

# UNIT 1

## Outstanding people



### UNIT OBJECTIVES

At the end of this unit students will be able to:

- discuss people they admire and describe people they find inspiring
- talk about different types of physical and mental challenges
- understand information, texts and conversations about inspiring people and challenges
- use appropriate phrases to explain processes and to check people's understanding
- use appropriate phrases to break off a conversation
- discuss dependence on technology
- write an article about living without a technological device

### UNIT CONTENTS

#### G GRAMMAR

- Review of tenses: present simple and present continuous, present perfect simple, past simple, past continuous, past perfect simple
- Questions: requiring auxiliaries, negative questions, *which* v. *what* questions, prepositions in final position, subject questions, indirect questions

#### V VOCABULARY

- Character adjectives: *ambitious, arrogant, determined, inspiring, loyal, motivated, naive, optimistic, passionate, respected, self-confident, sensitive, stubborn*
- Trying and succeeding: *give up, have a go at, keep it up, keep to, make an effort, manage to, successfully, try out, work out*
- Wordpower: *make up my mind, make a difference, make out, make the best of, make up for, make sense, make friends with*

#### P PRONUNCIATION

- The letter e
- Word stress
- Rapid speech

#### C COMMUNICATION SKILLS

- Discussing people you admire
- Discussing a challenge
- Explaining what to do and checking understanding
- Using appropriate phrases to break off a conversation
- Writing an article about living without a technological device

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Write *film, music, sport* on the board and ask students, in pairs, to write down as many famous people as they can for the different lists. Allow two minutes and then stop the class and find out which students have written down the most names. Take feedback as a class and check the names and find out which five names were the most common. In pairs, students tell their partners about any famous people they have met, giving details about where, when, why and what happened. Take feedback as a class.

- a Ask students to look at the picture and answer the questions as a class. They will need to speculate so help with phrases like: *I think they are ... It's possible that they are ...* A strong group might use: *They could be/might be* etc. If you wish, give students the information from the Culture notes below.



#### CULTURE NOTES

##### Ben Stiller

The picture shows Ben Stiller having a *selfie* (a photo you take of yourself) taken with a fan, Tina Chan, at the premiere of his film *While We're Young* in Toronto, Canada. Ben Stiller is an exceptionally talented and famous American comic actor, and he has appeared in many award-winning films. He started his career with his own TV show in 1992 and then went on to star in, write and direct many films. In his career he has been involved in more than 50 films. Some of his most famous are: *Zoolander*, *There's Something About Mary* and the *Night at the Museum* films. *While We're Young* was released in autumn 2014 and the third and final film in the *Night at the Museum* series, *Secret of the Tomb*, was released at Christmas 2014.

- b Read through the questions with the class and explain any unfamiliar vocabulary, e.g. *role model* (someone for young people to copy). Ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class and ask for answers, ideas and comments from the conversations and extend the discussions if appropriate.



#### EXTRA ACTIVITY

Ask students in pairs to role-play a meeting with a famous person. Students should each choose a famous person they know a lot about and tell their partner who it is. Then, each student writes down some questions to ask their partner (as the famous person). Students role-play the meeting and take turns to be the famous person. Monitor and encourage where necessary. If appropriate, ask some pairs to repeat the role play for the rest of the class.

# 1A She is an inspiring woman

## OPTIONAL LEAD-IN

Books closed. Write this gapped adjective on the board: *i \_ \_ \_ i \_ i \_ \_*. Tell students that this is an adjective that describes someone who makes you feel you want to and can do something good. Make students guess the word, one letter at a time. Ask them to take turns to call out letters and add correct guesses to the word until the full adjective is guessed (*inspiring*). Ask students for an example using the word, e.g. *My uncle is an inspiring person. He does a lot to raise money for charity.*

## 1 READING

- a**  Ask students for the names of some people who have been in the news recently, e.g. politicians, film stars, criminals, etc. Write them on the board and ask the class if they admire these people and why/why not. Discuss what kinds of people the students admire.
- b** Ask students to look at the pictures of the people in the texts, in particular Jony Ive and Joan Ganz Cooney. Put students into pairs and ask them to guess what the people might have done to make other people admire them, but don't confirm answers at this point. Take feedback as a class.
- c** Ask students to read the texts quickly to check their answers. Tell them not to spend too long on reading the texts in detail, as they just need to find out what the people have done. Check answers as a class. If you wish, give students the information from the Culture notes below.

### Answers

Jony Ive – did important design work for Apple  
Joan Ganz Cooney – created *Sesame Street*

## CULTURE NOTES

- *Sesame Street* is a very popular children's educational TV programme. It is important because it was the first educational programme for a very young age group. Most young people all round the world from the 1970s onwards watched *Sesame Street* at some point in their childhoods. The programme helps young children learn letters of the alphabet and numbers.
  - Apple is a multinational corporation that makes computers and other electronic gadgets such as iPads and iPhones. Steve Jobs was one of its founders in 1976. He was very influential throughout his time with the company. He died in October 2011.
- d** Tell students that this time they should read the texts carefully to decide which person (Jony Ive or Joan Ganz Cooney) the questions are about. Read through the questions with the class and check that they understand *initially* (at the beginning). Individually, students answer the questions. Check answers as a class.

### Answers

1 JI 2 JC 3 B 4 JC 5 JI 6 JC 7 JI 8 JI

At the end of this lesson, students will be able to:

- read and understand texts about inspiring people
- understand the differences between the present simple, present continuous, present perfect and past perfect simple
- understand a conversation about an influential scientist
- use a lexical set of character adjectives correctly
- talk about an inspirational or influential person

## VOCABULARY SUPPORT

*award* (B2) – prize

*contribution* (B2) – something you do or give to help something succeed

*device* (B2) – equipment (often electric) for a particular purpose

*executive* (C1) – someone with an important job in a business

*genius* (C1) – person who is extremely clever or talented

*go on air* – broadcast

*iconic* – very famous and special

*outline* (B2) – description, summary

*play a role* (B2) – be important

## FAST FINISHERS

Ask fast finishers to underline and think about or discuss the meanings of new words they found in the texts. Check these during feedback.

- e**  In pairs, students discuss the question. Encourage students to give reasons for their answers. Take feedback as a class.

## EXTRA ACTIVITY

In pairs, students discuss the following questions:

– *What do you like about the design of the latest iPad, smartphone or other tablet?*

– *Why do you think the programme *Sesame Street* was and is so popular?*

– *Do you think that everyday things have to be beautiful as well as practical? Why/Why not?*

Students share their ideas as a class.

## 2 GRAMMAR Review of tenses

a In pairs, students match the verbs in **bold** with the tenses. Take feedback as a class.

### Answers

- 6 present simple
- 2 past simple
- 1 present continuous
- 3 past continuous
- 5 present perfect
- 4 past perfect

b In pairs, students complete the sentences with the correct tenses from 2a. Take feedback as a class.

### Answers

- 1 past simple
- 2 present continuous
- 3 present perfect
- 4 present simple
- 5 past continuous
- 6 past perfect

c Students underline examples in the second text individually. Take feedback as a class. You may wish to point out that texts of this kind usually feature a lot of past simple verbs.

### Suggested answers

- present simple: consider, combine, is, they're, think, admire, she's not
- past simple: grew up, brought, realised, could, researched, wrote, presented, rejected, thought, didn't have, set up, questioned, was, didn't want, encouraged, knew, meant, became, went, didn't stop, continued
- present continuous: it's still going
- past continuous: was working
- present perfect: I've always felt, has got on with, she's had
- past perfect: had managed

### CAREFUL!

Students often use a simple form instead of the continuous when using the present and past continuous, e.g. *Dear Sir, I write this letter to ...* (Correct form = *Dear Sir, I **am writing** this letter to ...*) or *Heft the shop, when the shop assistant suddenly started shouting* (Correct form = *I **was leaving** the shop, when the shop assistant suddenly started shouting.*)

Students also tend to use the past simple instead of the present perfect, e.g. *I decided to come in the first week of July.* (Correct form = *I **have decided** to come in the first week of July.*)

### LOA TIP CONCEPT CHECKING

Check students have understood the concepts of the different tenses by writing these sentences on the board and asking the questions:

– *Sesame Street comes on TV four times a week.*

Ask: *Is it on TV now?* (we don't know)  
*Is it on TV regularly?* (yes)

– *I've is working on a new design.*

Ask: *Does he do this every day?* (we don't know)  
*Is he doing it at this moment?* (yes)

– *In 1967 Joan spent the summer doing research.*

Ask: *Is she still doing research?* (no)  
*Do we know when she did the research?* (yes)  
*Has the summer of 1967 finished?* (yes)

– *At 10.30 yesterday morning the children were watching Sesame Street.*

Ask: *Do we know when they watched Sesame Street?* (yes)  
*Did they finish watching it?* (we don't know)

– *I've bought a new iPhone.*

Ask: *Do we know when you bought the iPhone?* (no)  
*Do you have a new iPhone now?* (yes)

– *When I saw the children, I asked them about the TV programme they'd watched.*

Ask: *Did the children watch the programme before you saw them?* (yes)

d ▶ 1.2 Students read the information in the Grammar Focus 1A on SB p.134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct tenses. Tell students to go back to SB p.9.

### Answers (Grammar Focus 1A SB p.135)

- a 2 Internet shopping is becoming 3 We are looking 4 This food tastes 5 We are thinking of, they cost 6 I'm writing, I'm sending
- b 1 c 2 a 3 d 4 b 5 f 6 e

e Tell students to look at the text. Ask if they know anything about Nikola Tesla. Individually, students read the text and choose the correct words. Then, tell students to compare answers with a partner. Don't confirm answers at this point.

f ▶ 1.3 Play the recording for students to listen and check answers. Encourage students to explain the reasons for the correct verb forms. If necessary, return to the Grammar Focus to look at the relevant explanations again.

### Answers

- 1 have heard 2 played 3 have 4 worked 5 had emigrated 6 was working 7 decided 8 helped 9 has had 10 enjoy

### VOCABULARY SUPPORT

*emigrate* – move to live in another country

*impact* (B2) – effect

*X-ray* (B2) – a photograph of inside your body

### 3 LISTENING

- a 1.4 Ask students to look at the picture of Jocelyn Bell-Burnell and tell you what they can see. Prompt with questions, e.g. *Where do you think she is? What do you think she's doing?* Tell students they are going to hear a conversation between two colleagues, Chloe and Amelia. Students need to choose the correct sentences, 1–4. Remind students that it is not important to understand every word in the recording to do the task. Play the recording all the way through. Check answers as a class.

#### Answers

- 2 She isn't very well known. ✓  
3 She made an amazing discovery. ✓

#### Audioscript

- CHLOE** What's that book you're reading?  
**AMELIA** It's about astronomy – black holes, planets, the big bang ...  
**C** Hmm, not exactly a light read, but I suppose you like that sort of thing. Me, I like to relax when I read.  
**A** It's just I read this article online the other day.  
**C** Uh-huh?  
**A** It was about this physicist. She discovered these things called pulsars which are like ... well, they're an incredible kind of star.  
**C** Uh-huh. She?  
**A** Yeah, yeah, her name's Jocelyn Bell-Burnell. She's a respected physicist. Well, that's the thing, that's what got me interested. There aren't many women working in that area.  
**C** But hang on, she discovered these stars?  
**A** Yeah, she was a postgraduate student at the time, but the guy who was her supervisor got all the credit.  
**C** You're kidding?  
**A** No, he won the Nobel Prize.  
**C** So who did you say this woman was?  
**A** Jocelyn Bell-Burnell.  
**C** But I've never even heard of her.  
**A** Well, no. That's the point. On this website it talks about ... well, it's got a whole lot of information on people like her ... you know, people who work behind the scenes and don't get the credit or don't become famous. It was really interesting.  
**C** Yeah, I bet there are a lot of people like that.  
**A** I mean, she really is an inspiring woman. Even when she was at high school, they weren't going to let her join the science class ...  
**C** When was this?  
**A** Back in the fifties.  
**C** Really? Even in the fifties?  
**A** Yeah. And then at the end of the year, she came top of her class! And when she was doing her PhD and made her amazing discovery, she had a young child and was having to manage a whole lot of things in her private life too. I mean, she was really determined, but in a quiet way. And then, when the newspapers wanted to interview her, they didn't want to know about her research, they just asked a lot of stupid questions about her height, her clothes, that sort of thing.  
**C** That's terrible, isn't it? So is that a biography of her that you're reading?  
**A** Well, no, it's just a book about astrophysics.  
**C** Astrophysics? Just? Good heavens! So you're going to become ... what? A rocket scientist or something?  
**A** Well, no ... I don't know. The thing is ... after I read the article, I found an interview with Jocelyn Bell-Burnell online. And she was talking about how even today there still aren't many women who go into science and become scientists.  
**C** So now you want to go back to university and do a physics degree?  
**A** Maybe. But, you know, why not? I've always been good at science and I used to really enjoy physics.  
**C** But are you really prepared to study and put in all that effort?  
**A** Yeah, I think I am.  
**C** Well, you've always been motivated, that's for sure. And stubborn ...

- A** But I'm still thinking about it ... doing some reading, that kind of thing.  
**C** Well, actually ... good on you. Why not make a change – take a risk? I admire that.  
**A** Yeah. Actually that's what she says in the interview: 'Be prepared to take a risk – you'll probably surprise yourself.' And she said something else very simple about women wanting to be scientists: 'Go for it!' And I thought, yeah, why shouldn't I?

#### VOCABULARY SUPPORT

*astronomy* (C2) – scientific study of stars and planets

*astrophysics* – the study of physics and the behaviour of the stars and other objects in space

- b 1.4 Read through the sentences with the class and pre-teach *non-fiction* (writing that is about real events and facts, rather than stories that have been invented) and *the press* (newspapers and magazines, and those parts of television and radio that broadcast news). Play the recording again for students to answer the questions. Stop after enough information for two or three questions has been given to give students time to answer.

#### Answers

- 1 T 2 T 3 F – her supervisor won the Nobel Prize.  
4 F – she came top of her class. 5 T 6 T 7 T

- c Students discuss the questions in pairs, or small groups. Monitor and support students with any vocabulary they may need. Note down examples of good language use and any common errors to deal with later during feedback. Don't correct language mistakes at this point as this is a fluency activity. Take feedback as a class.

### 4 VOCABULARY

#### Character adjectives

- a Ask a student to describe the scientist from the listening task in their own words. Write down any character adjectives he/she uses on the board. In pairs, students write down as many different character adjectives as they can think of in two minutes. Take feedback as a class. Explain the meanings of any unfamiliar adjectives. Students then underline the character adjectives in the sentences and answer the questions as a class.

#### Answers

- 1 She's a respected physicist.  
2 She is an inspiring woman.  
3 She was really determined, but in a quiet way.  
4 Well, you've always been motivated, that's for sure. And stubborn.  
The adjectives *determined* and *stubborn* have similar meanings, although *determined* has a positive meaning and *stubborn* a negative meaning.

- b 1.5 **Pronunciation** Ask students to look at the two words and play the recording to model the pronunciation. Students compare answers in pairs. Check answers as a class.

#### Answers

These two letters have the same /ɪ/ sound: *respected*, *determined*. The other two e sounds are /e/ in *respected* and /ɜ:/ in *determined*.

- c**  **1.6** Play the recording for students to write the words in the correct columns according to the pronunciation of the letter *e*. Students compare answers in pairs, before you check as a class. Ask students to repeat the words from the recording for practice.

**Answers**

/ɪ/	/e/	/ɜ:/
revise	slept	serve
desire	helpful	university
women	identity	prefer

- d** Individually, students complete the sentences with the correct character adjectives. Check answers as a class.

**Answers**

- 1 stubborn 2 motivated 3 respected  
4 determined 5 inspiring

- e**  **1.8-1.9** Students complete the exercises in the Vocabulary Focus on SB p.154. Play the recordings as necessary. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p.10.

**Answers (Vocabulary Focus 1A SB p.154)**

- a** The first text is more formal, the second is personal.  
**b** 1 naive 2 sensitive 3 arrogant 4 self-confident  
5 passionate 6 ambitious 7 loyal 8 optimistic  
**c** 1 sensitive 2 self-confident 3 optimistic 4 arrogant  
5 loyal 6 passionate 7 ambitious 8 naive

**Pronunciation**

- a** optimistic, unsympathetic, arrogant, ambitious

<b>b</b> 1st syllable stressed	2nd syllable stressed
passionate sensitive television	self-confident determined environment
3rd syllable stressed	4th syllable stressed
influential pessimistic	determination environmental

## 5 SPEAKING

- a** Individually, students think about an inspiring person and make notes in preparation for the pairwork activity. Monitor and help with suggestions or prompts where necessary.
- b**  Read through the examples and remind students to use character adjectives from the lesson in their conversations. Monitor and note down any interesting points or common mistakes/errors to deal with during feedback. Take feedback as a class.

### ADDITIONAL MATERIAL

-  Workbook 1A
-  Photocopiable activities: Grammar p.184, Vocabulary p.204, Pronunciation p.234 and p.235

# 1B Are you finding it difficult?

## OPTIONAL LEAD-IN

Books closed. Write *A CHALLENGE* on the board. Put students into pairs, and ask them to come up with a good definition and an example of the word. Give students two minutes to complete the task. Check their ideas as a class. Ask students to think of the challenges they find most difficult. Write their ideas on the board. Then ask students if they can think of any ways to deal with the difficulties. Encourage students to think of different ways to deal with the same challenge.

## 1 SPEAKING and LISTENING

- a Students look at the pictures and say what they can see and how they think the people are feeling. Ask them to read *The 30-day challenge* and discuss the questions in pairs. Check answers as a class.
- b 1.10 Tell students they are going to hear two people talking about the 30-day challenge. Read through the points in the task and remind students that they are listening for the main point mentioned. Play the recording. Check answers as a class.

### Answer

3

### Audioscript

**INTERVIEWER** So Alison, you went to find out about the 30-day challenge. What is it and how does it work?

**ALISON** Yes, I went to a one-day seminar about it. The basic idea is that, according to psychologists, 30 days is about the time it takes to really develop a new habit because that's how long it takes for our brains to shift to a new direction. So often if we try something new, we give up after about a week or two because our brain hasn't adapted. So the idea of the 30-day challenge is, you choose something you want to do, like drink less coffee for example, and you keep going for exactly 30 days.

**I** So if you manage to do it for 30 days and you feel good about it, you'll probably keep to it, is that the idea?

**A** That's right, yes. But the other thing about it is that 30 days isn't a very long time. 30 days goes past quite quickly anyway. So if you decide to do something completely new – let's say you decide to get up at dawn every day and see the sun rise – maybe you wouldn't want to keep it up for your whole life, but it

might be fun to do it for just 30 days. So it's also a chance to try something different, and if you're successful it's great but if it doesn't work out it doesn't matter too much.

**I** I see, so it's not just about giving up bad habits. The idea is really that you try out something new.

**A** Yes, very much so. There were people at the seminar for example who'd written a short poem every day for 30 days, and someone else had tried to eat something new every day for 30 days. So it's a chance to do something you've always wanted to do, or maybe something new that you'd never thought of doing.

**I** It sounds a lot of fun, if you've got time for it.

**A** Yes, well you can either do something that doesn't really get in the way of your life, like writing a poem – you can do that in your lunch break, it's easy. Or you can take time out and have a go at something you've always wanted to do, like paint a picture or climb mountains or something. Obviously to do something like that you need to make an effort and of course you have to give yourself a time limit of 30 days.

At the end of this lesson, students will be able to:

- read and understand interviews about challenges
- use different question forms correctly
- understand a podcast about a challenge
- use a lexical set of verbs and phrases related to trying and succeeding
- discuss personal challenges

- I** So it sounds like you think it's a good idea. **A** Really well. I'm finding it much easier than I expected.
- A** I think it's a great idea, yes. I came away convinced! **I** And when did you start?
- I** So are you planning to try the 30-day challenge yourself? **A** Erm ... this morning.
- A** Yes, in fact I already am. I decided to put my car keys in a drawer and I'm going to cycle everywhere for 30 days, even if it rains. **I** Well, good luck with that, Alison. Now Alison's only just started, but next up on the *Life and Style* podcast we're going to talk to a few more people who've been doing the 30-day challenge. They're all about half-way through, and they've done it successfully so far ...

- c 1.10 Ask students how Alison found out about the challenge (at a seminar). Students complete the notes for the 30-day challenge and compare with a partner. Play the recording for students to check answers.

### Answers

1 habit 2 very long 3 new 4 life 5 wanted to 6 effort

## EXTRA ACTIVITY

Write the following sentence starters from the conversation between Alison and the interviewer on the board:

*The basic idea is ...*

*The other thing about it is ...*

*It's also a chance to ...*

*So, it's not just about ...*

*It sounds like ...*

*I'm finding it ...*

Ask students to try to complete the sentences with words from the interview. They can do this in pairs, small groups or as a class. Play the recording again to check, pausing after each answer is given.

- d Ask for an example of one of the challenges mentioned in the recording. Put students into pairs to use words from both boxes to describe the other challenges mentioned. Check answers as a class.

### Answers

drink less coffee, get up at dawn every day and see the sun rise, write a short poem, eat something new, paint a picture, climb mountains

- e Give students a few minutes to note down their ideas about the question.

- f Students compare their ideas with a partner. Take feedback as a class.

## 2 VOCABULARY Trying and succeeding

- a**  **1.11** Ask students if they remember any phrases used in the recording to talk about doing something new and succeeding or failing. If necessary, prompt with *give*, *keep* and *make*. Read through the words and phrases in the box with the class and find out if students remembered correctly. Individually, students complete the sentences. They then check with their partner. Monitor and help as necessary. Play the recording for students to listen and check.

### Answers

- 1 give up
- 2 manage to, keep to
- 3 keep it up
- 4 work out
- 5 have a go at
- 6 try out
- 7 make an effort
- 8 successfully



### FAST FINISHERS

Ask fast finishers to write another gapped sentence of their own using the words or phrases. Let them ask the class their questions during feedback.

- b** Individually, students match the words and meanings. Check answers as a class.

### Answers

- 1 manage to, work out
- 2 give up
- 3 keep it up, keep to
- 4 make an effort
- 5 try out, have a go at

- c** Individually, students complete the sentences using the words and phrases from 2a and their own ideas. Students compare answers in pairs. Check answers as a class.

### Suggested answers

- 1 managed to do it.
- 2 keep it up!
- 3 have a go at doing yoga every day.

- d**  Put students into small groups to talk about the points. Read through the examples as a class, and give or elicit an example for the first one, e.g. *When I started learning to drive, I found it really difficult and I was quite scared. But I didn't give up! I kept going and passed my driving test after six months. I'm really glad I carried on now.* Students share their stories with their groups. Monitor and support students with any vocabulary they may need. If students make mistakes using the new vocabulary, encourage self-correction by echo-correcting or rephrasing. Take feedback as a class.

## 3 READING

- a** As a class, read through the challenges the three people decided to do and discuss the question. Ask students if they think they would find the challenges easy or difficult and if they've ever tried challenges like these.

- b** Students read the interviews to check their answers. Check answers as a class.

### Answers

Farah: easy  
Mona: She found some things difficult, but it was mostly a lot of fun.  
Steve: difficult

- c** In pairs, students complete the interviews with the missing questions. With a stronger group, you could elicit ideas for the questions before they look at them in the task. Elicit students' ideas, but don't check answers at this point.

- d**  **1.12** Play the recording for students to listen and check.

### Answers

1 b 2 c 3 e 4 a 5 d

### Audioscript

**INTERVIEWER** What made you decide to become vegetarian, Farah?

**FARAH** Well, for quite a long time now I've been trying to eat less meat, partly for health reasons. I think vegetables are better for you.

**I** But didn't you ever think of being vegetarian before?

**F** Yes, but I always thought I'd miss meat too much. But the idea of being a vegetarian for 30 days was really good, because I could give it a try and then see how I feel.

**I** And how do you feel? Are you finding it difficult?

**F** No, I feel really good. Actually, I don't miss meat at all, so I think I'll easily manage the 30 days and I might try carrying on longer. I certainly think I'm a bit healthier than I used to be.

**I** Mona, why did you decide to draw something every day?

**MONA** Well, I've never been very good at drawing, but I've always thought I'd like to start drawing things around me. It's one of those things that you think about doing, but you never get round to.

**I** What have you drawn pictures of so far?

**M** All kinds of things. At the start I drew objects around me at home. Then I went out in

my lunch break and started drawing things out of doors, like yesterday I drew a duck in the park – that was really difficult!

**I** So do you feel it has been worthwhile?

**M** Oh yes, definitely. I'm still not very good at drawing, but it's been lots of fun and it's very relaxing.

**I** Steve, what language did you decide to learn?

**STEVE** Well, I thought I'd choose a language that isn't too different from English, so I decided to try Italian.

**I** Isn't it difficult to keep going with it?

**S** Yes, it is. I've had to be very strict with myself. I'm using a book with a CD, so I usually try to cover one lesson a night.

**I** And who do you practise with? Or are you just working alone?

**S** Well, there's an Italian restaurant just round the corner and I'm friends with the owner, so I go there and I chat to him. That's one reason I chose Italian.

**I** And do you think you'll carry on after the 30 days?

**S** Maybe, or I might try a different language every month. I'm thinking of trying Japanese next.

## 4 GRAMMAR Questions

- a Write some general sentences about yourself on the board. Ask students what the question for each of these statements would be. Write the first word of the question on the board. Invite students to the board to complete the questions. Some examples of general statements and opening question words are below.

*I haven't had a cup of coffee today.* (Have ...)

*I ate a chocolate bar for breakfast.* (What ...)

*My friend in New York emailed me this morning.* (Who ...)

*I went to a new exhibition with my sister.* (Who ...)

Read through the rules about questions with the class. In pairs, students find examples for each rule in 3b and 3c. Check answers as a class.

### Answers

- 1 How do you feel? Are you finding it difficult? What have you drawn pictures of so far? Do you feel it has been worthwhile? Who do you practise with? Are you just working alone?
- 2 What made you decide to become vegetarian, Farah?
- 3 Who do you practise with? What have you drawn pictures of so far?
- 4 Do you feel it has been worthwhile? Do you think you'll carry on after the 30 days?

- b Read through the examples as a class and discuss the questions.

### Answers

1 a 2 b

- c Read through the questions and check answers as a class.

### Answers

1 d 2 c

- d  1.13-1.14 Students read the information in Grammar Focus 1B on SB p.134. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the right question forms. Tell students to go back to SB p.13.

### Answers (Grammar Focus 1B SB p.135)

- a 1 are we 2 did you think 3 Which 4 didn't you 5 What 6 Who from? 7 happened
- b 2 What kind / type / sort of music is she interested in?  
3 How many people watched the match?  
4 Why haven't they started yet?  
5 Which foot hurts?  
6 Who did she hear the news from?
- c 2 I wonder why they didn't come back.  
3 Where do you think they are going?  
4 Can you tell me if / whether you have ever met him?  
5 Do you know who wrote this story?  
6 I wonder if / whether this pen works.  
7 Can you tell me (what) your sister's name (is)?  
8 When do you think it will be ready?

## CAREFUL!

Students often have problems with word order in indirect questions, especially when a *wh-* question word is used. They often try to use the auxiliary verb as they would in a direct question, e.g. *Could you tell me what do you want?* (Correct form = *Could you tell me what you want?*). Remind students that in indirect questions, the second part of the question uses statement word order.

A similar problem is with subject questions. Students often try to include an auxiliary, e.g. *Who did write the book?* (Correct form = *Who wrote the book?*)

- e  Put students into pairs. Read through the instructions with the class. Students do the role play. Monitor to check the use of questions. Note down any common errors to look at during feedback. Encourage self-correction of any slips. Take feedback and ask for examples from the conversations and go through any common problems with question forms.

## 5 SPEAKING

- a  Elicit students' ideas for some different challenges they might do in the next three months. Give an example of your own, e.g. *I want to run a half-marathon in two months.* Give students a few minutes to write down three challenges each. Elicit which questions students can use when asking their partner about their challenges. Read through the examples in the speech bubbles to give further ideas of how to ask the questions.

- b  In pairs, students interview each other about their challenges. Monitor and note down any interesting points and common mistakes/errors to deal with during feedback. Take feedback as a class and ask how successful the students think their partners will be and encourage them to give their reasons.

## ADDITIONAL MATERIAL

- ▶ Workbook 1B
- ▶ Photocopiable activities: Grammar p.185, Vocabulary p.205

# 10 Everyday English

## Don't touch the sandwiches!

### OPTIONAL LEAD-IN

Books closed. Put students into pairs. Ask them to think of part-time jobs that are popular with university or college students. Students then take turns to mime actions from the job for their partner to guess the job. Take feedback as a class, and ask students to name the jobs their partners mimed. Write a list of the jobs mentioned on the board. Ask students if they have ever done any of these jobs and if so, what their experiences were like.

## 1 LISTENING

- a** Ask the class why life can be difficult financially for students today. Put students into pairs, to discuss questions 1, 2 and 3. Monitor and help as necessary. Take feedback as a class.
- b** Explain that in each unit students will hear/watch part of a video story. Students look at the photo and say what they can see. Ask students to choose who they think the people are. Don't confirm the answer at this point.
- c** **1.15** Play Part 1 of the video or the audio recording for students to check the answer.

### Answer

2

### Video/Audioscript (Part 1)

**BECKY** That was a really interesting lecture. There's so much to learn, though. I'm going to try and get all my homework done tonight.

**TESSA** Oh, I'm going out tonight. Can't be bothered with homework. I'll do mine later. You always study too much! Do you want a coffee?

**B** Sorry, I can't. I've got to go to work. It's my first day!

**T** Oh, of course, at your cousin's café. Well, good luck! Oh, by the way, when is that assignment due?

**B** Friday. Really must go now, I'll be late. See you tomorrow.

**T** Bye!

- d** **1.15** Play the video or audio recording again for students to answer the questions as a class.

### Answers

- 1 Yes. They know information about each other.
- 2 She's starting work at her cousin's café.

### VOCABULARY SUPPORT

*assignment* (C1) – a piece of work given to someone, as part of their studies or job

*can't be bothered with* (B2) – too lazy or too tired to do something

- e** **1.16** Tell students to read through sentences 1–3. Play the video or audio recording for students to listen and check which sentences are true.

### Answers

- 1 False: they are planning a wedding.
- 2 False: she's got to study.
- 3 True: she's on her way to work.

At the end of this lesson, students will be able to:

- understand informal conversations about personal circumstances and part-time work
- use appropriate phrases to break off a conversation
- use rapid speech, omitting different sounds
- use appropriate phrases to explain processes and check understanding
- explain a process they are familiar with

### Video/Audioscript (Part 2)

**BECKY** Hi, Tom. I'm just on my way to the café.

**TOM** Oh OK ...

**B** I'm late.

**T** Look, this evening ... do you want to come over? I wanted to talk over a few things ... about the wedding ...

**B** I'd love to but I've got to study tonight.

**T** OK. Never mind. Well, good luck with your first day at work.

**B** Thanks. I'm sure it'll be fine.

**T** Don't spill coffee over anyone!

**B** I'll try not to. Oh, must run. Here comes my bus. No time to talk now. See you tomorrow. Bye.

## 2 CONVERSATION SKILLS

### Breaking off a conversation

- a** **1.17** Ask students why people might need to finish a conversation quickly, (for example, they're in a hurry, they notice the time, don't want to talk to the person, or they see someone else they need to talk to, etc.). Then ask students how they normally finish a conversation quickly. Take feedback as a class. Play the recording for students to say which word(s) the speaker doesn't use.

### Answers

1 I 2 I 3 I've got 4 I'll

### LANGUAGE NOTES

To be polite and not offend anyone, most people put *I'm sorry*, or *Sorry*, in front of the first three expressions.

- b** Read through the additional phrases we can use to break off a conversation and elicit the missing words.

### Answers

1 I 2 I'll 3 I 4 It was

## 3 PRONUNCIATION Rapid speech

- a** **1.18** Tell students that when we speak quickly, we often join words together. This means not every sound is pronounced. Play the recording for students to identify the missing sounds. Check answers as a class.

### Answers

1 mus(t) go  
2 mus(t) run  
3 go(t) to go  
4 can'(t) talk  
It's the consonant sound /t/.

- b** Students work individually to put B's replies in the short conversation in the correct order. Check answers as a class.

**Answers**

- B It was great. Sorry. Can't talk now. Got to go. (*could be reordered*)  
 B Yeah thanks. Must be off now. See you tomorrow. Bye. (*could be reordered*)

**LOA TIP DRILLING**

Give students some practice in saying the exchanges in 3b by making them repeat B's phrases rapidly, leaving out the /t/. You read A's part and the class replies as B. Ask them to go a little faster each time you repeat the conversation. Then divide the class into pairs. Assign A and B roles. Tell them to practise the exchanges. Then they swap roles. You may wish to change the conversation by giving them new prompts to use:

*How was your lesson/the party/the concert?*  
*Have a nice afternoon/morning/day.*  
*See you next week/at the weekend/this evening.*

- c** Students have short conversations in pairs. Read through the task with the class and then ask students to do the role plays. Students then change roles and repeat the conversations. Monitor and check that students are linking words.

**FAST FINISHERS**

Ask fast finishers to do an additional role play where someone is phoning them and trying to sell something and they need to finish the conversation with an excuse (for example, *Caller: I'm phoning to tell you about our new offer ...*) (*Student: I'm sorry - got to go because ...*).

**4 LISTENING**

- a** **1.19** Ask students what they think might be difficult about working in a café and what you might need to learn on your first day. Play Part 3 of the video or audio recording for them to find out if any of their ideas are mentioned and to answer the questions. Check the answer as a class.

**Answer**  
2

**Video/Audioscript (Part 3)**

**SAM** OK, so what was I showing you? The food. The sandwiches are all here. The most important thing is, don't touch the food. Remember to always use these tongs to pick food up. And what else? Oh, the espresso machine. Uh, the coffee goes in here, the cup there, and you press this button. Is that clear?  
**BECKY** OK, I'll remember that.  
**S** Another thing to remember is the tables - they're all numbered. So it starts with 1 over there and goes round to 15. OK, have you got that?

**B** Yes, sure. I think I can count to 15!  
**S** Hah - I still get them mixed up myself. Oh, say hello to Phil. He's our most regular customer.  
**S** This is my cousin Becky. She's just started here.  
**PHIL** Hi, nice to meet you.  
**B** Hi.  
**S** Phil's writing a novel.  
**B** A novel! Amazing.  
**P** Well it's just a science fiction story. Haven't got very far yet.  
**S** He comes to the café to write. We call him JK. You know - like JK Rowling. She wrote the first Harry Potter book in a café.

**B** Oh, right!  
**EMMA** Oh, there you are. Lovely to see you, Becky. We're really pleased you're working here.  
**B** Me too. I'm going to enjoy it, I'm sure.  
**E** Is my husband looking after you and explaining everything?

**B** Oh yes, I'm getting the hang of it - slowly.  
**P** She's doing really well.  
**E** And I see you've met Phil. He's going to make the café famous one day, you'll see.

- b** **1.19** Read through the questions with the class and play the video or audio recording again for students to answer the questions. Play the recording again to check their answers.

**Answers**

- How to use the coffee machine and handle the food.
- He writes his novel.
- Because JK Rowling wrote Harry Potter in a café.
- Sam's wife.

- c** Students discuss the questions in small groups and give reasons for their answers. Take feedback as a class.
- d** **1.20** Tell students they are going to watch or listen to the next part of the story. Read through the words/phrases in the box. Play Part 4 of the video or audio recording for students to choose the right topics. Take feedback as a class.

**Answers**  
 coffee  
 Becky's new job  
 the reason Tom is here  
 their wedding plans

**Video/Audioscript (Part 4)**

**TOM** Large cappuccino please, with extra milk.  
**BECKY** With extra m - oh Tom! Sorry. Wasn't expecting you.  
**T** I was just passing by. How's it going?  
**B** There's a lot to learn, but I think I'll be OK. Is it OK if I take my break now?  
**SAM** Yeah.  
**B** I'll make a coffee for both of us.

**T** Sure that's OK?  
**B** Yeah, it's fine. You came at a quiet time.  
**B** So, what was it you wanted to talk to me about tonight?  
**T** Er, the wedding?  
**B** The wedding?  
**T** Yes, our wedding!  
**B** Of course. We need to start thinking about it.

- e** **1.20** Play the video or the audio recording again for students to hear what Tom and Becky say about each topic. Check answers as a class. A stronger group may be able to do this without listening again.

**Answers**  
 coffee: They have a coffee while Becky is on her break.  
 Becky's new job: Tom asks how it is going; Becky says there's a lot to learn.  
 the reason Tom is here: He was passing by.  
 their wedding plans: They need to start thinking about their wedding.

## 5 USEFUL LANGUAGE

### Explaining and checking understanding

**a** Read through the exercise with the class. Individually, students put the words in order to give explanations.

**b**  **1.21** Play the recording for students to check their answers.

#### Answers

- 1 The most important thing is,
- 2 Remember to always (*Always remember to* is also correct.)
- 3 Another thing to remember is,

**c** Students choose one of the reasons.

#### Answer

3

**d** Tell students that we often add phrases after an explanation to check that the person has understood. Ask the class to complete questions 1–4. Check answers as a class.

#### Answers

- 1 Is that clear? 2 Do you understand what I mean?
- 3 Have you got that? 4 Do you get the idea?

**e**  **1.22 Pronunciation** Say the expression *Do you understand?* in a friendly way and then in an unfriendly way. Elicit that the second way sounds more unfriendly. Play the recording for students to identify the different ways the questions are said. Check answers as a class. Then ask if the voices go up or down at the end to sound friendly.

#### Answers

- 1 Is that clear? (unfriendly and not so polite)  
Is that clear? (friendly and polite)
  - 2 Do you understand what I mean? (unfriendly and not so polite)  
Do you understand what I mean? (friendly and polite)
  - 3 Have you got that? (unfriendly and not so polite)  
Have you got that? (friendly and polite)
  - 4 Do you get the idea? (unfriendly and not so polite)  
Do you get the idea? (friendly and polite)
- To sound friendly, the speaker's voice goes up at the end.

**f** Model the questions for students to repeat in order to practise sounding polite and friendly.

**g** Read through items 1–3 with the class and ask students to work in pairs, and imagine what Sam could say about these things. Monitor and give help where necessary. Check ideas as a class. Ask students what Becky could say to show she's understood.

#### Suggested answers

- 1 Remember to always collect the dirty cups and always leave a menu on the table after you've cleaned it. Is that clear?
- 2 The most important thing is to switch off the coffee machine before you leave. Have you got that?
- 3 Another thing to remember is to keep any forgotten items, as the customer may come back to look for it. Do you get the idea?  
Becky could respond with: 'OK, I'll remember that. / Sure, I can do that.'

**h**  Students practise the conversation in 5g using their own ideas. They take turns to be Sam and Becky. Monitor for correct usage of the pronunciation from this lesson.

## 6 SPEAKING

**a** Tell students they are going to practise the language they have looked at in the lesson. Read through the task and the prompts with the class. Give students some time to think individually about what they are going to talk about. With a weaker class, ask students to suggest some ideas to help.

**b** Read through the task with the class. Put students into pairs. Remind them to use language to explain and emphasise important points and check understanding. If necessary, briefly review the phrases and points you have looked at.

**c**  Students take turns to explain their process to their partners. Monitor and note any interesting points or common errors. Take feedback as a class. Students report back on their conversations. Go through any common errors related to the language they have learned in this lesson.

### FAST FINISHERS

Ask fast finishers to explain another process to their partners. They can then perform the conversation in front of the class with miming gestures.

### EXTRA ACTIVITY

Put students into pairs. Ask them to role-play the different parts of the video that they have watched or listened to. They should only play the main two characters in each scene. They don't have to remember what happened word for word as long as they get the gist right. This is to summarise the story and indirectly practise new phrases. Monitor, prompt and give encouragement. Nominate a few pairs to perform their conversations for the class.

### EXTRA ACTIVITY

Ask students to write Becky's blog entry for her day. They can do this in class or for homework.

## ADDITIONAL MATERIAL

- ▶ Workbook 1C
- ▶ Photocopiable activity: Pronunciation, p.236
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 1D Skills for Writing

## I really missed my phone all day

### OPTIONAL LEAD-IN

Books closed. Ask students to write down their favourite gadget or electronic device. Ask them to note as many reasons as they can for choosing it as their favourite. They then compare their ideas in pairs. Take feedback as a class, and find out which gadget is the most popular and why. Then ask if there are any disadvantages to the gadgets that they chose.

## 1 SPEAKING and LISTENING

**a**  Discuss the questions as a class.

### EXTRA ACTIVITY

Conduct a mini survey with the class. Read out these questions to the class:

*How many times a day do you check your phone?*

*How many emails do you write a day?*

*How many calls do you make a day?*

*How often do you check social-networking sites?*

Students note down their answers and compare them with a partner. Take feedback and collate results to show how often the class as a whole does each activity and who does each activity the most.

**b**  Read through the survey results, checking any unknown words. You may wish to remind students of the word *selfie* (photos taken of yourself, often on a smartphone). Put students into pairs to discuss the questions. Take feedback as a class.

**c**  **1.23** Tell students they are going to hear two people talking about technology. Play the recording for them to answer the questions. Tell students that they are not listening for specific details at this point. Check answers as a class.

#### Answers

Gitta: negative

Derek: positive

They both talk about mobile phones.

#### Audioscript

**GITTA** Most people at work think my boss, Michaela, is an inspiring woman who's had an amazing career – we work for a public relations company. She always looks very busy and people find that impressive, but I find her a bit arrogant, to tell you the truth. The other day, we were having a performance review meeting – she was reviewing me – and in the middle of the meeting her mobile phone rang. She answered the call and just ignored me! When she finished the call, she then spent a long time writing an email on her phone whilst I was just sitting there – waiting. When she'd finished, she didn't apologise or anything and just said, 'OK, what were we talking about?' Maybe I'm being too sensitive, but she didn't seem to care about our meeting – or me – and was far more interested in her phone call and email. I really think people should switch off their phones during meetings. I was really upset, to be honest.

**DEREK** For years, I resisted getting a mobile phone. Don't get me wrong – I'm not a techno-phobe. I've been using a computer for years; in fact, I have two: a desktop and a laptop. It's just that mobile phones

At the end of this lesson, students will be able to:

- talk about attitudes to modern technology
- understand people talking about attitudes to mobile-phone use
- understand a text about dependency on technology
- organise an article and use comment adverbs
- write an article about living without technology

annoyed me. I didn't want to be available all the time and I thought the language people used in text messages was a bit silly. However, my niece, Emma, was determined that I should get a mobile phone. I run a small firm of accountants and she felt someone in my position needed to be 'more connected', as she put it. Emma has a smartphone and she explained to me how they were just like mini computers that you carry around in your pocket. And, of course, she was right. She let me borrow hers for a weekend. I didn't actually phone anyone, but she had a lot of clever apps on her phone and I found out that I could go online and check email really easily. Of course, I went out and bought a smartphone the following week. Emma was delighted – she had finally managed to convince me. I haven't told her that I still don't ring anyone or send text messages, but now she thinks I'm more connected. For me, it's a great new toy – lots of fun.

### VOCABULARY SUPPORT

*ignore* (B2) – pay no attention to someone

*performance review* – assessment of an employee's work performance

*public relations company* – helps companies advertise

*run a firm* – own a company

*techno phobe* – someone who hates technology

**d**  **1.23** Play the recording again for students to answer the questions. This time, they will need to listen for details. Take feedback as a class.

#### Answers

Gitta: Michaela is her boss; the experience was negative because Michaela answered her phone and wrote an email during a performance review meeting and Gitta was upset.

Derek: Emma is his niece; the experience was positive because he has a new toy.

### EXTRA ACTIVITY

In pairs, students think of some questions they would like to ask Gitta and Derek. Then they take turns to role-play the conversations. Monitor and note down points to bring up during group feedback.

**e**  Discuss the questions as a class.

**f** Read through the questions with the class and ask students to note down answers.

**g**  In pairs, students talk about their experiences. Ask for examples as a class. Encourage students to give details of their experiences.

## 2 READING

- a Look at the title of the article with the class and ask students what they think it might be about. Students read the article to check their ideas and to find out if any of the examples in the survey are mentioned.

### Answers

Yes, self-service check-outs.

- b Students read the complete text in detail to decide whether the sentences are true or false.

### Answers

1 T 2 F – he had a great chat with the guy who served him. 3 T 4 F – he said it took longer. 5 T 6 F – he really missed his phone. 7 T

- c  Put students in pairs to discuss the questions. Take feedback as a class.

## 3 WRITING SKILLS Organising an article

- a Tell students that the way we plan and structure an article is very important. Ask students to work in pairs to read and choose the correct summary for the structure of the article. If necessary, elicit the meaning of the word *evaluation* (deciding what is good or bad about something).

### Answer

2

- b Discuss the question as a class. Ask students whether this is a good way to start an article and why/why not.

### Answer

He asks the reader a direct question: *Have you ever wondered what it would be like to give up technology?*

- c Read through the tasks with the class. Individually, students complete the tasks. Check answers as a class. You may wish to point out that *after* needs an object (e.g. *after breakfast*), but *afterwards* does not (*Afterwards, I'll show you some museums*).

### Answers

- 1 Paragraph 2: The first thing I usually do in a day  
Paragraph 3: After breakfast,  
Paragraph 4: Then  
Paragraph 5: Afterwards,  
by this stage
- 2 All in all

- d Remind students that it is important to use a range of language in an article. One way they can do this is by using adverbs. Read through the example and elicit that *inevitably* is used by the writer to comment that something was always certain to happen. Ask students to find five more comment adverbs in the article. Point out that these go at the beginning of a clause.

### Answers

Not surprisingly Naturally Strangely  
Predictably Undoubtedly

- e Students work in pairs to add the adverbs in the box to the sentences. Check answers as a class.

### Suggested answers

- Why do some websites always ask you to change passwords? Having created a password for my bank account, inevitably/naturally, I was asked to change it two weeks later.
- I usually hate anything to do with technology. Surprisingly/Amazingly, I quite like using the self-service check-out at the local supermarket.
- I always expect IT products to be very expensive. Surprisingly/Amazingly, the tablet I bought last week cost very little.
- I find it very difficult to install new software. Inevitably/Not surprisingly, I've downloaded the latest version of a program and my computer has frozen.

- f Ask students to read through the advice and choose which piece is not correct for writing an article. Check the answer as a class.

### Answer

- 5 Most articles benefit from personal opinions and examples.

## 4 WRITING

- a Tell students that they are going to write an article themselves. Read through the task as a class, and give students a couple of minutes to choose a device and make notes about it. Monitor and help as necessary.
- b  Students discuss their ideas in pairs. Take feedback as a class.
- c Tell students to write their articles. First, students make a plan using the structure given in 3a. Then they write the article using appropriate linking phrases and adverbs to show attitude. Monitor to give help where necessary.



### LOA TIP MONITORING

When monitoring, you may notice students making errors. Rather than giving the correct answer yourself, it is often better to encourage self-correction so that the students remember the point better. Do this by echoing the mistake for the student to correct (repeating the mistake with question intonation) or repeating the sentence and saying: *form/word order/preposition, etc.*

- d Students work in new pairs and swap articles. Ask students to read and comment on positive aspects of the articles and suggest improvements. Take feedback as a class.



### FAST FINISHERS

Fast finishers can write a comment (as on a website article) below their partner's article to give their opinion on the topic.

### ADDITIONAL MATERIAL

-  Workbook 1D

# UNIT 1

## Review and extension

### 1 GRAMMAR

- a Individually, students complete the text with the correct forms of the verbs in brackets. Check answers as a class, asking why students chose a particular verb form.

#### Answers

- 1 met
- 2 was living
- 3 arrived
- 4 had already left
- 5 noticed
- 6 was wearing
- 7 was chatting
- 8 went
- 9 started
- 10 felt
- 11 had known
- 12 are
- 13 have known

- b Individually, students correct the mistakes. They compare answers with a partner. Check answers as a class.

#### Answers

- 1 Where did you grow up?
- 2 Didn't you like living in San Diego?
- 3 How long did you stay there for?
- 4 What made you decide to move?
- 5 Do you think it was a good decision?
- 6 Who did you work with?

### 2 VOCABULARY

- a Individually, students complete the sentences. Check answers as a class, focusing on correct spelling.

#### Answers

- 1 motivated
- 2 stubborn
- 3 respected
- 4 self-confident
- 5 passionate
- 6 inspiring
- 7 sensitive
- 8 arrogant

#### EXTRA ACTIVITY

Write *TAMEDOVIT* on the board and tell students it is an anagram of a character adjective. Ask students who can solve it first (*MOTIVATED*). In pairs, students make five more anagrams of other character adjectives. Students then swap anagrams with another pair.

- b Individually, students choose the correct answers. Check answers as a class.

#### Answers

- 1 had
- 2 out
- 3 to make
- 4 making
- 5 kept
- 6 keep
- 7 successfully
- 8 out

### 3 WORDPOWER *make*

- a Write *make/do* on the board and elicit examples of collocations with the class, e.g. *make your bed/do your homework/make a mistake*, etc. Remind students that *do* is often used with work activities and *make* with creative activities, but this is a very loose rule! Clean the board and write only the verb *make* on it. Ask students to work in pairs, to write as many expressions and multi-word verbs that use this verb as possible. Take feedback as a class, and invite students to write their suggestions on the board. Ask students to look at the pictures in 3a and decide if any of their suggestions on the board can be used to talk about them. Students then do the matching task in pairs. Elicit ideas, but don't confirm answers at this point.

- b  1.24 Play the recording for students to check their answers.

#### Answers

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

- c In pairs, students complete the sentences with the correct words. Check answers as a class.

#### Answers

1 out 2 up for 3 up your mind  
4 a difference 5 the best 6 sense 7 friends

- d  Put students into pairs or small groups to discuss the questions. Monitor and help where necessary. Encourage the students to give reasons and examples where appropriate. Take feedback as a class.

#### FAST FINISHERS

Fast finishers can think of another situation like those in 3d for the different phrases with *make*. They can ask the rest of the class what they would do in these situations.

-  Photocopiable activities: Wordpower p.224

#### REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.