

1

Your life

Topic vocabulary

- family and friends
- home life
- free time

Grammar

- present tense review
- past simple
- used to and would

Word building

- adjective suffixes
- verb patterns (1)
- -ed and -ing adjectives

Writing

- an informal email
- linkers (1)

Exam preparation

- Reading and Use of English Parts 2, 3 and 5
- Listening Part 1
- Speaking Part 1
- Writing Part 2

Warmer

- With books closed, ask individual students to tell the class about their family and friends.
- Ask: Do you enjoy spending time with your family? What things do you enjoy doing with your friends?

Topic vocabulary: *Family and friends*

- Read the Useful language with the class and use the photos to elicit an example of each structure.
- Students compare the photos with a partner.
- Students discuss their ideas with a partner.
- Ask some students to report back to the class.
- Focus on the illustrations and elicit the words armchair, comet, numbers and mirror. Students decide who they associate with the illustrations.

1.1 Transcript, p. 132

- Play the recording for students to listen to the explanations.
- Students discuss with a partner whether they agree or disagree with the explanations. If necessary, briefly revise expressions for agreeing and disagreeing.
- Students listen again and complete the phrases.

Answer key

1 well 2 each 3 in 4 mad 5 up 6 after 7 in 8 to

Listening extra

- Write these sentences on the board. Ask students to listen to the recording again and match each person described to one of the objects.
- 1 Someone you've just met.
- 2 Someone whose ideas you respect.
- 3 Someone who is similar to you.
- 4 Someone you've known for a long time.
- 5 Someone who you find interesting.

Answer key

1 comet 2 numbers 3 mirror 4 armchair 5 comet

Word boost ► Family and friends ► Workbook p. 4

Over to you!

- Check that students understand the meaning of the phrases in Activity 5.
- Students match people to the expressions, then describe these people to their partner.
- Students write their sentences, then compare them with their partner.
- Ask some students how well their partner remembered their important people.

Reading and Use of English: Part 5 – Multiple choice SB p.6

Warmer

- Write the word home on the board. Ask some students to describe their home, then ask other students to describe their ideal home.

Background extra

Photo A: the Cubic houses in Rotterdam, Holland, designed by Piet Bloom

Photo B: an adobe house in New Mexico, USA

Photo C: a typical American house

Photo D: a grass-roof house in Iceland

- With a partner, students describe the homes and answer the questions.

Exam practice *Exam guide page 10*

- Read the first point in the Exam tip with the class, then the instruction for Activity 2. Students read the text quickly for gist, and discuss two similarities and differences with a partner.
- Read the remainder of the Exam tip, then question 1 with the class. Refer students to the underlined answer in the text. Discuss as a class why the correct answer is B, and why the other answers are incorrect.
- Read out question 2 and ask students to find and underline the answer in the text (effectively adults from my perspective). Discuss which of the four options best matches the answer in the text (B).
- Students complete the exam task.

Smart answer key

- A ✗ (the text says that they were better off than others, but doesn't say that they were wealthy)

B ✓ (we were better off than most people of our socio-economic background)

C ✗ (the words my parents' colleagues match the words the people they worked with in the option, but the text says they had a bigger house than their colleagues, not that they lived close to them)

D ✗ (their house is bigger than most - not all - of their parents' colleagues)
- A ✓ (he pushed his handkerchiefs into any convenient resting place ... I was still finding his handkerchiefs when I was in high school)

B ✗ (he shared a room, but the text doesn't say that he found it inconvenient)

C ✗ (the phrase collection of handkerchiefs matches the phrase owned at least four hundred handkerchiefs, but the text doesn't say that he was proud of them)

D ✗ (Michael's illness is mentioned - had constant colds and allergies - but not whether Bill is sympathetic)
- C ✓ (A, B and D do not match the meaning of the phrase)

- 4 A ✓ (... disappear into some other quarter of the house to embark on the thousand other household tasks that greeted her each evening ... in consequence, she nearly always forgot about dinner ...)
- B ✗ (the text says that there were always a lot of chores to do, but not that she never finished the housework)
- C ✗ (the text does say that she forgot about dinner, but it also says that she would throw something in the oven; she forgot to check the food, but she didn't forget to prepare any food at all)
- D ✗ (the text doesn't mention shopping)
- 5 A ✓ (their marriage was made in heaven because Mr Bryson enjoyed eating burnt food - everything was fine by him so long as it was sufficiently dark ... no one could burn food like my mother or eat it like my dad)
- B ✗ (the text says that Mr Bryson enjoyed the food)
- C ✗ (Mr Bryson didn't need to forgive his wife because he enjoyed the food)
- D ✗ (Mr Bryson didn't like food that was too startlingly flavourful; the text doesn't mention what food Mrs Bryson enjoyed)
- 6 A ✗ (the text does mention that there were times when he didn't have much to do - all idle moments were spent reading - but it doesn't say that in general Bill didn't have much to do at home)
- B ✗ (she brought the magazines home as part of her job, but this wasn't why Bill read them)
- C ✓ (they depicted lives so absorbingly at variance with our own)
- D ✗ (the magazines did depict more organised households, but the text doesn't say that Bill wanted to learn how to look after a house)

Reading extra

- Write these sentences on the board. Ask students to read the text again and decide if they are true or false, then correct the false sentences.
 - The Brysons were better off than other families because Mr Bryson had a good job.
 - Bill shared a bedroom with his brother until his brother became ill.
 - Bill tried to keep out of his mother's way when she arrived home.
 - They called the kitchen the Burns Unit because sometimes their pets got burnt.
 - To Bill, the housewives in the magazines seemed less frantic and rushed than his mother.

Answer key

- False. They were better off because his parents both worked.
- False. He shared a bedroom with his brother until his brother left home.
- True
- False. They called it the Burns Unit because Mrs Bryson always burnt the food.
- True

Vocabulary in context: *home life*

- 4
- Students work with a partner to find the words in the text.
 - Ask students to think of other words. Write the headings Parts of a house and Household appliances / furniture on the board. Elicit words and write them under the correct heading.

Answer key

Parts of a house: shutters (para. 1), porch (para. 1), bedroom (para. 2), room (para. 2), back door (para. 3), kitchen (para. 4)
Household appliances or furniture: mattress (para. 2), sofa cushions (para. 2), curtains (para. 2), oven (para. 3), stoves (para. 7), saucepans (para. 7)

- 5
- Elicit answers for the first expression as an example. Students write definitions or examples.

Answer key (sample answers)

1 didn't have to share the room 2 was always tardy
3 not taking any notice of 4 as well
5 a perfect marriage

Word boost ► Home life ► Workbook p. 4

Over to you!

- 6
- Students write about life in their house.
- 7
- Collect the descriptions from the students.
- 8
- Stick the descriptions on the walls around the classroom. Ask students to move around, read them and write the name of the student who they think wrote it on each description.
 - Ask students to collect their own description and see how many students guessed correctly.

Grammar: present tense review; present perfect vs past simple SB p.8

Warmer

- Write the word present on the board. Ask: What tenses do we use to talk about things in the present? Elicit 'present simple' and 'present continuous'.
 - Ask: What tense do we use for something that started in the past and is still true in the present? Elicit 'present perfect'. Ask students if their own language(s) use similar tenses to express these ideas.
- 1
- Students work with a partner to discuss the excuses. Ask the class: Do you ever help out at home?
- 2
- Students complete the table.
 - With a partner, students find examples of the present perfect simple and continuous in Activity 1. Ask: When do we use present perfect continuous? Refer students to the Language summary on page 156.
 - Read the note on stative verbs with the whole class. Elicit examples of other stative verbs.

Answer key

1 present simple 2 present continuous
3 present perfect 4 present perfect
A 6 B 1 C 3 D 2 E 5 F 4

- 3
- Students complete the sentences. Ask the class: Have you ever used excuses like these?

Answer key

1 've arrived; 've been waiting; 'm
2 Are you doing; 're doing; 's
3 've been getting; 'm coming; takes

- 4 • Students work with a partner to label the timelines. Elicit that sentence A refers to a completed action in the past, but sentence B refers to an action that started in the past and is still continuing. Refer students to the Language summary on page 156.

Answer key

1 past simple 2 present perfect continuous

- 5 • Read the example with the class and elicit two or three more possible excuses for question 1. Put students into pairs to write their excuses.
• Read out each situation in turn and ask students to read out their excuses. Students can choose the most and least convincing excuse for each situation.

Answer key (sample answers)

- Sorry, but I've arranged to help a friend with homework.
- Sorry, but I met an old friend on the way home and I haven't seen her since last year.
- Sorry, but I missed the bus so I couldn't come to my lesson.
- Sorry, but I've been really busy for the last three weeks.

Language extra

- Write the headings Past simple and Present perfect on the board. Ask students to work in pairs and write down other time expressions we use with the past simple or present perfect.

Answer key (sample answers)

Past simple: yesterday, last week, last year, two hours / days ago, at 10 o'clock this morning
Present perfect: for, since, already, just, yet, still

Over to you!

- 6 • Focus on the photos and ask: Where do you think these people live? What do you think their life is like?
• Students work individually to prepare their questions.
- 7 • Students interview each other in pairs. Monitor while students are working, and make sure that they are using the different tenses correctly.
• Ask students which person they would like to meet and why.

Reading and Use of English: Part 2 – Open cloze SB p.9

Get ready: *used to and would*

- 1 • Read the quotations. Ask: Has Liz and Danny's relationship got better or worse? (worse). Elicit that we use *used to* and *would* to talk about the past.

Answer key

It seems their relationship has got worse, because they didn't use to argue, but they do now.

- 2 • Students complete the rules. To make sure that students have understood the distinction between the two forms, write these two sentences on the board:
A I ___ live in London when I was young.
B I ___ go to the cinema every week when I was young.

- Ask: Which sentence refers to an action (B), and which to a state (A)? Ask: In which can we use '*used to*' (both) and in which can we use '*would*' (B).

Answer key

1 used to 2 would

Grammar boost ► *used to and would* ► Workbook p. 7

- 3 • Elicit a few ideas for the first topic from the class. Allow students a minute or two to prepare their ideas. Put students into groups to discuss the topics.
• Ask some students to report back to the class.

Exam practice *Exam guide page 9*

- 4 • Read the Exam tip with the class.
• Students discuss the questions with a partner. Ask them to read the text quickly, then elicit the answers.

Answer key

- They feel happy because their brains are producing dopamine.
- No, because levels of dopamine fall after about a year.

- 5 • Students complete the exam task individually, then check their answers with a partner.

Smart answer key

- to used is always followed by to when it refers to a past action or state.
- in (fall in love is a set phrase)
- After (Later has a similar meaning, but is used in a different position: a year later)
- why (the question is asking for a reason, so why is the correct question word)
- on (get on with is a set phrase)
- each (each other is a set phrase)
- for (because it is followed by a period of time)
- would (the sentence requires the same meaning as used to, but there is only one space, so the answer must be would)

Listening: Part 1 – Multiple choice SB p.10

Warmer

- Write free time on the board and ask: What do you enjoy doing in your free time?
- Elicit a range of answers and write useful vocabulary on the board.

Get ready: *free time*

- 1 • Focus on the photos and elicit the activities.
• Read the phrases in the Useful language box with the class. Write Like, Don't like and Prefer on the board and elicit which phrases come under which heading. Elicit which phrases express very strong meaning (I can't stand, I absolutely love).
• Students work with a partner to rank the activities, then agree to do one together. Ask some students to report back on their discussions.
- 2 • Students work with a partner to complete the table.
• Ask students to move around the room to ask and answer questions about their interests and find people who share their interests.

Answer key

do: a crossword, a puzzle, yoga
 have: a quiet night in, some friends round
 play: computer games, the guitar
 go: dancing, shopping, swimming
 go for: a bike ride, a drive, a walk
 go to: a concert, a (youth) club, the beach

Word boost ▶ **Free time** ▶ **Workbook p. 4****Exam practice** *Exam guide page 12*

- 3 • Read the Exam tip with the class. Ask students to read the questions and options in Activity 4 and identify the ones that relate to the photos.
- Focus on question 1. Ask students to underline the key word in the question (criticism). Elicit what the conversation might be about. Put students into pairs to do the same thing for the remaining questions.

4 **1.2 Transcript, p. 132**

- Play the recording once for students to choose the correct answers, then again for them to check.

Smart answer key

- 1 A ✓ (The conversation did tend to be all about him, though)
 B ✗ (he did tell a lot of jokes, but she enjoyed a lot of them)
 C ✗ (this is false - they're both into hip-hop, and he's a skateboarder too)
- 2 A ✗ (false - he tells them not to think about making money)
 B ✓ (The main, the essential factor is that you must feel some kind of passion for the objects you collect)
 C ✗ (he says a lot of people start collecting something because it is easy, but this is not a good reason)
- 3 A ✓ (I got to the point. I said I'd just be having my closest friends ...)
 B ✗ (she does say how tired and stressed she's been, but this is not her main purpose)
 C ✗ (it's her mum who is keen on spending time together)
- 4 A ✓ (it will take over your life)
 B ✗ (he wasn't very interested at the beginning, but now he spends a lot of time doing Sudoku)
 C ✗ (he does say that it doesn't require special skills, but this isn't why he advises people not to try it)
- 5 A ✗ (she does say this, but it's not the most important thing)
 B ✗ (she does say this, but it's not the most important thing)
 C ✓ (putting out water is the single most helpful thing you can do)
- 6 A ✗ (he is talking mainly about himself)
 B ✗ (he mentions this, but this isn't the main point of what he's saying)
 C ✓ (I've only ever had one real hobby ... he mentions his hobby and then describes the background to it)
- 7 A ✗ (they don't agree about this - the second speaker says a lot of the time it's just on in the background)
 B ✓ (they agree about this - but perhaps we should do something else)
 C ✗ (this is suggested, but the other speaker says it is just one option)
- 8 A ✗ (this idea was at the back of her mind, but she didn't particularly want to do it)
 B ✗ (she didn't know much about riding, and her attitude to horses isn't mentioned)
 C ✓ (my mate Kate wanting someone to practise with)

Listening extra

- Write these gapped sentences on the board.
- 1 It ___ out he's a skateboarder too.
 - 2 The first rule is to ___ aside any notion of making a fortune.
 - 3 They seemed sympathetic, so I ___ to the point.
 - 4 Wanting to humour Gran, I ___ it a go.
 - 5 ___ your garden an inviting place.
 - 6 It ___ my mother up the wall.
 - 7 It ___ me feel really boring.
 - 8 I don't think I'd have ever ___ it up.
- Put students into pairs and ask them to try to complete the sentences from memory.
 - Play the recording for students to check their answers. Ensure they understand the verb expressions.

Answer key

1 turned 2 put 3 got 4 gave
 5 Make 6 sent 7 made 8 taken

Speaking: Part 1 – Interview **SB p.11****Warmer**

- Ask students: What activities do you enjoy doing in your free time?
- Write I like ... and I don't like ... on the board and ask: What other phrases can you use to express these ideas? Elicit some phrases, e.g. I enjoy ..., I hate ...

- 1 • Ask students to discuss the questions with a partner.
- 2 • Students work with a partner to match the questions with the headings, and write their own question.

Answer key (including sample answers)

1 Likes and dislikes (Do you enjoy going to parties?)
 2 Home life (Do you get on well with your family?)
 3 Leisure time (How long have you been doing this hobby?)

3 **1.3 Transcript, p. 133**

- Play the recording for students to match the speakers to the questions.

Answer key

Speaker 1 d Speaker 2 b Speaker 3 e
 Speaker 4 c Speaker 5 f Speaker 6 a

Exam practice *Exam guide page 13*

- 4 • Read the Exam tip with the class. Ask students if they can remember any of the expressions the speakers used in the recording.
- Play the recording again for students to complete the table.

Answer key

1 love; Speaker 3 2 into; Speaker 4 3 in; Speaker 5
 4 on; Speaker 4 5 rather; Speaker 6

- 5 • Students work with a partner to think of more expressions.

Answer key (sample answers)

I can't stand ... , I prefer... , I don't mind ...

- 6 • Students ask and answer the questions with a partner.

Word building: family and friends SB p.12

Warmer

- Write the word sport on the board and say: I like sports. I'm very _____. Elicit the adjective sporty and write it on the board. Underline the suffix -y.
- Write music on the board and elicit the adjective musical. Underline the suffix -al. Elicit that we can form adjectives by adding suffixes to nouns and verbs, and ask students to provide other examples.

Adjective suffixes

- 1 • Students work in small groups to add more examples. Check answers. Point out that sometimes the spelling of the main word changes when we add a suffix. Ask students to find examples in the table (rely-reliable, glamour-glamorous).

Answer key (sample answers)

-able: breakable -al: natural -ent: different -ful: careful
-ic: athletic -ish: selfish -ive: creative -less: painless
-ous: dangerous -y: healthy

- 2 • With a partner, students complete the text with the adjectives. Refer students to the Language summary on page 156.

Answer key

1 famous 2 dependable 3 helpful 4 protective
5 greedy 6 careless 7 selfish 8 mischievous
9 natural 10 likeable 11 different 12 knowledgeable
13 successful 14 heroic 15 political

Verb patterns (1): verbs + infinitive / gerund

- 3 • Students read the profiles and discuss the questions with a partner. Refer students to the Language summary on page 156.
- 4 • Focus on the underlined example in the first profile. Elicit one or two more from the class. Students complete the task individually.

Answer key

loves playing, want to study, manage to pass, decided to learn, look forward to hearing, promise to reply, love to play, go surfing, enjoy skateboarding, given up doing, keep falling, can't stand shopping, I'd like to hear, hope to hear

- 5 • Students complete the table with a partner.

Answer key

+ to infinitive: want, manage, decide, promise, 'd like, hope, agree, pretend, seem
+ gerund: look forward to, go, enjoy, give up, keep, can't stand, can't help, don't mind, give up, practise
+ gerund OR to infinitive: like, love, hate, prefer, start

Over to you!

- 6 • Students write their profiles individually.

- 7 • Put students' profiles on the walls, and allow students to move around the class and read them.
• Ask some students to say which of their classmates they have the most in common with.

Word boost ► Workbook p. 76

Reading and Use of English: Part 3 – Word formation SB p.13

Warmer

- Write the verb excite on the board and ask: What adjectives can we form from this verb? Elicit exciting and excited. Ask students if they know the difference in meaning between the two. Elicit some ideas, but don't confirm or reject them at this stage.

Get ready: -ed and -ing adjectives

- 1 • Read the examples with the class and elicit the answers to the questions.

Answer key

We use the -ed adjective to talk about how we feel, and the -ing adjective for how something makes us feel.

- 2 • Students complete the sentences individually, then check their answers in pairs.

Answer key

1 embarrassed 2 excited 3 tired
4 tiring 5 embarrassing 6 exciting

- 3 • Students discuss the situations in pairs. Ask some pairs to report back to the class.

Answer key (sample answers)

2 I'd be irritated. They would be boring.
3 I'd be pleased. We'd have an interesting chat.
4 I'd be very excited. Computer games are captivating for me.
5 I'd be terrified. Being alone can be frightening.

Word boost ► -ed and -ing adjectives ► Workbook p. 5

Exam practice Exam guide page 9

- 4 • Students read the text quickly. Ask the class: What are the disadvantages of having a celebrity parent?

Answer key

Celebrities often put their careers before their families; children of celebrities are often written about in newspapers; they feel under pressure to be beautiful.

- 5 • Read the Exam tip with the class. Focus on the example answer and elicit how the spelling has changed (the final e has been deleted before the suffix has been added). Focus on the next gap and elicit the missing word (exciting). Ask what spelling changes are necessary.
• Students complete the exam task. Before checking answers, ask students which gaps they completed with an -ed adjective (5) and an -ing adjective (1, 6). Ask: How did you decide which form to use?

Answer key

1 exciting 2 necessarily 3 dependable 4 attention
5 embarrassed 6 fascinating 7 impression 8 unkind

Speaking extra

- Ask: Which famous celebrity would you most like to have as a relative? Why? Put students into pairs to discuss the question. Ask some pairs to report back to the class, giving their reasons for their choice.

Writing: Part 2 – An informal email SB p.14

Warmer

- With books closed, ask: How do you usually communicate with your friends? Elicit a variety of ideas, including phoning, texting and email.
- Ask: Which way of communicating do you prefer? Why?

Prepare

- 1 • Students discuss the questions with a partner.

Analyse the task

- 2 • Read the task with the class. Ask students to read the email quickly. Put students in pairs to answer the question. Don't check answers at this stage.

Answer key

- ✓ use linkers to connect ideas
- ✓ organise your work into paragraphs
- ✓ deal with all the questions
- ✓ use contractions.

Improve your writing: linkers (1): basic linkers

- 3 • Read the explanation of linkers with the class.
- Students find the linkers in the friend's email. Elicit other linkers.

Answer key

because And too So Also when

- 4 • Students work with a partner to join the sentences.
- Elicit sentences from individual students and correct any errors.

Answer key (sample answers)

- 2 I get on like a house on fire with my mum, but my dad never listens to me.
- 3 My best friend is my next-door neighbour, so I see him every day.
- 4 Do you take after your dad, or do you resemble your mum?
- 5 The door of my house is blue, and the shutters are also painted blue.
- 6 I don't talk to my ex-girlfriend very often, because she drives me mad.

- 5 • Students read the mini profile. Ask: What do the linkers have in common? Elicit the different sentence position for each linker.

Answer key

The linkers are all linkers of addition. We put *and* between two clauses. We put *also* after the verb *be* or before other verbs. We put *as well* and *too* at the end of a sentence.

- 6 • Students write their sentences, using different linkers.
- Put students into pairs to compare their sentences.

Ready to write! Exam guide page 11

- 7 • Refer students back to the task. Students discuss the questions in pairs.

Answer key

1 most popular sports 2 own favourite 3 how got into it

- 8 • Read the Exam tip with the class. Students work individually to brainstorm ideas and make notes. Refer students to the Writing Reference on page 172.
- Revise beginnings and endings for informal emails, e.g. *Hi ...*, *Love ...*, *All the best ...*, *See you soon ...*
- 9 • Students write their emails individually.
- 10 • Refer students to the checklist on page 172, and remind them to always check their work carefully.

Answer key (sample answer)

Hi Jo,
Great to hear from you. I'm happy to answer your questions and hope what I can tell you will help with your college project. As for the most popular sports here, it all depends on whether you're thinking about watching or playing. Football is undoubtedly the most popular spectator sport although not many people play it themselves, at least not after they've left school. Formula One and rugby are also sports that a lot of people enjoy watching rather than doing themselves. As far as participating in sports is concerned, I'd say that most people tend to do things like jogging, swimming or cycling. These are good because you can do them on your own without other people and so you can do them more or less whenever you want to. My own favourite sport is skating. I just love moving to music over the ice. It's also very satisfying to learn new moves and to steadily feel more confident on skates. My cousin introduced me to skating when I was about ten. I used to go to the ice rink with her every Saturday. Hope to hear from you again soon.
All the best
Marta

On target? SB p.16

Answer key

- 1 1 are already 2 is growing 3 have 4 has risen 5 didn't use to think 6 kept 7 caught 8 resemble 9 chose 10 takes
- 2 (sample answers)
 - 1 Have you ever been in love?
 - 2 How long have you been staying at your mother-in-law's house?
 - 3 Where did your grandmother come from?
 - 4 Did you use to get on when you were young?
 - 5 What's your dad like?
 - 6 Can you describe the house you live in?
- 3 (sample answers)
 - 1 At the moment I'm working on a new film.
 - 2 I often go jogging in the mornings, before I start work.
 - 3 I've never been in a Hollywood film.
 - 4 Before I was famous, I didn't use to travel much.
- 4 1 well 2 doing 3 to get 4 do 5 boring 6 up 7 go for 8 made
- 5 (sample answers)
 - 1 My mum is very dependable.
 - 2 My dad is sometimes heroic.
 - 3 My aunt is a successful businesswoman.
 - 4 My little brother is sometimes greedy.
 - 5 My best friend is never selfish.
- 6 Students' own answers. 7 Students' own answers.