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2<sup>nd</sup> Edition

# Breakthrough PLUS

Teacher's Book

Miles Craven ■ Carmella Lieske





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Teacher's Book  
Miles Craven

**Macmillan Education**

4 Crinan Street

London N1 9XW

A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN 978-1-380-00164-1

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First published 2008

This edition published 2017

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Designed by Pracownia DTP Aneta Osipiak-Wypiór and Kamil Wiśniewski

Cover design by Kamil Wiśniewski

Cover photograph by Getty Images/Ani\_Ka

Picture research by Julie-anne Wilce

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Printed and bound in Thailand

2021 2020 2019 2018 2017

10 9 8 7 6 5 4 3 2

# Contents

Student's Book Syllabus	Page	4
Introduction	Page	6
Unit 1	Success	Page 10
Unit 2	Difficult decisions	Page 18
Unit 3	Keeping busy	Page 26
Review 1		Page 34
Unit 4	He said <i>what?</i>	Page 36
Unit 5	Changes	Page 44
Unit 6	You can't do that!	Page 52
Review 2		Page 60
Unit 7	Influences	Page 62
Unit 8	If I hadn't ...	Page 70
Unit 9	Past regrets	Page 78
Review 3		Page 86
Unit 10	Looking ahead	Page 88
Unit 11	It's a hard life	Page 96
Unit 12	Women and men	Page 104
Review 4		Page 112
Student's Book Answer Key	Page	114
Workbook Answer Key	Page	123
Workbook Audioscript	Page	130

Unit	Language		Skills	
<b>Success</b> <b>1</b> Page 4	<b>Grammar</b> <b>Vocabulary</b> <b>Strategy</b> <b>Pronunciation</b>	past tenses: simple past and past continuous, present perfect simple and continuous verb-noun collocations; word formation (1) exclamations reduced forms – <i>have/been</i>	<b>Speaking</b> <b>Listening</b>  <b>Reading</b>  <b>Writing</b>	<ul style="list-style-type: none"><li>• talking about success and achievements</li><li>• Harriet (U.S.) talks about achieving an ambition</li><li>• understanding the main idea – discussing successes, achievements, ambitions, and problems</li><li>• scanning – a magazine article about stars before they were famous</li><li>• someone you admire</li></ul>
<b>Difficult decisions</b> <b>2</b> Page 10	<b>Grammar</b> <b>Vocabulary</b> <b>Strategy</b> <b>Pronunciation</b>	zero, first and second conditionals <i>-ed/-ing</i> adjectives; adverb clauses expressing opinions word stress	<b>Speaking</b> <b>Listening</b>  <b>Reading</b>  <b>Writing</b>	<ul style="list-style-type: none"><li>• talking about making difficult decisions</li><li>• Shane (Australia) talks about a difficult decision</li><li>• listening for opinions – three people discuss who they trust</li><li>• identifying text organization – a story about a dramatic climbing accident</li><li>• a difficult decision you've made</li></ul>
<b>Keeping busy</b> <b>3</b> Page 16	<b>Grammar</b> <b>Vocabulary</b>  <b>Strategy</b> <b>Pronunciation</b>	verb patterns verb + infinitive/gerund dependent prepositions; everyday expressions weak forms – the schwa	<b>Speaking</b> <b>Listening</b>  <b>Reading</b>  <b>Writing</b>	<ul style="list-style-type: none"><li>• talking about what's going on in your life</li><li>• Joao (Brazil) talks about his busy life</li><li>• inferring meaning – three people talk about their lives</li><li>• guessing meaning from context – an internet advertisement for lifestyle managers</li><li>• your life right now</li></ul>
<b>Review 1</b> Page 22 <b>Life skills: Presentation</b> Page 23				
<b>He said what?</b> <b>4</b> Page 24	<b>Grammar</b> <b>Vocabulary</b>  <b>Strategy</b> <b>Pronunciation</b>	reported speech reporting verbs: <i>say, speak, talk</i> and <i>tell</i> being polite contrastive stress	<b>Speaking</b> <b>Listening</b>  <b>Reading</b> <b>Writing</b>	<ul style="list-style-type: none"><li>• telling a traditional story</li><li>• Lyn (U.K.) talks about meeting a celebrity</li><li>• ordering events – a police officer interviews a witness</li><li>• previewing – a gossip column</li><li>• reporting a conversation</li></ul>
<b>Changes</b> <b>5</b> Page 30	<b>Grammar</b>  <b>Vocabulary</b>  <b>Strategy</b>  <b>Pronunciation</b>	passives, <i>have something done, need + -ing</i> collocations (1); recycling and the environment showing surprise or interest rising intonation	<b>Speaking</b> <b>Listening</b>  <b>Reading</b>  <b>Writing</b>	<ul style="list-style-type: none"><li>• talking about changes in a place you know</li><li>• Ping (Canada) talks about changes in his hometown</li><li>• listening for opinions – two people discuss a new recycling scheme</li><li>• speed reading – comments in a blog message board</li><li>• environmental concerns</li></ul>
<b>You can't do that!</b> <b>6</b> Page 36	<b>Grammar</b>  <b>Vocabulary</b>  <b>Strategy</b> <b>Pronunciation</b>	mixed modal verbs: permission, obligation, prohibition <i>make, let, allow, etc.</i> ; strong adjectives; adverbs giving advice linking – consonant-vowel	<b>Speaking</b> <b>Listening</b>  <b>Reading</b>  <b>Writing</b>	<ul style="list-style-type: none"><li>• talking about responsibilities</li><li>• Hugo (France) talks about a trip to visit an aunt</li><li>• identifying emotion – five people talk about recent experiences</li><li>• understanding the main idea – a magazine survey</li><li>• customs and traditions in your country</li></ul>
<b>Review 2</b> Page 42 <b>Life skills: Presentation</b> Page 43				



Unit	Language		Skills	
<b>Influences</b> <div>7</div> Page 44	<b>Grammar</b> <b>Vocabulary</b>	relative clauses synonyms; connecting words and phrases <b>Strategy</b> <b>Pronunciation</b>	<b>Speaking</b> <b>Listening</b>	<ul style="list-style-type: none"> <li>influences in your life</li> <li>Kim (Vietnam) talks about her family and friends</li> <li>identifying the topic – three people talk about an important influence in their lives</li> <li>scanning – a biography of Lucy Liu</li> <li>someone who has influenced you</li> </ul>
<b>If I hadn't ...</b> <div>8</div> Page 50	<b>Grammar</b> <b>Vocabulary</b>	third conditional collocations (2); common uses of <i>go</i> sounding natural <b>Strategy</b> <b>Pronunciation</b>	<b>Speaking</b> <b>Listening</b>	<ul style="list-style-type: none"> <li>talking about consequences of events in your life</li> <li>Tarek (Abu Dhabi) talks about a difficult trip</li> <li>identifying context – three people defend decisions they made</li> <li>identifying the topic – an advice page in a magazine</li> <li>something important in your life and how it affected you</li> </ul>
<b>Past regrets</b> <div>9</div> Page 56	<b>Grammar</b> <b>Vocabulary</b>	<i>If only/I wish</i> + past perfect; <i>should have</i> expressions with <i>to be</i> ; word formation (2) <b>Strategy</b> <b>Pronunciation</b>	<b>Speaking</b> <b>Listening</b>	<ul style="list-style-type: none"> <li>talking about regrets</li> <li>Terri (Australia) talks about some regrets in her life</li> <li>listening for gist – four people talk about past regrets</li> <li>identifying reference words – responding to a blog</li> <li>something you regret</li> </ul>
<b>Review 3</b> Page 62 <b>Life skills: Presentation</b> Page 63				
<b>Looking ahead</b> <div>10</div> Page 64	<b>Grammar</b> <b>Vocabulary</b>	present tense for future, <i>going to/will</i> , future continuous, future perfect time expressions; phrasal verbs <b>Strategy</b> <b>Pronunciation</b>	<b>Speaking</b> <b>Listening</b>	<ul style="list-style-type: none"> <li>talking about future plans and predictions</li> <li>Eduardo (Mexico) talks about his plans for the future</li> <li>listening for specific information – an interview with a politician</li> <li>skimming – a letter to a friend</li> <li>your future plans</li> </ul>
<b>It's a hard life</b> <div>11</div> Page 70	<b>Grammar</b> <b>Vocabulary</b>	question forms personal qualities; collocations (3); phrasal verbs with <i>work</i> asking short questions <b>Strategy</b> <b>Pronunciation</b>	<b>Speaking</b> <b>Listening</b>	<ul style="list-style-type: none"> <li>talking about your abilities at work</li> <li>Jasmina (Morocco) talks about a recent job interview</li> <li>predicting – questions often asked by job interviewers</li> <li>identifying the topic – interview tips</li> <li>a cover letter for a job</li> </ul>
<b>Women and men</b> <div>12</div> Page 76	<b>Grammar</b> <b>Vocabulary</b>	articles: <i>a/the</i> , zero article adjectives of personality; intensifying adverbs agreeing, disagreeing and correcting <b>Strategy</b> <b>Pronunciation</b>	<b>Speaking</b> <b>Listening</b>	<ul style="list-style-type: none"> <li>talking about gender equality</li> <li>Roberta (Italy) talks about men and women in Italy</li> <li>understanding the main idea – five people answer questions on men and women</li> <li>separating facts and opinion – an article about gender differences</li> <li>gender equality in your country</li> </ul>
<b>Review 4</b> Page 82 <b>Life skills: Presentation</b> Page 83				

**Communication activities** Page 84  
**Presentation evaluation** Page 120  
**Irregular verbs** Page 126

**Grammar reference** Page 102  
**Pronunciation** Page 122

**Vocabulary expansion** Page 114  
**Wordlist** Page 124

# Introduction

*Breakthrough PLUS 2<sup>nd</sup> edition* is a five-level, integrated-skills course comprising an introductory level and levels 1–4. It is designed especially for adult and young adult students studying English. It provides fun, stimulating language practice across a broad range of interesting topics.

*Breakthrough PLUS 2<sup>nd</sup> edition* is a dynamic course which develops in harmony with the student. The course is written in American English, and it takes students from the Common European Framework of Reference for Languages (CEFR) levels A1 through to B2.

*Breakthrough PLUS 2<sup>nd</sup> edition* allows students to use language to express their own ideas, feelings, preferences and opinions. Personalization involves true communication, as learners communicate real information about themselves. Scaffolding input helps to move students progressively towards stronger understanding and greater independence in the learning process. Students are motivated as they can feel themselves improving gradually. Differentiating input allows the individual needs of all students to be met. A variety of materials and tasks allows for teachers to effectively teach mixed ability classes.

## Syllabus

There is a strong focus on listening and speaking, with plenty of motivating, real-world tasks to help students communicate quickly and effectively. In addition, there are engaging reading texts and practical writing activities in every unit. The course is supported by a comprehensive grammar, vocabulary and pronunciation syllabus.

### Speaking

Students are given frequent speaking opportunities through a variety of communicative tasks that are both achievable and fun. They are encouraged to activate and practice what they know at every stage. A carefully structured approach provides a range of activities from controlled practice through to the stimulating free exchange of ideas and opinions.

### Listening

Students are constantly exposed to the natural stress and rhythm of English through a variety of authentic models and more extended, freer listening practice. Listening tasks are graded according to level so that students can more easily understand what they hear and achieve a sense of progress. At higher levels, students are given focused practice in the key listening skills they need to help them become more effective listeners.

### Viewing

Students are exposed to the natural language of everyday situations in realistic video materials: these are interviews with

native speakers on their experiences, ideas and opinions related to the unit theme. They can notice the stress and rhythm of English through a variety of authentic models.

### Reading

A mix of engaging and informative texts motivates students to read in a variety of ways. Tasks are aimed at developing both reading competency and speed, to help students become more effective and quicker readers. Texts are based on a variety of different genres. At higher levels, students are given focused practice in the key reading skills they need to help them become more effective readers. All the main reading texts are recorded so that students can listen and read the texts.

### Writing

Students are given practice in writing at sentence and paragraph level in a structured way that helps them put into practice the language they have covered in the unit. They write about things that interest them, in genres they are likely to relate to, such as e-mails and letters. Moreover, a unique **Study guide** gives students the support and guidance they need to produce quality work to a high standard.

### Vocabulary

High-frequency words and phrases are introduced clearly and consistently. As well as covering broad lexical areas, the course places a strong emphasis on common collocations, social language, phrasal verbs and frequently used expressions in spoken English. Students are shown the target language in context and have frequent opportunities to practice the lexis in a variety of personalized activities. There is **Vocabulary expansion** at the back of the book that gives students opportunity to expand their vocabulary connected with the subject of each unit. At the back of the book, a **Wordlist** gives students the opportunity to review the most useful vocabulary. Target language is recycled throughout subsequent units and subsequent levels.

### Grammar

Real-life situations present the target grammar in a memorable and fun way. Key points are highlighted, and target structures are then practiced consistently throughout each unit in authentic, engaging activities. At the back of the book, a handy **Grammar reference** offers clear explanation of the target language, and grammar activities provide an opportunity for students to check their understanding.

### Pronunciation

There is a pronunciation focus for every unit, at the back of the book. It aims to integrate pronunciation awareness with grammar and vocabulary practice. Activities at word and sentence level



are designed to raise students' awareness of key features of spoken language. Regular attention is given to stress, rhythm and intonation. The aim is to encourage natural speech and increase students' confidence when communicating in English.

## Course aims

*Breakthrough PLUS 2<sup>nd</sup> edition* is based on extensive classroom experience, research, piloting, and comprehensive interviews with teachers and students.

For students

- a lot of personalization
- practical communication goals
- emphasis on fluency
- a real sense of progress
- interesting topics and activities
- achievable, fun tasks
- easy to use

For teachers

- motivating material
- realistic language practice
- promotes active independent learning
- clear objectives
- key skills development
- highly flexible
- easy to use

## Components overview

### Student's Book

Each unit comprises a four-page core unit, followed by a two-page **Skills expansion** section. Teachers are recommended to follow the core unit, and then choose activities in the **Skills expansion** section according to the needs of their particular class.

#### Get talking!

This is designed to get students talking right away. In pairs, they describe the large, detailed pictures that begin each unit. This activates and reviews the language they know. They then answer one or two short focus questions, which engages them with the topic.

#### Conversation

Students listen to a conversation which contains authentic language and expressions they can use to sound more natural when they have a conversation in English. They then practice the conversation, developing their stress, rhythm

and intonation. Each **Conversation** also presents the target grammar in context. The main structures are recorded and highlighted in the **Language box**. Students can refer to the **Grammar reference** for a detailed explanation before they continue. This section is brought to life by the video material.

#### Vocabulary

Here students are presented with and practice key vocabulary that relates to the theme or topic. These high-frequency words and phrases are recycled throughout the rest of the unit.

#### Real life exchange

Students listen to and complete a model conversation that showcases the target grammar and vocabulary in a different authentic context. They then practice the conversation several times in a substitution drill. This helps to increase their confidence in using the language, and further develops their stress, rhythm and intonation. Additionally, students can participate in an interactive video of the exchange. The interactive video gives students the chance to "interact" with the speakers and then check their pronunciation against a model.

#### Communication activity

Students are directed to the back of the book where they activate the target language in a guided speaking practice activity. This is an opportunity for students to start to produce the language for themselves, and to feel comfortable using it. At this point teachers can choose to consolidate students' knowledge of the target structure by having them complete the practice activities in the **Grammar reference** section. Teachers can also choose to work on the **Pronunciation** focus that features in each unit.

#### In your words

This speaking practice encourages students to use the target language in a creative way. Students work in pairs to identify visual prompts. They use these prompts to put into practice the grammar and vocabulary they have covered. However, the language students are encouraged to produce is still structured and therefore manageable. The **Challenge!** feature offers an additional way to extend the speaking practice offered in this section.

#### Listening

Students listen to a realistic interview with a young person on an aspect related to the theme of the unit. This section gives some interesting cultural insights, as well as focused listening practice on the target language.

#### Speaking

This section brings together everything covered in the unit in a final, extended speaking activity. Students personalize the topic and share their ideas and experiences.

## Skills expansion

### Listening

This is an extra opportunity for students to develop their listening skills. Students practice listening in different ways. There is a strong real-life element, which often includes a cultural focus to engage students' interest. **Skills tip** helps students to become more effective independent listeners.

### Viewing

Students listen to and watch a video of an interview based on the unit theme. Video material exposes students to language used in real life situations. Students complete exercises before and while watching. They then personalize what they have seen, by sharing ideas and giving their own opinion. **Video vocabulary** explains the new words that appear in the video.

### Vocabulary expansion

Students are directed to the back of the book to the section which builds on the target vocabulary introduced in the core unit. Additional words and phrases are presented, which students then practice together.

### Reading

This is an opportunity for students to develop their reading skills. Texts are challenging but accessible, and help students practice reading in different ways. Students read a range of realistic texts in different genres, similar to those they may encounter in their own lives. There is an audio version of all the reading texts. **Skills tip** helps students to become more effective independent readers.

### Writing

In this section students practice writing short paragraphs using the target language. They are encouraged to personalize the topic and write about their own feelings and experiences. The accompanying **Study guide** offers useful guidance and helps students structure their writing.

### Review and Life skills: Presentation

In this section students revise the material from three units. They also develop their presentation skills via thoroughly planned exercises and hints how to organize ideas (mind maps, T-charts). This section prepares students to make well-organized presentations independently.

## Workbook

The Workbook provides students with extra practice, recycling the **Grammar** and **Vocabulary** covered in each unit of the corresponding Student's Book. In the **Everyday English** section students recycle natural language used in everyday situations. In the **Reading** section students read realistic texts in different

genres and develop their reading skills. In the **Listening** section students listen to a realistic conversation. This section gives focused listening practice on the target language. **The Pronunciation** section provides students with an opportunity to work on sounds, sentence stress and rhythm in each unit. At the end of each Workbook students can find an extract from the Macmillan Readers series with exercises. The Workbook offers exercises which can be done in class (with the whole group or as extra practice for Fast Finishers) or as self-study. Students are provided with a wealth of extra Grammar, Vocabulary, Reading and Writing exercises that practice the material that is introduced in Student's Book. At the end of the Workbook there is a Unit Self-test that helps students to check their own progress and help them to plan future work and prepare for the upcoming tests more efficiently.

## Digital Student's Book

The Digital Student's Book has integrated audio and video, and over 150 interactive activities with score reports.

## Student's Resource Center

The Student's Resource Center provides students with all material that might be needed for individual learning – MP3 audio tracks for Student's Book activities with audioscript, MP3 audio tracks for Workbook activities with audioscript, Video and Video transcripts.

## Teacher's Book

This Teacher's Book contains detailed notes on teaching each Student's Book unit, together with answers for each activity, as well as audioscripts for those listening activities where the audioscript is not given in the Student's Book. In the **Get talking!** section, two or three feeder questions are provided for teachers to give to students who are having difficulty discussing the picture. There are also useful **Cultural notes** and **Language notes** that provide extra information for students, and suggestions for **Optional** activities to extend the material further. Where students may need more help, suggestions are provided in **Extra support**. In cases where some students may finish an activity before the rest of the class, a **Fast finishers** feature suggests extension ideas. At the end of the Teacher's Book the teacher can find answers for each activity in the Student's Book and Workbook as well as the Workbook audioscript.

## Teacher's Presentation Kit

The Teacher's Presentation Kit gives access to the digital version of the Student's Book together with audio, video, interactive activities and answer keys. It also allows the teacher to create virtual classes and to see students' results and score reports and provides students with extra interactive activities.

## Teacher's Resource Center

The Teacher's Resource Center provides teachers with additional materials to be used with students in class. Worksheets use the grammar and vocabulary covered in each unit of the corresponding Student's Book. There are Worksheets concerning Communication, Discussion, Learning and Innovation Skills and Life and Career Skills, as well as Reading and Writing and Video worksheets for opening conversations for each level. All Worksheets are available with detailed notes on teaching. The Teacher's Resource Center also contains Tests, MP3 audio tracks for Student's Book activities, MP3 audio tracks for Workbook activities, audioscripts for all MP3 tracks, Video, Video transcripts and answers for each activity in both the Student's Book and the Workbook.

## Test Generator

The Test Generator allows the teacher to select from test items and item types for each unit of the course, and to produce bespoke tests for students' needs.

## Top tips for teaching *Breakthrough PLUS 2<sup>nd</sup> edition*

Here are some ideas and techniques you can use to get the most out of *Breakthrough PLUS 2<sup>nd</sup> edition*.

### Speaking

Explain to students that the speaking activities are an important opportunity to practice, so they should not rush them. Encourage students to speak in as much detail as possible whenever they have the opportunity.

### Pair work

Working in pairs maximizes students' talking time and is used extensively throughout *Breakthrough PLUS 2<sup>nd</sup> edition*. Change pairs regularly so students don't always speak to the same person.

### Group work

Regularly mix the students in each group. This helps to maintain interest and gives students the opportunity to get to know one another better.

### Listening

Where possible, prepare students before each listening by asking them what they know about the topic, and to predict possible answers. Always make sure they know what they are listening for before you play the audio. Emphasize they should not expect to understand every word.

### Viewing

Where possible, prepare students before each viewing by asking them what they know about the topic, and to predict possible answers. Always make sure they know what they are watching for before you play the video. Emphasize they should not expect to understand every word. Remember about the exercises connected with the interactive videos.

### Classroom language

Encourage students to use English at all possible times in class. Write useful classroom language phrases on a large poster and put it on the classroom wall.

### Vocabulary

Encourage students to keep a separate vocabulary notebook, and to organize new words in a logical way (e.g., by topic). Tell them to put new words and phrases in columns, and write a translation and example sentence next to each one. Explain they should regularly review new vocabulary by covering one column and testing themselves.

### Monitoring errors

Be selective when you correct errors in class, and avoid over-correcting. During extended speaking activities, go around the class and make a note of any errors you hear.

### Giving feedback

It is easy to forget how nervous many students are about their English. Remember to try to boost their confidence by giving a lot of praise when they achieve a task.

### Reading

After reading a text you could play the audio recording so students can read and listen at the same time.

### Writing

There is a writing task at the end of each **Skills expansion** section. You can set this for homework if you wish. Display students' written work for other students to read.

### Pronunciation

There is a lot of opportunity for students to work on sentence stress and rhythm in each unit. Emphasize to students that English pronunciation is different all over the world. Their aim is not to sound like a native speaker but to speak clearly and be understood. Tell students to listen to the **Conversation** and **Real life exchange** sections again for homework, and to practice speaking at the same time.

Focus »	personal achievements
Grammar »	past tenses: simple past and past continuous, present perfect simple and continuous
Vocabulary »	verb-noun collocations; word formation (1)
Strategy »	exclamations

## Get talking!

(Books closed.) Write the word *success* on the board. Ask students to call out any words and phrases they think of (e.g., *to be successful*, *to succeed*, *to fail*, *a failure*). Write their ideas on the board.

### 1 Discuss the pictures with a partner.

(Books open.) Ask students to open their books to page 4. Tell them to look at the pictures. Read aloud the questions and encourage students to call out the answers. Finally, tell students to get into pairs and discuss the pictures. Explain they should talk about them in as much detail as they can, not only describing what they can see but also speculating about how the people feel, their character, what their relationship is, etc.

#### Language note

A graduate is known as an *alumnus*. The plural is *alumni*.

### 2 What qualities does a person need to be successful? With your partner, continue the list.

Ask students to stay in their pairs. Read aloud the question and the beginning of the list. Tell students to continue the list. When they have finished, have students call out their lists and write their ideas on the board.

## Conversation

### 1 01 Listen and read.

Explain to students that they are going to watch or listen to two people talk together at an awards ceremony. If you decide to use audio only, tell them to read along as they listen. Play the audio or the video.

#### Optional

Ask students comprehension questions.

- 1 Who has won the Citizenship Award? (Stephanie)
- 2 Why has she won that award? (for teaching children in her free time)
- 3 What award has Melissa won? (the Outstanding Young Alumnus Award)
- 4 When did Melissa start her own company? (after graduation)
- 5 Do Melissa and Stephanie like each other? (Probably not. They each have different ideas of what it is to be successful. Melissa appears to be arrogant and Stephanie is rather hostile toward her.)

#### Language note

*Actually* can be used to correct someone who has the wrong idea. For example, Stephanie says *Actually, I have* to tell Melissa that she has indeed won an award. It can also be used to emphasize a point, for example when Melissa says *Actually, it's been going very well*.

### 2 Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, have them switch roles and practice again.

#### Optional

Before students practice the conversation, tell them to listen to the conversation again and notice the stress, rhythm and intonation each speaker uses. Play the audio. If you wish, pause the audio to point out important stress, rhythm and intonation features.

#### ★ Challenge!

Do you think success always makes people happier?  
Tell your partner.

Ask students to stay in their pairs. Read aloud the question and tell students to discuss their answers. Encourage them to explain and justify their opinion. When they have finished, ask students to think of any famous and successful people they know of who do not appear to be happy. Encourage them to explain why success might not bring happiness (increased pressure, stress, lack of privacy, etc.).

#### 02 Language box

Ask students to look at the Language box. Play the example sentences. Ask students to identify each tense used. The first two examples (*I started ...*, *I didn't know ...*) are the simple past, the third example (*I was wondering ...*) is the past continuous, the fourth example (*Have you won ...*) is the present perfect simple, and the final example (*I've been working ...*) is the present perfect continuous. Ask students to explain the difference in use between each tense, sharing what they know with the class. If students are not sure of the difference, and need additional explanation, use the Grammar reference on page 102.

Tell students to turn to page 102. Read aloud the explanation of when to use the simple past, and the example sentences. Point out how to make the affirmative simple past (add *-ed* unless the verb is irregular). Write a few verbs on the board (e.g., *go, say, ask, arrive*) and have students call out the simple past form. Point out how to make the negative (*didn't* + infinitive) and how to make the question form (*Did* + subject + infinitive).

Read aloud the explanation of when to use the past continuous, and the example sentences. Point out how to make the continuous form (*was/were* + *-ing*) and have students call out some more examples. Then read aloud the explanation of when to use the present perfect simple, and the example sentences. Point out how to make the present perfect simple (*has/have* + past participle) and have students call out some more examples. Repeat the procedure for the present perfect continuous, and highlight the difference between the simple and continuous forms.

Tell students to refer back to this page any time they are uncertain about the correct form or use of any of these past tenses.

## Vocabulary

### 1 Complete the text using these verbs.

Ask students to turn to page 5. Explain that they should complete the text by writing the correct verb from the list in each blank. If students need additional support, have them work with a partner. Check answers as a class.

#### Answers

1 do 2 show 3 cope with 4 make 5 succeed

### 2 Complete the phrases using these verbs.

Tell students to choose from the verbs in the list and write one verb before each group of words to complete the phrases (1–5). Check answers as a class.

#### Answers

1 win 2 overcome 3 make 4 take 5 achieve

#### Optional

Ask students to get into pairs and add more phrases for each verb (e.g., *take a break, make a decision*). When pairs are ready, write the verbs on the board and have students add their ideas next to each verb.

### 3 Choose a verb from exercise 1 or 2. Work with a partner. Can your partner remember any matching words or phrases?

Read aloud the rubric and the example. Ask students to get into pairs and test each other, taking turns to say a verb while their partner has to remember a matching phrase.

## Real life exchange

### 1 Before you listen, complete the conversation using the correct past tenses. Work with a partner.

Explain to students that they are going to listen to a conversation between two people. Ask them to get into pairs and explain that before they listen, they should read the conversation and try to complete each blank with a verb in the simple past, past continuous, present perfect simple or present perfect continuous.

### 2 03 Listen and check. Then practice the conversation with your partner.

When students have had enough time to guess the missing words, play the audio. Then check answers as a class. Finally, tell students to practice the conversation, switching roles so they practice twice. This is a good point for students to watch the interactive video for this task.

#### Answers

1 haven't won 2 did 3 've been working 4 've achieved  
5 was thinking 6 were doing 7 saw

#### Optional

Before students practice the conversation, play the audio again. Pause the audio after each sentence and point out the main stress, and any rising or falling intonation. Then play the audio once more. Pause after each sentence and have students repeat it. Encourage them to stress the same words, and use the same intonation, as each speaker.

#### Language note

*See?* or *You see?* is used to emphasize a point you have made, by referring to an example which supports the point. For example here, *See? You've achieved quite a few things really.*