in open class. During feedback, it is good practice to check students' understanding of vocabulary by asking concept check questions e.g. *Are you happy if things are not going your way? Who would you blame if you didn't pass an exam? Why?* etc.

Answers

1 way 2 blamed 3 let 4 hardest 5 expectations
 6 get

- 2 **SPEAKING** Divide the class into small groups and ask them to discuss the questions. For better results, you may like to give students a few minutes to think about their ideas before starting their discussion. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas in open class as feedback.

A helping hand

- 1 Write the title on the board and elicit/clarify meaning. Tell students they are going to read about somebody lending a helping hand. Check/clarify: *autistic*. Students read the article to complete the exercise. Tell them it is not important to understand every word, but to focus on ranking the suggested titles. To encourage students to read quickly, set a two-minute time limit. Students compare their answers with a partner before checking in open class. During feedback, ask students to give reasons for their choices.

- 2 Read through the sentences with students and check/clarify: *tantrums; trepidation; charm; kick off*. Students read the article in more detail to complete the exercise. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner.

Answers

- 1 The writer describes life with an autistic child as a constant adventure.
- 2 She was nervous because it was her son's first flight and she didn't know how he would behave or how others would react to his behaviour.
- 3 He calmed her son down, helped put his seat belt on and got him to eat a meal.

Adjectives to describe uncomfortable feelings

- 1 The article contains a variety of adjectives to describe uncomfortable feelings. Give students two minutes to read through the sentences and try to complete them from memory before looking back at the article to check their answers. Check answers in open class. Say the adjectives for students to repeat and check pronunciation.

Answers

- 1 awkward 2 guilty 3 desperate 4 puzzled
5 stuck 6 ashamed

- 2 **SPEAKING** Working individually, students make notes on their answers. Monitor and help with ideas or to deal with questions about vocabulary. Divide the class into pairs or small groups for students to compare and discuss their answers. Listen to some of their ideas in open class as feedback and encourage further discussion.

Mixed-ability

Weaker classes: Give students two minutes (or more if necessary) to prepare their answers. Stronger classes: Students should be able to think of situations without preparation time.

Talking about past ability

- 1 Books closed. Ask students to imagine what the stranger might have said to his wife when he got home. Elicit some ideas and write them on the board. Books open. Students work together to complete the exercise. During a whole-class check, ask students to underline the phrases referring to past ability and give further examples to clarify meaning if necessary. Refer back to the sentences on the board. Did anyone guess correctly?

Answers

- 3, 5

- 2 Read through the instructions in open class and give some examples of your own to get them started. In pairs, students complete the sentences. Remind students that *manage* is followed by *to* while *succeed* is followed by *in + -ing*. Regroup into small groups for students to describe their flights and decide who

had the worst flight. Listen to some examples in open class as feedback.

Student's Book pages 10–11

D BUT IS IT NEWS?

Introducing news

- 1 Books closed. As a lead-in, check/clarify: *gossip*. Ask: *Do you like gossiping? How often do you gossip with your friends? Who do you gossip about?* Ask students to discuss the questions with a partner and listen to some of their answers in open class.

Tell students they are going to read a conversation about a piece of gossip.

Students read and answer the questions. Allow them to compare answers with a partner before a whole-class check.

- 2 Give students time to read through the dialogue and work with a partner to try to complete the gaps from memory. Students complete the dialogue. Ask students to compare answers with a partner before checking in open class.

Answers

- 1 about 2 out 3 time 4 run 5 keep 6 exactly
7 made 8 up

- 3 In pairs, students discuss the question. Listen to some of their opinions in open class.
- 4 Go through the first item as an example in open class. Ask students to work with a partner to complete the exercise. If you are using an IWB, create two text boxes and copy and paste them four times to make ten boxes. Write one of the sentence halves in each of the boxes. Mix the boxes up on the board and ask students to work in pairs to match the boxes and create the five phrases as quickly as possible. Ask the first pairs to finish to come to the board and drag and drop the boxes to make the correct phrases. During whole-class feedback, say the phrases for students to repeat and check pronunciation.

Answers

- 1 d 2 a 3 e 4 b 5 c

- 5 Ask students to work in pairs and order the sentences. Go through the first sentence with them in open class as an example, if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation.

Answers

- 9, 1, 5, 7, 3, 6, 2, 4, 10, 8

- 6 **SPEAKING** Working in pairs, students choose an expression and write a short dialogue. Monitor to help with vocabulary and check students are using correct pronunciation and intonation. Give students time to practise their dialogue several times before regrouping into groups of four for students to perform their dialogues. Listen to some examples in open class as feedback.

Ways of speaking

- 1 This activity could be done as a *Test-Teach-Test* exercise. Read the instructions with students and ask them to work individually to complete the exercise (*Test*). Allow students to compare answers with a partner. During whole-class feedback, focus on the different structures that follow each verb (*Teach*). If students have had difficulty with particular verbs, give them further examples (*Teach*) and ask them to think of examples of their own (*Test*). Approaching the exercise in this way allows you to see which areas students are already aware of and which they need further practice in.

Answers

- 1 complain 2 recommends 3 introduces
4 announces 5 confesses

- 2 **SPEAKING** Give students two minutes to read through the sentences and think about their answers. Divide the class into pairs or small groups for students to discuss their answers. Monitor to check students are using language correctly and to make a note of any repeated errors. Write these up on the board, ensuring anonymity and ask students to correct them during whole-class feedback. During feedback, ask students to share any interesting information they discovered about their partner.

News mad?

- 1 If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Focus on the picture or ask students to cover the text on the left of the page. Nominate individuals to describe the photograph and write answers on the board. Ask students to read the blog and answer the question. Tell students not to worry if they don't understand every word and that they should just focus on answering the question. Ask students to check their answer with a partner before feedback in open class.

Answer

The writer suggests it means that the person isn't interested enough in your news to make a real comment.

- 2 Check/clarify: *breaking news*. Students read the text again to complete the exercise. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined.

Answers

- 1 The writer feels anxious.
2 The writer has to stay up late to meet deadlines.
3 The writer warns that a stupid or thoughtless tweet could be shared all around the world and people would judge you for it.

Verb + noun collocations with *make, take, play, do, give*

- 1 Books closed. As a quick review of expressions using these verbs, draw five columns and write *make, take, play, do* and *give* at the top. Divide the class into two groups and point to a verb on the board. Give students two minutes to think of as many expressions as they can using the verb. Write any correct answers on the board and give a point to the team who can think of the most expressions.

Books open. Students work in pairs to complete the exercise. Check answers in open class.

Answers

- 1 gives 2 take 3 makes or takes 4 does
5 takes 6 plays 7 make

- 2 **SPEAKING** In pairs, students make news headlines using the phrases. Monitor to help with vocabulary and ideas. Ask students to make notes of their stories. Regroup into small groups for students to share their stories. Listen to some examples in open class as feedback.

Cause and effect linkers

Draw attention to the words in brackets and elicit/explain that they are used to show cause and effect. Students work individually to rewrite the sentences. Remind them to check the position of the linker and punctuation. Students check answers with a partner before whole-class feedback.

Answers

- 1 The president's plane was diverted to another airport due to (the) bad weather. / Due to (the) bad weather, the president's plane was diverted to another airport.
2 No single party won enough votes. Consequently, there will be another election.
3 The Queen has cancelled the dinner because she is not well. / Because she is not well, the Queen has cancelled the dinner.
4 The government have cancelled their plans as a result of so many people protesting. / As a result of so many people protesting, the government have cancelled their plans.

Fast finishers

Ask students to rewrite the sentences using different linkers of cause and effect.

Sharing news

- 1 Look at the list of words with students. Ask students to work with a partner and complete sentences 1 to 5. During whole-class feedback, say the words for students to repeat and check pronunciation.

Answers

- 1 let 2 keep 3 pass 4 get 5 break

- 2 **SPEAKING** Divide the class into pairs for students to discuss their answers. Encourage them to go into detail and to ask each other questions for further clarification if necessary. Monitor as they are doing this and make a note of any common errors. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

1 BROTHERS AND SISTERS

Objectives

FUNCTIONS	using emotive language
GRAMMAR	talking about habits; adverbs to express attitude
VOCABULARY	personality (1); personal conflict

Student's Book pages 12–13

READING

- 1** **SPEAKING** Books closed. As a lead-in, ask: *What has the most important influence on your personality? Is it your parents, your brothers/sisters, your friends, your school?* Students discuss the question in pairs and try to come to agreement on the most important influence. Elicit answers for feedback and make a list on the board.
Books open. If there is an interactive whiteboard (IWB) available in the classroom, the lead-in to this activity would best be done as a heads-up activity with the whole class. Display the pictures on the IWB. Ask individuals to speculate about the relationship between the people in the photos. Ask: *What might have happened before the photo? What might happen next?* Ask students to work with a partner and discuss who might have said sentences 1–6. Tell them they should give reasons for their answers. Listen to some of their ideas in open class as feedback.
- 2** Divide the class into pairs or small groups for students to make a list of more complaints. Ask them to categorise the complaints into serious complaints and minor complaints. Listen to some of their answers in open class for feedback and write them on the board to refer to after Exercise 3.
- 3** Give students a minute to think about the question, then elicit some answers in open class and write them on the board. Give students a two-minute time limit to encourage them to read the article quickly and check their ideas. Tell them to focus on the task and not to worry if they do not understand every word. Compare their findings with the ideas on the board as feedback.
- 4** **▶▶1.05** This exercise is closely modelled on Reading **✱** and Use of English part 2 of the Cambridge English: Advanced exam.
Give students time to read through the sentences and check/clarify: *variables; by virtue of; sibling; controversy; offspring; strive*. Suggest to students that the best approach for this type of exercise is to firstly underline the key information in the sentences that will help them place the sentences in the text (e.g.

It's in sentence 3; *However* in sentence 6). Secondly, read the words around the gap in the text and look for connections between the text and the sentence in the gap. Do the first one as an example in open class and clarify how the sentence in the gap is connected to the text. For example, sentence 3 fits in gap A as it refers to the long list which precedes the gap. Students read the article in more detail to complete the exercise. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before whole-class feedback.

Answers

A 3 B 6 C 8 D 4 E 2

- 5** **SPEAKING** Divide the class into pairs or small groups to answer the questions. Monitor to help with vocabulary and to prompt each individual to go into detail for question 1. For question 2, tell students to try to come to agreement as a group, as this focuses their speaking towards achievement of a goal and therefore generates maximum speaking time. Listen to some of their answers during whole-class feedback. Have a quick hands-up to find out which position in the pecking order they think is the best and nominate individuals to give reasons for their answers.

Optional extension

Divide the class into pairs for students to write 6 questions about the text. The questions should begin with the words: *Which child...?* For example, *Which child enjoys their parents' undivided attention?* or *Which child feels insecure?*

When pairs have completed their questions re-pair students and ask students to test their new partner's memory of the article.

TRAIN TO THINK

Questioning widely accepted theories

- 1** Books closed. To introduce the topic of accepting theories, ask: *Do you believe everything you read on the Internet? What if it is based on scientific research?* Students discuss the questions in pairs. Listen to some of their answers for feedback.
Books open. Read the introduction in open class. Ask students to work with a partner and decide which of the examples contradicts claims in the article. Nominate individuals to describe the contradictions as feedback.

Answers

1 and 3

- 2 **SPEAKING** To prepare students for this discussion, give them time to make a note of family and friends and their positions in the family. Ask them to think of adjectives to describe the people and to think about whether they contradict the article. Divide the class into pairs for students to complete the exercise. Listen to some of their answers in open class as feedback.
- 3 **SPEAKING** Before students discuss their ideas, elicit one or two examples in open class to get them started. Divide the class into small groups. Students discuss their answers and make notes. Monitor to help with vocabulary and to ensure quieter students have an opportunity to speak. Avoid error correction unless it really hinders comprehension. The focus of this task is on fluency, not on practice of structures or lexis. Ask each group to nominate a secretary to make notes of their answers (this could be one of the quieter students, to encourage participation). When students have some ideas, regroup students into new groups and encourage them to share information. Listen to some of the best comments in open class as feedback.

Optional extension

Ask students to work in pairs to create a new personality theory. Give them an example of your own to get them started. For example, assign different personality characteristics according to which month people are born in – people born in January tend to be self-centred etc.

When pairs have completed their theories regroup students into small groups and ask students to try out their theories on their new partners. Ask students to make a note of the results to report back to their original partner.

Student's Book pages 14–15**GRAMMAR****Talking about habits**

- 1 Read the title and give students time to read through sentences 1–4. Ask: *Which words in the sentences refer to habits? ('ll typically look at; 's always telling; used to give; tend to be).* Elicit/point out that in sentence 1, *will* refers to a repeated activity and does not refer to the future. Ask students to work with partner to complete the exercise. Check answers.

Answers

1 c 2 b 3 a 4 d

Students work with a partner to complete the rule. Encourage them to refer to the example sentences to help them. Check answers. Refer to the examples and give further examples of your own to clarify the rule.

Rule

1 to 2 continuous 3 will ('ll) 4 tend

- 2 Give students time to read through the paragraph quickly to get an overall understanding. Ask them to work individually to choose the correct word to complete each gap and encourage them to refer to the rule to check their answers. Allow them to compare answers with a partner before feedback in open class.

Answers1 to 2 would 3 used 4 to 5 tends 6 will/'ll
7 always 8 not**Fast finishers**

Ask students to find further examples of the structures *will* and *tend to* in the article on page 13.

- 3 **WRITING** If you're short on time, set this exercise for homework.

Ask students to work in pairs and complete the exercise. Remind them to check if the sentence requires a positive or negative form. Check answers with the whole class, checking students' pronunciation of *used to* and *tend to*. Draw attention to the elision of the *d* and *t*. If necessary, refer back to the rule to clarify understanding.

Workbook page 10 and page 122



Be aware of common errors related to talking about habits in the present. Go to *Get it right!* on Student's Book page 122.

VOCABULARY**Personality (1)**

- 1 Books closed. As a lead-in, brainstorm personality adjectives in open class and write any correct answers on the board.

Books open. Have a reading race for students to find adjectives 1–8 in the article. Ask students to work with a partner to discuss which child they refer to. During whole-class feedback, say the words for students to repeat. When checking pronunciation, you may like to write the words on the board and elicit and mark the stress for clarification.

Answers1 eldest 2 eldest 3 second 4 youngest 5 second
6 eldest 7 youngest 8 youngest**Optional extension**

As a further check of understanding, ask students to work in pairs to decide if the adjectives are positive or negative. Check answers.

Positive: respectful; outgoing

Negative: insecure; inconsiderate; rebellious; self-centred

Neutral: traditional; unconventional

- 2 Ask students to cover the eight definitions and read through the words. Students work with a partner to try to define the words. Students can then uncover

the definitions and match them to the words. Check answers in open class.

Answers

- 1 respectful 2 unconventional 3 self-centred
4 rebellious 5 traditional 6 outgoing 7 demanding
8 insecure

Fast finishers

Ask students to write a list of things that someone who is each adjective does. For example, an unconventional person might dress strangely, etc.

- 3 **WRITING** Read through the example sentences in open class. Tell students that they should use five different personality adjectives and try to include four different ways of talking about habits. For more extensive writing practice, ask students to give examples of each person's habits.
- 4 **SPEAKING** In pairs, students take turns to read their sentences and guess adjectives. If they have both chosen the same adjective (e.g. *rebellious*), ask them to discuss which of the people is more rebellious. They could also discuss whether the personality traits of the people they describe fit the theory in the article. Listen to some examples in open class as feedback.

Workbook page 12

LISTENING

- 1 **SPEAKING** Books closed. As an introduction to the topic, ask: *Do you ever watch soap operas? What type of things happen in soap operas?* Give students time to discuss the questions in pairs, then listen to some of their ideas in open class.
- Books open. Ask students to work with a partner to discuss the questions. Monitor and encourage students to speculate and expand on their ideas. Listen to some of their ideas in open class as feedback and write answers on the board to refer to after the audio.
- 2 **1.06** Play the audio for students to listen and check their predictions in Exercise 1. Ask students to check answers with a partner before referring to their ideas on the board during whole-class feedback.
- 3 **1.06** Give students time to read through the sentences and check understanding. Check/clarify: *make amends*. Ask students to underline the key information they will need to listen for and to try to answer the questions based on their first listening. Play the audio while students answer the questions. Let students compare answers with a partner before feedback in open class.

Answers

- 1 T 2 F 3 F 4 T 5 F 6 F 7 T 8 F

Audio Script Track 1.06

- Shreya Dad! You're home.
Rahul Yes, I left the office early. I wanted to ... What's that?
Shreya Er ... Um ... Umm ... What?
Rahul That – that bag. What's going on, Shreya?
Shreya Umm ...
Rahul What's going on? Where are you going?
Shreya I'm leaving. I'm leaving home for a while.
Rahul What?
Shreya I said I'm leaving home, Dad. I'm going to stay with Maya in London.
Rahul Your sister?! But you haven't spoken to her since ...
Shreya Since she stole my boyfriend. You can say it. I know, Dad, but that was six months ago. We've been talking and she wants to make amends.
Rahul Make amends. She can't make amends. I mean ... after what she did ...
Shreya I want to know why it happened and I want to forgive her. I want my sister back and for us to move on.
Rahul But, but ... how long are you planning on going for, Shreya?
Shreya I don't know.
Rahul But what about your job? You can't just walk out on that.
Shreya I already have, Dad. And Maya says she can get a job for me where she works.
Rahul What? You mean you're leaving for good? But you can't leave us. You belong here. What about me and Samir? You can't leave him. Ever since Mum ... Well, he sees you as his mother.
Shreya Dad, Samir's 15. He's not a baby. He's my brother and I love him, but I can't live my life around him or you. Of course I'm going to miss him.
Rahul You haven't told him, have you? Tell me you haven't done that.
Shreya I have, and he's totally cool about it. I'll still see you both. I'm only going to London – not the other side of the world. It's only an hour away.
Rahul I don't understand, Shreya. Why didn't you tell me? Were you just going to leave and say nothing?
Shreya No, Dad. I was going to phone you later, once I got there. I was worried. I was worried you'd try and stop me. You've got to understand, I'm not leaving because of you. I'm sick of this place. I'm sick of my dead-end job. I want to do something with my life. I'm 18. And I miss my sister, Dad. She was my best friend. I need to understand what happened and I need to put things right between us before it's too late.
Rahul It's that boy, isn't it?
Shreya No, Dad. It's got nothing to do with him. It's about me. It's about me making something of my life. That's not so difficult to understand, is it?
Rahul But I've always given you what you want, haven't I?
Shreya You have, Dad. You have. Maybe that's part of the problem. I need to learn to make decisions for myself. I need the space to be able to do that. I need to work out what it is that I want from life.
Rahul Oh come on, Shreya, you don't need to move out to work these things out. Don't you think you're being a bit selfish?
Shreya I'm not being selfish. And I do need to move out, Dad. I really do. This is exactly why I didn't say anything to you, Dad. I knew you wouldn't get it.

- Rahul But you never even tried.
 Shreya Look, that's my taxi. I've got to go. I'm sorry.
 Rahul Shreya, you can't just go. You can't leave us.
 Shreya Why, Dad? Why can't I go?
 Rahul Shreya, it's Samir. It's your brother. He's ...

FUNCTIONS

Using emotive language

- 1 Books closed. Elicit/explain that there was a lot of emotive language used in the recording. Ask students if they can remember any of it, or any other phrases used to express emotions. Write any correct answers on the board.

Books open. Look at sentences a–f with students. Play the recording again for students to listen and decide who says each one. Pause after each phrase and ask students to repeat the phrase using suitable intonation. Encourage students to sound emotive! Repeat the phrases several times chorally and individually.

Answers

a Shreya b Rahul c Rahul d Shreya e Rahul
 f Rahul

- 2 Students work in pairs to complete the exercise. Check answers. Ask students to work in pairs to think of further examples of each emotive technique and listen to some of their ideas in open class as feedback.

Answers

1 f 2 a, d 3 b 4 d 5 c, e

- 3 **WRITING** Divide the class into AB pairs to create dialogues. Monitor to help with vocabulary and to make sure students are using emotive language where possible. When students have created their dialogues, give them time to practise, then ask them to regroup into groups of four for students to act out their dialogues. Listen to some of the best examples in open class as feedback.

PRONUNCIATION

For practice of intonation when showing emotions go to Student's Book page 120.

THINK VALUES

Relationships

- 1 Give students time to read through the sentences. Check/clarify: *most/least in common with*. Ask students to write about an example of each relationship. Depending on time and the needs of the class, you could ask students either to make notes or to write full sentences. Monitor and help with vocabulary as required.
- 2 **SPEAKING** Divide the class into pairs or small groups for students to describe their choices. Monitor and help with vocabulary as necessary. Encourage students to give reasons for their choices and to

use adjectives of personality in their discussions if possible. To aid students when giving advice, you might like to quickly elicit some expressions used when making suggestions and write them on the board (for example: *Have you thought about...?; It might be a good idea to ...* etc. Listen to some of their opinions in open class as feedback.

Optional extension

For further speaking practice, regroup students into small groups and ask them to report back their conversations to their new partners. Ask students to work as a group and decide which suggestions were most useful.

Student's Book pages 16–17

READING

- 1 Books closed. To introduce the topic of going to the same school as siblings, ask students: *What are the benefits of going to the same school as your brother or sister?* Ask students to work with a partner and make a list of at least three benefits. Listen to some of their ideas in open class.

Books open. Ask students to work individually and think of at least three drawbacks of going to the same school as your brother or sister. Divide the class into pairs or small groups for students to compare their ideas. Listen to some of their ideas in open class as feedback.

- 2 Students read the web page to answer the question and see if any of their ideas are mentioned. Tell them not to worry about unknown words, but to focus on getting an overall understanding of the article and on checking their ideas. Students compare answers with a partner. Check answers, referring back to the ideas on the board. Did anyone think of the same problems?

Answers

A younger brother embarrassing his older brother at school; a younger sister not making friends with other girls and not showing any interest in typical 'girl-things'.

- 3 This exercise requires a deeper understanding of the texts. Check/clarify: *pester; tomboy*. Working individually, students re-read the web page and underline the different pieces of advice, then rank the advice for each problem in order of usefulness. Divide the class into pairs for students to compare their rankings. Tell students to refer to the text when giving reasons for their answers. Check answers in open class and have a quick vote to decide which advice the class thought was most useful.

SPEAKING

Give students time to read through the instructions. You may also like to give students time to make notes on their answers before the discussion stage. In groups of four, students complete the exercise. Monitor and answer any questions about vocabulary, but as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension.

Ask some of the groups to report back on their conversations in open class for feedback.

Optional extension

Divide the class into pairs and ask students to make a list of reasons that the younger siblings on the web page might act as they do. When students have at least three reasons, this could lead into a role play with younger and older siblings discussing the situations. Assigning roles and giving preparation time in this way often leads quieter students to interact more and voice their opinions. Monitor and encourage all students to speak. Develop the conversations into a whole-group discussion.

GRAMMAR

Adverbs to express attitude

- 1 Ask students to work with a partner to choose the correct option to complete each sentence before checking answers by referring back to the web page. Check answers in open class.

Answers

- 1 Admittedly 2 Annoyingly 3 Hopefully
4 Regrettably

- 2 Working individually, students find further examples of adverbs to express attitude in the web page. Divide the class into pairs and ask students to complete the rule. Check answers in open class. Use the examples in Exercise 1 to clarify the rules.

Answers

honestly, obviously, certainly, understandably, surely

Rule

(in any order)

- 1 honestly 2 obviously 3 surely 4 certainly
5 understandably

Fast finishers

Ask students to work in pairs and decide which of the adverbs is used when a speaker is not pleased with a situation. (*annoyingly, regrettably, surely*)

- 3 If you're short on time, you can set this exercise for homework.

Students work individually to complete the exercise. Let them compare answers with a partner before checking answers in open class. During feedback, refer to the rule for clarification if necessary.

Suggested answers

- 1 Annoyingly, my sister's always using my hair straighteners.
- 2 Hopefully, my brother will lend me his jacket.
- 3 Regrettably, I didn't learn a musical instrument when I was younger.
- 4 I'm good at languages, but, admittedly, my sister is better than me at Maths.
- 5 Surely my brother could spare half an hour to help me with my homework if he really wanted to.
- 6 Honestly, I would never hurt my sister.
- 7 Obviously, my brother is jealous of me.
- 8 Understandably, you're angry with me for being mean to my sister.

Workbook page 11

VOCABULARY

Personal conflict

- 1 Working in pairs, students discuss the meaning of the various forms and match the sentence halves. During whole-class feedback, elicit the form/phrase for describing personal conflict in the sentences and ask students to explain their answers by explaining the meaning of the target forms.

Answers

- 1 g 2 a 3 h 4 b 5 f 6 c 7 d 8 e

- 2 Students complete the exercise individually, then check answers in pairs before feedback in open class.

Answers

- 1 life 2 with 3 say 4 gets 5 on 6 made
7 be 8 turned

Fast finishers

Ask students to imagine a reason for each of the sentences. For example: *Mr Johnson is always picking on me because he's a bully/because he doesn't like the way I speak to him.*

Optional extension

Test how well students remember the collocations. Call out either the verb or the noun, and nominate a student to say the whole phrase. For example, you say either *gets on* or *my nerves*, students say the complete phrase: *gets on my nerves*. Alternatively, you could put students in pairs to take turns to test each other in the same way.

- 3 **SPEAKING** Ask students to work individually to complete the sentences and make a note of their answers to the questions. In pairs, students discuss their answers. To encourage students to tell their stories in detail, tell the listener to keep asking questions to get further information. Encourage them to use the vocabulary items from Exercise 1 as they speak.

Answers

- 1 nerves 2 regretted 3 word 4 worse 5 miserable

Optional extension

For further speaking practice, regroup students and ask them to retell their stories while their partners make a note of any expressions referring to personal conflict. The speaker using the most expressions is the winner. As feedback, nominate individual students to tell the class their story.

Workbook page 12


Student's Book pages 18–19

LITERATURE

Pride and Prejudice by Jane Austen

1 Books closed. As a lead-in, brainstorm a list of films about families or brothers and sisters and write titles on the board. Divide the class into pairs for students to take turns describing a film for their partners to guess the title. Listen to some examples in open class and write any repeated themes on the board.

Books open. If there is an interactive whiteboard (IWB) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Ask students to look at the photo and read the introduction. Ask students to quickly discuss the question with a partner. Listen to some of their ideas in open class and write them on the board to refer to during feedback on Exercise 2.

2  1.08 Play the audio for students to listen and read to check their answer to Exercise 1. Tell them to concentrate on answering the question and not to worry about understanding every word. Allow students to check their answer with a partner before feedback in open class. Nominate individuals to give reasons for their answer.

Suggested answers

Jane rarely speaks badly of other people. Elizabeth describes this as her 'goodness' which she (Elizabeth) feels she doesn't possess. When Jane does talk about Bingley's sisters in a slightly less than favourable light, Elizabeth is surprised and delighted to see her sister being assertive. This also shows a closeness between the two sisters, as does Jane's wish that her sister could be as happy as her.

3 Check/clarify *involvement*. Ask students to underline the key information they will need to read for. You could encourage students to try to answer the questions before reading again. Students read the text again to check their answers. Let students compare answers with a partner before feedback in open class. During feedback, ask students to refer to the parts of the text that support their answers.

Answers

- 1 She was the link between Jane and Mr Bingley so whenever they were apart, she provided a connection to the other.
- 2 She didn't approve of it.
- 3 She hopes that they will have a better relationship in time though she doesn't imagine they'll be as close as they were previously.
- 4 She is pleased and relieved that Jane doesn't think she will be as close to her as before and will be more cautious around her.
- 5 She thinks it could have made Jane think badly of Darcy.
- 6 Jane wishes that Elizabeth could find someone and be equally as happy as her.
- 7 Other people now see the Bennet family as extremely lucky since Jane and Bingley got engaged. This contrasts with a few weeks before when there was a lot of gossip and scandal around one of the other sisters, Lydia, running away.

4 **VOCABULARY** Students work individually to complete the exercise, then check their answers with a partner before feedback in open class.

Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the extract.

Weaker students can find the answers in the extract. If students need clarification of the meaning of the words, give further examples of your own to explain.

Answers

- 1 account for 2 singled out 3 acquaintance
- 4 disposition 5 sought 6 indifferent 7 on good terms
- 8 was totally ignorant

5 **SPEAKING** In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions or lexical errors to refer to during feedback. At the end write them on the board to discuss the problems with the lexical errors and to praise students who used language well. As feedback, ask for volunteers to report back to the class on their discussion.

WRITING

An email

1 Students read the email to answer the questions. Set a two-minute time limit to encourage them to read quickly and focus on the questions. Allow them to compare answers with a partner before checking in open class.

Answers

- 1 Sam is the writer's great-uncle.
- 2 His siblings felt he was spoilt because he was their parents' favourite and the youngest.
- 3 He refused to fight in World War II.
- 4 He became a policeman, won a medal for bravery and had five children.
- 5 The writer is determined to find some of their missing Scottish relatives.