

OVERVIEW

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Grammar: Past and present verb forms

Common European Framework: Students can present clear, detailed descriptions on a wide range of familiar subjects; can use a sufficient range of language to be able to give clear descriptions.

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Reading: Great sibling rivalries

Vocabulary: Relationships

Common European Framework: Students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes; can use a sufficient range of language to be able to give clear descriptions.

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Listening and vocabulary: Friendship

Grammar: Uses of auxiliary verbs

Pronunciation: Stressed and unstressed auxiliary verbs

Wordspot: *get*

Common European Framework: Students can keep up with an animated conversation between native speakers; can respond to feelings such as surprise, happiness, sadness and interest.

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Common European Framework: Students can initiate, maintain and end discourse appropriately with effective turn taking.

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Speaking: Responding to how people feel

Pronunciation: Sounding sympathetic

Writing: Planning and drafting a biography

Common European Framework: Students can respond to feelings such as surprise, happiness, sadness and interest; can write clear, detailed descriptions of real or imaginary events and experiences.

Speaking and listening (PAGE 6)

Your past and present

WARM UP

Bring some photos which show important events in your life, and show them to students, describing what happened. Ask students to select photos from their mobile phones to show their partner and describe.

- 1a As an example, pick one or two of the items A–F and share some information about yourself with the class, writing notes on the board. Give students five minutes to think about their answers and make notes. Walk round and help students with any vocabulary they need, writing any new words/phrases on the board.
- b Students work in pairs to share their ideas. Encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found with the class.

- 2a  1.1 Explain that students are going to listen to six people talking about important things in their lives. Tell students not to worry if they don't understand every word and clarify that they only have to match each speaker to one of the ideas in exercise 1a, and that they'll have a chance to listen again for more detail afterwards. Play the recording and do the first as an example with them. Play the rest of the recording, pausing after each item if necessary. Students check their answers in pairs and then as a class.

ANSWERS:

1 A 2 F 3 C 4 B 5 D 6 E

- b Students work in pairs to discuss which speaker mentioned each topic, and what they remember about each of the words in the box. Play the recording again and check the answers.

ANSWERS:

a farm: Speaker 1. He used to go to his aunt and uncle's farm every summer. It was a really special place for him and he loved it.

a coincidence: Speaker 5. She has recently met a woman called Emma, like herself. Emma's husband is called John or Johnny, just like her husband. It gets confusing when they all go out together.

a baby: Speaker 6. This is the baby his cousin and his wife had three weeks earlier. He can't remember the baby's name, but it looks sweet in the photo on Facebook.

a pond: Speaker 4. The house where he was born had a pond at the bottom of the garden. He used to spend hours looking at the fish. The pond was probably dangerous, but nobody worried about it.

working on a film: Speaker 2. The work is really interesting, but she has to be there very early and get up at five, which she hates.

an awful boss: Speaker 3. This is the horrible woman that she first worked for. She really hated her boss and used to discuss her over coffee with her workmate Kathy.

- 3  1.2 Go through the extracts and elicit students' ideas as to the missing words, but don't give any answers yet. Play the recording, pausing after each extract if necessary, for students to write the missing words. Students compare in pairs before checking answers as a class.

ANSWERS:

1 used to go, absolutely loved 2 I work, that start, I'm working on
3 had had a few 4 haven't seen her for 5 we've lost
6 lived there for 7 standing next, started talking 8 looks quite

Language focus 1 (PAGE 7)

Past and present verb forms

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Explain that the quiz is to find out what students know about English verbs. This will help decide what to focus on in later lessons. Students work in pairs to answer the questions. Move around the room while students are working to make sure they understand what to do. In feedback, go through the answers with the class and take note of any generally weak areas for later attention.

ANSWERS:

1
a generally true
b temporary situation
2
met: single action in the past
were working: action in progress at that time

3

- a don't remember
- b owned

Both *remember* and *own* are state verbs, which are not normally used in continuous forms.

4

used to describes habits / states in the past

5

- 1 b 2 a 3 c 4 d

6

had bought

You may want to ask students to read Study 1 on page 131 for a more detailed explanation of past and present verb forms.

PRACTICE

If you think students need more controlled practice before doing this exercise, they could do Practice 1 on pages 131–132 first.

- 1  1.3 Tell students to look at the photo on page 7, and elicit where they think Alek is from and what her job is. Students complete the exercise individually then compare answers in pairs. Explain that the recording includes only the correct verb forms. Play the recording so students can check their answers.

ANSWERS:

- 1 has appeared 2 hasn't been 3 was born 4 broke out
 5 used to play 6 got 7 decided 8 had had 9 got
 10 had moved 11 joined 12 was shopping 13 approached
 14 decided 15 has been 16 also designs 17 has written
 18 is spending 19 was changing 20 is changing

ADDITIONAL PRACTICE

- ➔ **Resource bank:** Activity 1A *Me too!* (Past and present verb forms)
Study, practice & remember: Practice 1
Workbook: Language focus 1: *Past and present verb forms*, pages 4–5

Reading (PAGES 8–9)

- Check understanding of *sibling*. Students discuss the questions in pairs. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board. In feedback, nominate students to share any interesting information with the class.
- Focus students' attention on the photos and explain that they show famous siblings. Students work in pairs and discuss what they know before sharing information with the class. Feed in information from the Culture notes below if necessary.

Culture notes

Rudi and Adi Dassler: German shoemakers in the early 20th century. After equipping athletes at the 1928 and 1936 Olympics, they gained reputations as expert shoemakers and went on to found the companies Puma and Adidas.

Venus and Serena Williams: Professional tennis players who have both been ranked World No. 1 by the Women's Tennis Association, and have played against each other in eight Grand Slam finals, as well as playing together in doubles matches.

Noel and Liam Gallagher: British rock musicians who played together in the band Oasis. Noel left the band in 2009 to pursue a solo career, and Liam formed a new band, Beady Eye.

Olivia de Havilland and Joan Fontaine: Both British-American actresses, they are two of the last surviving Hollywood stars from the 1930s. They have both won Academy Awards.

- Go through the questions and check understanding of *rivalry*. Set a time limit of five minutes for students to read the article and answer the questions individually. Students compare their answers in pairs and then check as a class.

ANSWERS:

- 1 Venus and Serena Williams 2 Olivia de Havilland and Joan Fontaine 3 Noel and Liam Gallagher 4 Rudolf and Adi Dassler
 5 Venus and Serena Williams 6 Noel and Liam Gallagher

- Students read the article again more carefully and complete the sentences, then check their answers in pairs. Check answers with the whole class.

POSSIBLE ANSWERS:

- ... she was jealous of her looks.
- ... married first and won the Oscar before Olivia did.
- ... won an Oscar but refused to shake her sister's hand.
- ... he was trying to work, but Liam had invited some friends to the studio for a party.
- ... they were very different and eventually fell out permanently.
- ... they sided with one brother or the other.
- ... they've played each other in many major tennis tournament finals.
- ... she still hates seeing photos of the two of them together as she doesn't feel as beautiful as her sister.

- Put the students in small groups to discuss the questions. In feedback, nominate a student from each group to share their ideas with the class, and find out if other students agree.

Vocabulary (PAGE 9)

Relationships

See *Teaching tips: Working with lexis*, page 21.

- Go through the example with the class, and explain that students need to do two things: complete the phrases and try to remember which siblings each sentence refers to. Make sure they don't check with the article yet.
- Students check their answers with the article, then discuss the meanings of the phrases in pairs. Check answers with the class and explain or elicit the meanings of the phrases where necessary.

ANSWERS:

- competing with each other (the author and her sister)
- feels threatened by (the author's sister)
- don't have a lot in common (Olivia de Havilland and Joan Fontaine)
- loathe each other (Olivia de Havilland and Joan Fontaine)
- putting each other down (Noel and Liam Gallagher)
- fell out (Rudolf and Adi Dassler)
- feels inferior to (the author)

Note that when we use phrases 4 and 7 with an object, we link them with the preposition *with*, e.g. *He doesn't have a lot in common with her. Rudolf fell out with his brother.*

- Students work in pairs. Walk round and help with the meaning of the phrases where necessary. Check answers with the class and give further explanations or examples if needed.

POSSIBLE ANSWERS:

- 1 Venus and Serena Williams
- 2 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 3 Noel and Liam Gallagher
- 4 Venus and Serena Williams, the author and her sister (sometimes)
- 5 Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 6 Rudolf and Adi Dassler, Noel and Liam Gallagher, Olivia de Havilland and Joan Fontaine
- 7 Venus and Serena Williams

- 3a Go over the examples and elicit one or two more phrases for each list from the class. Students work individually before checking in pairs. Check answers with the class, and drill the phrases chorally and individually, paying attention to linking between words.

ANSWERS:

good relationships: be loyal to each other, be supportive of each other

bad relationships: be jealous of, compete with each other, feel threatened by, not have a lot in common, put each other down, fall out, feel inferior to, not get on with each other, be violent towards each other, not respect each other, their relationship seems destructive

- b Go over the example with the class and make sure students know what to do. Students work in pairs before checking answers with the class. Write any new vocabulary on the board.

POSSIBLE ANSWERS:

be close to each other – be distant from each other
 be loyal to each other – be disloyal to each other
 be supportive of each other – put each other down
 loathe each other – love each other
 be jealous of – be supportive of
 compete with each other – cooperate with each other
 feel threatened by – feel safe with
 not have a lot in common – be very similar
 put each other down – be supportive of each other
 fall out – remain good friends
 feel inferior to – feel equal/superior to
 not get on with each other – get on well with each other
 be violent towards each other – be respectful of each other
 not respect each other – respect each other
 their relationship seems destructive – their relationship seems constructive

- 4a Pick two of the relationships for yourself and describe them to the class as an example. Give students five minutes to think about what they're going to say, and walk round and encourage them to use phrases from exercises 1a and 2.
- b Put students in small groups to discuss their relationships. Go through the example and encourage students to ask follow-up questions to find out more information. In feedback, nominate students to share any interesting information they found out with the class.

Vocabulary, exercise 4b: Alternative suggestion

When students have prepared their descriptions, put them in groups and ask them to describe the relationships without saying what the relationship is. Other students listen and guess which relationship they are describing.

Listening and vocabulary (PAGE 10)

Friendship

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Books closed. Divide the board in two halves and write *positive characteristics* at the top of one section and *negative characteristics* at the top of the other. Elicit an example of each and write it on the board, e.g. *caring, unsympathetic*. Divide the class in two groups and assign a section to each. Give students a minute to discuss and write down as many characteristics as they can. Make sure all students write down the ideas. When the time is up, students form pairs with a member of the other group and compare lists. Elicit ideas from the class as a whole and write them on the board. Ask students to choose some of the adjectives and describe people they know in pairs.

- 1a Students discuss the characteristics in pairs. In feedback, elicit students' ideas and check understanding of the phrases, especially *behind your back* (without you knowing) and *confide in* (you can share secrets with them).

ANSWERS:

3 and 5

- b If you did the Warm up activity, ask students to compare the list in exercise 1a with the lists on the board, then discuss in pairs which is the most important characteristic. Otherwise, ask students to think of two more characteristics in pairs. When they have finished, nominate students to share their ideas with the class.
- 2a  1.4 Go through the questions with the class and make sure students know what to listen for. Play the recording and students answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 Maz's boyfriend
- 2 She doesn't think she and Ben want the same things in life and wonders whether there's much point in staying with him.
- 3 Ben comes across as easy-going and pleasant, but unadventurous, preferring the quiet life. Maz has got plans and ambitions and wants to widen her horizons.
- 4 She promises not to tell anyone about their conversation.

- b  1.5 Students listen to the recording then answer the questions in pairs. Check answers with the class. Check students have understood the answers fully before moving on to exercise 1c.

ANSWERS:

- 1 Anna, Maz's friend
- 2 Anna's conversation with Maz
- 3 Joe is surprised and they both feel sorry for Ben.
- 4 He promises not to say a word to Ben.

- c  1.6 Students listen to the recording then answer the questions in pairs. Check answers with the class.

ANSWERS:

- 1 Ben, Maz's boyfriend
- 2 Ben is planning to take Maz on a surprise holiday to Greece after her exams in the summer.
- 3 Joe tries to get Ben to mention the holiday to Maz before he books it, as he knows Maz is considering leaving Ben.
- 4 Ben doesn't really listen to Joe's suggestions, as he is convinced he knows Maz very well and she will love the surprise holiday.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Relationships*, page 6

Listening and vocabulary, exercise 2: Alternative suggestion

Arrange students in three groups, and ask each group to listen to a different conversation. Nominate a student from each group to control the recording and tell them they can listen as many times as they want. Go round and check answers quietly when they have finished. Put students in groups of three, with one member from each of the previous groups, and ask them to summarise the conversations they heard.

- 3 Play all three recordings again, without pausing. Students listen and then summarise the situation in pairs. In feedback, ask one or two pairs to summarise the situation for the class.

ANSWERS:

The four friends all sound sincere and well meaning. Maz is genuinely concerned about the future of her relationship with Ben. Anna is supportive of both Maz and Ben. However, in spite of her promises, Anna cannot resist gossiping to Joe. When Joe hears about Ben's plans to take Maz on holiday, he tries to protect him from the big letdown that he can see coming.

- 4 Students discuss the questions in pairs. In feedback, nominate students to share their ideas with the class and ask if anyone has had any similar experiences.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Friendship*, page 7

Language focus 2 (PAGES 10–11)**Uses of auxiliary verbs**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Go through the example with the class. Students then work individually to complete the sentences before checking in pairs.
- 2  **1.7** Play the recording for students to check their answers, pausing after each sentence if necessary.

ANSWERS:

2 we do have a good time together. 3 will you? 4 Yes, I have actually. 5 Oh, are you? 6 isn't it? 7 I know she will.

GRAMMAR**Uses of auxiliary verbs**

- 1 Elicit what the auxiliary is in the first sentence in the box in exercise 1 with the class. Students then underline the others. Check answers with the class.

ANSWERS:

he is, will you, she will, isn't it, are you, I have, we do

- 2 This will be revision for many students. Either answer the questions with the class or put students into pairs and check their answers at the end.

ANSWERS AND LANGUAGE NOTES:

- 1 isn't it, will you (Remind students that negative sentence = positive tag question, positive sentence = negative tag question. Give more examples if necessary.)
- 2 we do (Auxiliary verbs can be used in positive sentences to add emphasis. Give more examples, e.g. *I do like your dress.*)
- 3 are you (Remind students that the level of interest is shown in the intonation. Here, the very high rising tone shows great interest and surprise.)

- 4 he is, I have (Students will know this very basic usage of auxiliary verbs.)
- 5 he is, I have, are you, she will (Ask students to give you the complete sentence for the first example, i.e. *He says he is interested.* Do the same for the others if necessary.)

Remind students that in 1–5 above the auxiliary must 'agree' with the main verb, e.g. *is – is*. This is also true of the positive forms of the Present simple and Past simple where we do not use the auxiliary in the main sentence, e.g.

She speaks five languages.

Does she?

I started my new job yesterday.

Did you?

You may want to ask students to read Study 2 on page 132 for a more detailed explanation of the uses of auxiliary verbs.

PRACTICE

- 1a  **1.8** Explain that students are going to hear eight short conversations and that you are going to play the first half of each one. Students must then choose the correct response. Play the recording, pausing after each one for students to check answers in pairs. Don't give any answers yet.

Practice, exercise 1a: Alternative suggestion

With stronger classes, ask them to close their books. Pause the recording after each one and ask students to suggest possible responses. Students then open their books and compare their ideas with the options in exercise 1a.

- b  **1.9** Students listen to the complete conversations and check their answers.

ANSWERS:

1 b 2 a 3 c 4 b 5 c 6 b 7 a 8 a

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **1.10** Go through the information with students and play the recording. Play the recording again and pause after each example for students to repeat.
- 2  **1.11** Repeat the procedure used in exercise 1.
- 3 Students work in pairs to practise the conversations from exercise 1b. Walk around and correct pronunciation of the auxiliaries where necessary.

- 2 Students work individually. They then check in pairs before checking as a class.

ANSWERS:

1 do 2 didn't 3 do 4 haven't 5 did 6 didn't
7 can 8 aren't

- 3a If necessary, have an example conversation already prepared to help weaker students. With a stronger class, ask students to write notes instead of full sentences. If time is short, cut the number of conversations.
- b Students practise their conversations in pairs. Tell students they are going to act out one conversation for the class. Give five minutes for practice and, if necessary, correct the pronunciation of auxiliaries. With a large class, divide students into groups or choose only a few pairs to act out their conversations.

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1B *Three-person snap* (Uses of auxiliary verbs)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *Uses of auxiliary verbs*, page 7;

Pronunciation: *Stressed and unstressed auxiliary verbs*, page 8

Wordspot (PAGE 11)

get

See *Teaching tips: Working with lexis*, page 21.

- 1 Introduce this Wordspot by asking students how they would translate *get* into their language, to show them it has many meanings. Check that students understand the verbs in the box (*catch, obtain/receive*, etc.). Tell them that the diagram on page 11 shows some examples with *get*, but the headings explaining the meanings are missing. Go through the example, then students write the other headings in the diagram. Check answers with the class and give examples to show meaning if necessary.

ANSWERS:

2 understand 3 obtain/receive 4 arrive 5 catch

- 2 Give students a few minutes to put the phrases in the correct sections of the diagram. If necessary, give example sentences to help students with the meaning.

ANSWERS:

become: get angry, get lost, get better/worse, get stuck

understand: get a joke

obtain/receive: get a better job, get a shock, get \$50,000 a year

arrive: get to work

catch: get an early flight, get a cold

phrasal verbs: get on with your work, get over an illness

- 3 Put students in pairs and ask one to look at page 126 and the other to look at page 128. As an example, ask one student A to read out the first question and get his or her partner, student B, to answer. Ask the pairs to do the same with all the other questions and answers.
- 4a Give students a few minutes to think about the questions they need to ask, e.g. *What time did you get home last night? or Did you get home late last night?* If your classroom is quite open, get students to move around the room asking their questions. If not, students can ask the others sitting near them.
- b Students report back to the class, e.g. *Silvia got home late last night. Anna rarely gets angry.*

ADDITIONAL PRACTICE

➔ **Resource bank:** Activity 1C *Get circles (get)*

Workbook: Wordspot: *get*, page 8

Task (PAGES 12–13)

Keep a conversation going

See *Teaching tips: Making tasks work*, page 23.

WARM UP

Write the following questions on the board:

What do you find difficult when having a conversation in English?

What strategies do you use to keep a conversation going?

Put students in small groups to discuss the questions. When they have finished, choose students from each group to share their ideas with the class.

Preparation (PAGES 12–13)

Reading and listening

- 1 Give students time to read the rules and let them ask any questions they may have. Check understanding of *clockwise*. When they have finished, check understanding by asking questions, e.g. *What is the aim of the game? How long do the players have to keep the conversation going? Who judges if Players A and B are following the rules?* etc.
- 2  **1.12** Go through the questions and make sure students know what to listen for. Students listen to the recording then check answers in pairs before checking with the class.

ANSWERS:

1

Player 1 – What are the pros and cons of coming from a large family?

Player 2 – Who have you fallen out with in the past? Why did you fall out?

Player 3 – What is the ideal age to get married and why?

2

Set 2

3

Set 1 – The man didn't give full answers.

Set 3 – The woman didn't keep the conversation going.

Task (PAGES 12–13)

Speaking

- 1 Set a strict time limit of five minutes for this. Allow students to take notes if they want to, but make sure they don't write full sentences. Go round and help where necessary.
- 2 Go through the phrases in the Useful language box and drill them with the class. Put students in groups of three or four to play the game. As they are playing, walk around and be on hand to help where necessary, but try not to interrupt students while they are playing.
- 3 Students discuss the questions in their groups. In feedback, nominate students from each group to share their ideas with the class.

Share your task

Some additional ideas could include:

- Students prepare pictures and/or objects related to what they're talking about. They then film themselves, referring to the pictures/objects as they talk.
- Students record/film the questions and answers as an interview, including follow-up questions.
- Student record/film themselves without saying which question they're answering. They then play their recording for the class to guess which question they're answering.
- Students record/film themselves, but include one 'small' lie in their answer. Other students then listen/watch and try to guess what the lie is.

Language live (PAGES 14–15)

Speaking (PAGE 14)

Responding to how people feel

- 1 Check that students understand *sympathetic* and do not confuse it with 'generally nice or kind'. For example, a sympathetic person is someone who will listen to you, try to understand your feelings and help you when you are upset. Put students into pairs to discuss the questions.
- 2  **1.13** Set the first question only and tell students not to write sentences, only short notes. Play the recording without pausing. Check answers as a class. Set the other two questions and check the meaning of *reasonably*. Tell students to write short notes. Play the recording again, pausing after each conversation so students can write their answers. Put students into pairs to compare, and play the recording again if necessary. Check answers as a class.

ANSWERS:

Conversation 1

- 1 He has just started a new job as an assistant manager, but he feels that his boss is ignoring all his suggestions.
- 2 very sympathetic
- 3 She suggests he tries talking to someone about it, possibly even to his boss.

Conversation 2

- 1 She and her companion are stuck in a traffic jam and she is worried that they are going to miss their appointment.
- 2 reasonably sympathetic
- 3 He offers to call the people they've got the appointment with.

Conversation 3

- 1 Linda's come home to find Tony (probably her cat) missing.
- 2 reasonably sympathetic
- 3 Simon suggests looking under the bed, or calling him in the garden.

- 3 Students read through the phrases in the box and the situations in pairs. Check the meaning of *spilled*, *row*, and *hairstyle*. Ask students if all the situations are equally serious. Elicit responses for the first situation as an example, then give students a few minutes to do the others. Check answers as a whole class.

POSSIBLE ANSWERS:

You must be really worried. 5
 Don't take any notice of him/her. 2
 Don't worry, it doesn't matter. 1, 3, 6
 Try not to worry about it. 2, 3, 5, 7
 Just ignore him/her/it/them. 2, 6
 There's no point in getting upset. 2, 3
 That sounds awful! 2
 How annoying! 2, 6
 Cheer up! 3, 4, 6, 7
 Never mind. 1, 2, 3, 4, 6
 Calm down! 4, 7
 What a shame! 3

- 4 Explain that an appropriate response in one situation could sound unsympathetic or excessive in other situations. Students discuss the question in pairs before checking with the class.

POSSIBLE ANSWERS:

- 1 It would be rude to say *How annoying!* to a visitor who had spilled his or her drink.
- 6 It would be unfeeling to say *Don't worry, it doesn't matter.* to a friend who is worried because his or her mother is going into hospital.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **1.14** Start by saying one of the sentences from exercise 3 sympathetically and then unsympathetically. Ask students to tell you which is which. If they have problems hearing the intonation, exaggerate it. Explain that you need to use the correct intonation if you want to sound sympathetic. Play the recording without pausing for students to decide which sentence in each pair sounds more sympathetic. Students check in pairs before checking answers as a class.

ANSWERS:

1 b 2 a 3 b 4 b 5 b

- 2  **1.15** Play the recording, pausing after each phrase, and ask students to repeat. Correct if necessary.

- 5 Put students in pairs and give them ten minutes to choose a situation from exercise 3 and to prepare a conversation similar to those they heard in exercise 2. Walk round the class, helping students with language and providing vocabulary. If students find this difficult, refer them to the audio script on page 168 as a model. If some pairs finish early, get them to choose another situation and write a second conversation.
- 6 Students practise their conversations in pairs, paying attention to intonation. After a few minutes, ask them to change roles so that everyone practises sounding sympathetic. Walk round the class and correct if necessary. Then get each pair to act out their conversation for the class. With a large class, select a limited number of students to act out their conversations. If they want to, students could use their mobile phones to record their conversations.

Writing (PAGES 14–15)

Planning and drafting a biography

- 1a This discussion should be brief. During feedback ask students to compare what they do in their own language and in English.
- 1b Explain that the 'Five steps to better writing' on page 133 gives good ideas about drafting a piece of writing. Give time for students to read the advice, and help with any new vocabulary.
- 2a Ask students to read notes A and B quickly, and then work in pairs to decide which of the five steps in the writing process the notes illustrate. Check answers with the class.

ANSWERS:

A: 1 Preparing and gathering information

B: 2 Structuring

The last stage is 5 Final draft.

- 1b Do an example with the students. Put them in pairs and ask them to discuss the question. Check the answers with the class.

POSSIBLE ANSWERS:

Paragraph 1: e, i

Paragraph 3: d, e, f, h, i

Paragraph 2: a, b, c, g, j

Paragraph 4: a, b, f, g, j

- 3a Ask students to tell you who is in the photo and what they know about her. Put them in pairs to name as many of her films as they can, then check answers with the class. Ask which of the films students have seen.

ANSWERS:

Meryl Streep

Her films include: *The Deer Hunter*, *Kramer vs. Kramer*, *Sophie's Choice*, *Out of Africa*, *Postcards from the Edge*, *Death Becomes Her*, *The Bridges of Madison County*, *One True Thing*, *Music of the Heart*, *Adaptation*, *The Devil Wears Prada*, *Mamma Mia!*, *The Iron Lady* and *Hope Springs*

- b** Do an example with the class and tell them to use dictionaries or their mobile phones for the spelling mistakes if necessary. Check the answers, then ask students in which steps of the writing process they should check their work like this. (Answer: steps 3 and 4.) Tell them it is always very important to check their writing carefully.

ANSWERS:

Spelling: a year latter; Steep

Punctuation: giving performances, that attract; *Music of the Heart* a role; victim or *The Iron Lady*

Grammar: enrolled in (not exactly incorrect; AmE usage, BrE would be at) Her first film role has been; Contrast this to; She is married ... since 1978

Missing words: changed mind; her successful film to date

- 4a** Go through the topics and ask students to choose one, helping with ideas where necessary. If you have internet access, allow students time to research the person they chose, or suggest they use their mobile phones to do so.
- b** As students write their first drafts, go round and guide them as necessary. Give them plenty of time to write their drafts.
- 5a** When students have completed their first drafts, ask them to check their work, paying particular attention to the verb forms they revised on page 7. When they are ready, ask them to check each other's drafts in pairs. Go round and help with any queries.
- b** Students write their final drafts. When they have finished, ask them to swap drafts with a different partner from exercise 5a. They then read each other's drafts. In feedback, ask students to share any interesting information they found out with the class.

Writing, exercises 4–5: Alternative suggestion

If you are short of time, you could ask students to research a famous person online for homework, then do the writing in the following class.

ADDITIONAL PRACTICE

➔ **Workbook:** Language live: *Responding to how people feel*, page 8;

Writing: *Planning and drafting a biography*, page 9

Study, practice & remember

(PAGES 131–133)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1**ANSWERS:**

1

1 F, T, F 2 F, T, F 3 F, T, T 4 F, T, F

2

1 used to play 2 lived 3 is looking after 4 had started
5 was reading 6 saw 7 're having 8 Was it raining
9 Does, belong

Practice 2**ANSWERS:**

1

2 do you? 3 she is now 4 Has he? 5 Yes, I did.
6 doesn't she? 7 Haven't you?

2

1 do love 2 does make 3 did hear 4 do think
5 did wait 6 do speak

3

1 b 2 g 3 e 4 d 5 h 6 a 7 f 8 i 9 c 10 j

Remember these words**ANSWERS:**

1

1 competitive 2 to destroy 3 respected, respectful
4 to support 5 trusted, trusting, trustworthy

2

Students' own answers

3

1 down 2 on 3 on 4 out 5 over

4

1 get lost 2 get the joke 3 got stuck 4 get a better job
5 got a shock 6 get over it

Study tips

These exercises can be done in class or at home. If done for homework, students can bring them to the next class and have a discussion based on their answers.

- Books closed. Ask students to list their three biggest problems with written English and then compare with a partner. Students open their books and discuss which of the things in the list they find difficult.
- Students read the steps then discuss which they already do in pairs. In feedback, ask students to share their ideas, and elicit any other ideas they have for writing more effectively in English.
- Refer students back to the qualities they discussed on page 10 of the Students' Book. Students write their drafts individually and then discuss the differences in pairs.

OVERVIEW

PAGES 16–17

Vocabulary and speaking: Describing how you feel

Grammar: Forming adjectives

Common European Framework: Students can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

PAGES 18–19

Reading and speaking: Happiness facts and myths

Common European Framework: Students can read articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints; can express their ideas and opinions with precision.

PAGES 20–21

Listening and vocabulary: Things that make you feel good

Grammar: Forming nouns and gerunds

Pronunciation: Noun suffixes

Common European Framework: Students can summarise extracts from news items, interviews or documentaries containing opinions; can summarise personal opinions about a discussion or interview and answer further questions of detail.

PAGES 22–23

Task: Do a class survey

Common European Framework: Students can carry out an effective, fluent interview, departing spontaneously from prepared questions, and following up interesting replies.

PAGES 24–25

World culture: The happiness formula

Common European Framework: Students can understand a range of recorded material, including some non-standard usage, and identify attitudes and relationships between speakers.

Vocabulary and speaking

(PAGES 16–17)

Describing how you feel

See *Teaching tips: Working with lexis*, page 21.

WARM UP

Divide the board in two halves and write *good feelings* at the top of one section and *bad feelings* at the top of the other. Put students into pairs, and ask half of the pairs to brainstorm adjectives to describe positive feelings and the other half to do the same for negative feelings. When they have finished, join pairs from each side into groups. Students share their lists and add to each other's. Elicit the adjectives as a class and write them on the board. Ask students which they are feeling now.

- 1 Students read the facts. Help them with any words they don't understand. They then discuss the questions in small groups. In feedback, nominate students from each group to share their ideas with the class.
- 2a Ask students if they use any phone apps to help with their lifestyle, and if so, to explain them to the class. Check understanding of *to bleep someone*. Students read about the app then answer the questions in pairs before checking answers with the class.

ANSWERS:

- 1 The inventor claims the app will make users more self-aware and able to make better-informed life choices.
 - 2 The app bleeps users several times a day and asks them what they are doing. Users then choose a word to describe how they feel and rate the strength of their feelings on a scale of one to five. The inventor says we have a more accurate impression of our feelings during the activity or just after.
 - 3 Students' own answers
- b Students work in pairs to look at the adjectives and check they understand them. If available, allow students to use dictionaries or their mobile phones to help. Check the pronunciation of *awkward* /'ɔ:kwəd/, *curious* /'kjʊəriəs/, *nervous* /'nɜ:vəs/, *relaxed* /rɪ'læksd/, *uncomfortable* /ʌn'kʌmfətəbəl/, *slightly* /'slaitli/ and *extremely* /ɪks'tri:mli/. Check understanding of the adjectives with the class and ask students which they rarely or never feel.
- 3a Check understanding of *family gathering* and *commuting*. Give students enough time to read, tick the situations and add more. Walk round and help with vocabulary where necessary, writing any new words/phrases on the board.
 - b Check students understand that they should work individually to choose two adjectives for each situation and rate each adjective according to its strength.
- 4 Read the example with the class before students work in groups to compare their answers. Circulate and encourage students to ask follow-up questions to find out more information. When they have finished, nominate one or two students to share any interesting information they found out.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Describing how you feel*, page 10

Language focus 1 (PAGE 17)

Forming adjectives

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Write on the board: *unsociable* and *cheerful*. Elicit the prefix and the suffix (*un-* and *-ful*), and underline them. Students find five examples of each and then check in pairs. Check answers with the class and build up two lists on the board, under the examples you wrote up at the start.

ANSWERS:

Prefixes: bad-tempered, self-aware, better-informed, dissatisfied, impatient, insecure, uncomfortable, unsociable

Suffixes: bad-tempered, compared, better-informed, amused, bored, cheerful, confident, curious, depressed, dissatisfied, enthusiastic, excited, frustrated, grumpy, impatient, insecure, lonely, nervous, panicky, positive, relaxed, sleepy, stressed, uncomfortable, unsociable

GRAMMAR

Forming adjectives

- 1 Do an example with the class, then ask students to match the adjectives with the prefixes and suffixes. Check answers with the class.

ANSWERS:

un-: uncomfortable, unsociable
in-: insecure
im-: impatient
dis-: dissatisfied
self-/good-/well-/better-/bad-/badly-: self-aware, better-informed, bad-tempered
-able/-ible: uncomfortable, unsociable
-ful: cheerful
-(i)ous: curious, nervous
-(i)ent: confident, impatient
-y: grumpy, lonely, panicky, sleepy
-ic: enthusiastic
-ure: insecure
-ive: positive
-ed: amused, bad-tempered, better-informed, bored, depressed, dissatisfied, excited, frustrated, relaxed, stressed
-ing: none

- 2a Do this exercise with the class. As you elicit the answers, check students understand that:

-ed describes how we feel
-ing describes what (or who) makes us feel this way

ANSWERS:

1 frustrating 2 frustrated

- b Students work in pairs. In feedback, elicit students' answers and write them on the board.

POSSIBLE ANSWERS:

amused/amusing, bored/boring, depressed/depressing, excited/exciting, satisfied/satisfying

You may want to ask students to read Study 1 on page 134 for a more detailed explanation of forming adjectives.

PRACTICE

- 1a Elicit the first answer as an example. Students complete the text alone then check in pairs. Encourage them to guess the meaning of vocabulary from the context, and to use their dictionaries or mobile phones only if really necessary. Check answers as a class, spelling the words on the board if needed.

ANSWERS:

1 fascinating 2 exciting 3 efficient 4 useful
 5 successful 6 talented 7 determined 8 unpopular
 9 dishonest 10 marvellous 11 unsolved 12 pessimistic
 13 optimistic 14 disappointed

- b Students discuss in pairs. Check ideas as a class.
 2a Refer students back to the Grammar box and ask them to match the adjectives from exercise 1a to the prefixes and suffixes. Explain that this will provide them with a useful reference tool when finished. Check answers with the class.

ANSWERS:

un-: unpopular, unsolved
dis-: dishonest
-ful: successful, useful
-(i)ous: marvellous
-(i)ent: efficient
-ic: optimistic, pessimistic
-ed: determined, disappointed, talented, unsolved
-ing: exciting, fascinating

- b Ask the class if they have any other ideas for 'words of wisdom' they'd like to share. Students work in pairs to write their own advice. Walk round and help with ideas and vocabulary, and encourage students to use the adjectives from the lesson. When they are ready, invite students to share their 'words of wisdom' with the class.
 3a Elicit the first one as an example. Students work individually then check in pairs before checking with the class.

ANSWERS:

1 overpaid 2 underfed 3 nonstop 4 post-war
 5 pre-arranged 6 self-critical 7 misshaped
 8 pro-government 9 anti-war

- b  2.1 Explain that students will hear eight descriptions of things, and must think of and write down an example of each one. Play the recording, pausing after each sentence to give students time to write their answers.
 c Go over the example with the class, then put students in pairs to compare and explain what they've written. In feedback, nominate students to share any interesting ideas they heard with the class.

Practice, exercise 3: Alternative suggestion

In exercise 3b, ask students to write their answers in random places on a piece of paper. In exercise 3c, they show their answers to a partner who guesses what they refer to.

ADDITIONAL PRACTICE

➔ **Study, practice & remember:** Practice 1

Workbook: Language focus 1: *Forming adjectives*, pages 10–11

Reading and speaking (PAGES 18–19)

WARM UP

Bring some blank slips of paper to class, and distribute one to each student. Ask them to write something which makes them happy on the paper, but not to write their name. When they have finished, collect all the slips of paper, shuffle them and redistribute them to other students, making sure each student has a different slip of paper. Students then walk around the class and find out who wrote what they have. Encourage students to ask follow-up questions to find out more information. In feedback, ask students to share any interesting information with the class.

- 1 Check understanding of *chase* and *inherit*, and use the photo to explain *butterfly* if students ask. Give students a few minutes to read the quotes, then as a class discuss which ones students agree with most.
 2a Check understanding of *daydreaming*. Give students enough time to read the statements and decide if they think they're true or false.
 b Put students in small groups to compare their answers. Elicit students' predictions as a class and write them on the board.
 3 Give students a time limit of three minutes to read their articles quickly. They then discuss the questions in pairs. Check answers with the class and tick off the correct predictions on the board.

ANSWERS:

All the topics from exercise 2a are mentioned.
Statements 3, 5 and 8 are true, and 1, 2, 4, 6 and 7 are false.

- 4 Students read their articles again more carefully. In their same pairs, Student A asks one set of questions and Student B the other. Check they understand which questions to ask and answer, then circulate and help where necessary. When they have finished, check answers with the class.

ANSWERS:

- 1 It opens up new possibilities and increases the chances of finding luck and friendship.
- 2 The researchers sat in public places in New York holding a sign saying 'Talk to me'. Positive results: they were generally surprised by the kindness of strangers. Negative results: they sometimes encountered hostility and suspicion.
- 3 The activities that make us happy are the ones where we focus on the present, such as exercising or talking to friends.
- 4 Fathers who do less housework are more stressed.
- 5 The amount of housework fathers are doing is increasing, but at a very slow rate: it will be 2050 before men and women are sharing the chores equally.
- 6 No, it doesn't. Although the index focuses on factors like education, health and safety, it shows it takes more than sunny weather to feel happy.
- 7 Because what makes people happy is to earn more than their friends and colleagues.
- 8 No, it isn't. Money has an impact on happiness, because not having enough money definitely makes people miserable.
- 9 People are least happy in cities, and happiest away from cities, particularly in mountains and forests.
- 10 She gave one group of students \$20 to spend on themselves and another group the same amount to spend on other people. Those students who spent the money on others were much happier.
- 11 'Pro-social spending' is what Elizabeth Dunn calls the act of spending your wealth on others rather than on yourself.
- 12 Because it makes you feel happier: it reminds your face muscles what it feels like to smile and smiling reminds you what it feels like to be happy.

Reading and speaking, exercise 4: Additional activity

If you have time, give students five minutes to read the other article and underline any new words for them. Students then compare in pairs and discuss what they think they mean. When they have finished, students can ask you about any words they are still not sure about.

- 5 Give students time to read their partner's article quickly, and then choose which set of questions they want to discuss with their partner. Walk round as students discuss the questions and make notes on language for later feedback. When they have finished, nominate students to share ideas with the class then go over any common errors or examples of good language use with the class.

Find out more 

Before students go online, elicit some useful search terms they could use related to happiness, e.g. *happiness facts*, *causes of happiness*, *money and happiness*, etc. Students go online in pairs to find out as many interesting facts as they can. Go round and help with any difficult vocabulary and make a note of it to share with the class later. When they have finished, students share their facts with the class.

Listening and vocabulary (PAGE 20)**Things that make you feel good**

See *Teaching tips: Working with lexis*, page 21.

- 1 Discuss this as a class, checking understanding of the frequent answers where necessary. Elicit any more ideas students have and write them on the board.
- 2a Do the first one as an example, then put students in small groups to categorise the other ideas.

ANSWERS:

things that make people feel good: financial security, good friendships, a strong relationship/marriage, having variety and excitement in life, my hobbies and interests, being fit, doing something creative

things that make people feel bad: lack of sleep/exhaustion, lack of confidence, being unemployed, lack of money

could be both: criticism from others, being an employer, not an employee, being a non-conformist, exam stress, paying taxes

- b Look at the examples with the class. Students work in pairs then check answers with the class. Write the opposites on the board.

POSSIBLE ANSWERS:

financial security – financial insecurity

a strong relationship/marriage – being single / having casual relationships

having variety and excitement in life – having a dull and boring life

lack of sleep/exhaustion – a good night's sleep

being fit – being unfit

being an employer, not an employee – working for a boss

being a non-conformist – being a conformist

lack of confidence – confidence

exam stress – relaxed attitude to exams

being unemployed – having a job

doing something creative – doing something repetitive/mechanical

- 3a Focus students' attention on the first photo, and elicit some of the students' ideas. Students discuss the other people in pairs. In feedback, ask students to share their ideas with the class, but don't give any answers yet.
- b  2.2 Play the recording for students to check their ideas, then check answers with the class.

ANSWERS:

See exercise 4b for full answers.

- 4a Look at the things in the box with the class and elicit what students can remember about each one. Play the recording again for students to listen and take notes. Students check in pairs, but don't check answers with the class yet.
- b In pairs, students use their notes from exercise 4a to summarise the good and bad things about each person's life. Check answers with the class, nominating a different student to summarise each person's information for the class.

ANSWERS:**Rick**

Good things: spending time with his children and watching them grow up, being a non-conformist

Bad things: lack of sleep, no time to relax, criticism from wife/family

Frankie

Good things: an active social life, good friends, intellectual stimulation of philosophy

Bad things: loneliness (studying on her own), exam nerves/stress, wanting to meet more people, lack of confidence

Nancy

Good things: being an employer and not an employee, financial security, having an important role

Bad things: firing people, paying taxes, anti-social behaviour on the streets

- 5a Check understanding and pronunciation of *entrepreneurs* /ɒntrəprəʊnɜːz/. Go over the examples with the class and elicit one or two further ideas. Students discuss in pairs. When they have finished, nominate students to share their ideas with the class, and find out if other students agree.
- b Give students five minutes to make their lists on their own. Walk round and help with vocabulary where needed, writing any new words/phrases on the board. When they are ready, put students in small groups to compare their ideas. In feedback, find out how many things the students have in common.

ADDITIONAL PRACTICE

➔ **Workbook:** Vocabulary: *Things that make you feel good*, page 13

Language focus 2 (PAGE 21)**Forming nouns and gerunds**

See *Teaching tips: Using a discovery approach to grammar*, page 20.

- 1 Refer students back to the noun phrases in exercise 1 on page 20 of the Students' Book. Students answer the questions in pairs, and then check answers with the class.

ANSWERS:

1

nouns: financial security, good friendships, a strong relationship/marriage, my hobbies and interests, lack of sleep/exhaustion, criticism from others, lack of confidence, exam stress, lack of money

gerunds: having variety and excitement in life, being fit, being an employer, not an employee, being a non-conformist, paying taxes, being unemployed, doing something creative

2

-ity, -ship, -age, -iety, -ment, -tion, -ism, -er, -ee, -ist, -ence

GRAMMAR**Forming nouns and gerunds**

- 1a Students work individually then check in pairs before checking answers with the class. Go over the language notes and write any further ideas up on the board.

ANSWERS AND LANGUAGE NOTES:

-ness (*loneliness*). Further examples: *happiness, kindness, madness*.

(-ness is probably the most common noun suffix in English, and one which English native speakers may add to almost anything to form a noun (often colloquially).)

-ion/-sion/-tion/-ation (*exhaustion, stimulation*). Further examples: *religion, confusion, competition*.

-ity/-iety/-y (*security, variety, family*). Further examples: *curiosity, anxiety*.

-ment (*excitement*). Further examples: *unemployment, disappointment, improvement*.

-ance/-ence (*confidence*). Further examples: *allowance, independence, patience*.

-our/-iour (*behaviour*). Further examples: *colour, saviour*.

-ism (*criticism*). Further examples: *racism, communism, capitalism*.

(-ism usually refers to an ideology or way of thinking.)

-age (*marriage*). Further examples: *average, courage*.

(-age is usually used with abstract nouns.)

-ship (*friendship, relationship*). Further examples: *membership, citizenship*.

-er (*employer*). Further examples: *teacher, driver, cleaner*.

(-er is used for people, as the 'doer' of an action.)

-ee (*employee*). Further examples: *trainee, interviewee*.

(-ee describes someone who 'receives' an action or service.)

-ist (*non-conformist*). Further examples: *artist, capitalist*.

- b Answer this as a class.

ANSWERS:

-er, -ee, -ist

- 2 Students answer the question individually before checking answers with the class.

ANSWERS:

lack of sleep/exhaustion, lack of confidence

- 3 Read the examples with the class. Students work in pairs before checking the answer with the whole class.

ANSWER:

reduce (the noun form is *reduction*)

- 4 Read the notes and the examples with the class.

You may want to ask students to read Study 2 on page 135 for a more detailed explanation of forming nouns and gerunds.

PRONUNCIATION

See *Teaching tips: Helping students with pronunciation*, page 22.

- 1  **2.3** Check that students understand the concept of stressed and weak forms in spoken English. Play the first word and write it on the board, then elicit the stressed syllable and mark it as an example (*anxiety*). Then play the recording, pausing after each item. Students compare answers in pairs. Check answers as a class.

ANSWERS:

See 2 for full answers.

The only stressed suffix is ee in *employee*.

- 2 Check students understand that the schwa is a weak form and give a few examples, e.g.

/ə/ /ə//ə/ /ə/
America, about, yesterday.

In pairs, students mark where the schwa occurs in the words from exercise 1. If necessary, tell them that not all the words will have a schwa, and if there is one, it won't be in the stressed syllable.

ANSWERS:

(stresses are underlined, schwa sounds are in **bold**)
*anxiety, confidence, conformist, criticism, employee,
excitement, exhaustion, loneliness, relationship, security*

- 3 Play the recording, pausing after each word so that students can practise saying the words. Correct pronunciation if necessary.

PRACTICE

If you think students need more controlled practice before doing these exercises, they could do Practice 2 on page 135 first.

- 1 Explain that all the words that students need are in the article on page 18 of the Students' Book. Put students in pairs and explain that they should race to see which of them can find all the nouns first. When one student has finished, they can check their answers with their partner. Check answers with the class.

ANSWERS:

1 psychologist 2 pollution 3 overcrowding 4 economist
5 well-being 6 reality 7 spending 8 aggression
9 violence 10 kindness 11 difference 12 contentment

- 2 Do the first one as an example, and then students complete the text individually before checking in pairs. Check answers with the class.

ANSWERS:

1 happiness 2 health 3 getting 4 fitness 5 enjoyment
6 satisfaction 7 doing 8 painting 9 cooking
10 gardening 11 Doing 12 loneliness 13 Companionship
14 friendship 15 interaction 16 Being 17 stress
18 frustration 19 Joining 20 benefits

ADDITIONAL PRACTICE

- ➡ **Resource bank:** Activity 2A *Who am I?* (Forming nouns and gerunds); Activity 2B *Which stress pattern?* (Stress patterns of verbs, nouns and adjectives); Activity 2C *Prefix and suffix dominoes* (Forming adjectives; Forming nouns and gerunds)

Study, practice & remember: Practice 2

Workbook: Language focus 2: *Forming nouns and gerunds*, pages 13–14; Pronunciation: *Stressed and unstressed syllables in nouns*, page 15

Task (PAGES 22–23)

Do a class survey

See *Teaching tips: Making tasks work*, page 23.

WARM UP

Review the vocabulary students learnt for describing feelings from exercise 2 on page 16 of the Students' Book. Bring or download photos of people showing different emotions and ask students to describe them in pairs, using the adjectives.

Preparation (PAGE 22)

Listening

- 1 Focus students' attention on the photos and elicit what the people might be feeling and what might be causing them to feel like this. Go through the questions and check understanding, especially of *giggle* and *give you the creeps*. Ask students which question they think each photo goes with.
- 2  **2.4** Tell students not to worry if they don't understand every word, they just need to match the speakers to the questions at this stage. Play the recording for students to match, and then check in pairs. Check answers with the whole class.

ANSWERS:

Speaker 1: What scares you? – when you find a big spider in the bath, sometimes gets someone else to go in the room before her if she thinks there's a spider there.

Speaker 2: What makes you giggle? – if she's not had much sleep, in a serious situation, now.

Speaker 3: What makes you feel stressed? – he always tries to get somewhere half an hour early, he can't deal with being late.

Speaker 4: What makes you happy? – seeing his boy when he gets home, his laugh.

Speaker 5: What makes you depressed? – there doesn't seem to be a solution, nobody wants those things to exist but they do, as soon as we've cured an illness, another pops up, we're stuck with those things.

- 3 Go over the phrases in the Useful language box, section a and check understanding. You could drill them at this stage so that students get a feel for what they sound like. Students listen and tick the phrases they hear, and then check in pairs. Check answers as a class.

ANSWERS:

Speaker 1: ... really worries/scares me, My biggest fear is/would be ...

Speaker 2: ... makes me giggle/laugh

Speaker 3: ... makes me happy/really stressed

Speaker 5: I find ... very depressing

Task (PAGE 22)

Speaking

- 1a Elicit some ideas for the first question as an example. Students work individually and think of their own answers for all of the questions. Circulate and help with ideas and vocabulary where necessary.
- b Go through the questions, then give students plenty of time to think about how to develop their answers. Walk around and answer any queries they may have.

- 2a** Assign a question to each student. If you have more students than questions, then you will need to assign some questions more than once. Using the first question as an example, elicit some ideas for follow-up questions, e.g. *How often do you do that? Why does it make you happy?* Refer students to the Useful language box, section b for more ideas for follow-up questions. Give students a few minutes to think of follow-up questions for the question you have given them, and help where necessary.
- b** Ask students to stand up to carry out their survey. Students mingle and ask other students their question and take notes. Encourage them to also ask their follow-up questions. Circulate and take notes on their use of language for later feedback.
- 3a** If you have a small class, then students can work alone here. Otherwise, students work in pairs with other students who asked the same question. Refer students to the Useful language box, section c and encourage them to think about how they will summarise their findings to the class.
- b** Invite students to take turns in presenting their findings to the class, and find out how many answers students had in common. Afterwards, give class feedback on any common errors or examples of good language use from exercise 2b and the summaries.

Follow up (PAGE 23)

Writing

- Students choose at least one of the titles and make notes on what happened. Walk round and help with vocabulary, writing any new words/phrases on the board.
- Go through the topics and give students time to write their descriptions but make sure they don't write the title. Go round and help where necessary.
- Put students in groups to share their descriptions and guess the titles. When they have finished, nominate one student from each group to read out their description for the class to guess the title.

Share your task

Some additional ideas could include:

- Students prepare visuals such as graphs to illustrate their findings, and film themselves referring to these as they give their talks.
- Students film/record themselves carrying out the survey in the style of a 'vox pop' programme.
- Students choose the most interesting answer they heard and film/record themselves acting it out.

ADDITIONAL PRACTICE

- Workbook:** Writing: *A description of something that happened to you*, page 15

World culture (PAGES 24–25)

The happiness formula

Culture notes

Televisions per household: In India, the first television broadcast was in 1959. Today, approximately 50% of households own a television, and average daily viewing time is 2 hours. In the USA, the first television broadcast was in 1928. Today around 99% of households own a television, and the average daily viewing time is nearly 5 hours.

Motor vehicles: As of 2010 there are more than a billion motor vehicles in use in the world, not including off-road vehicles and machines used for construction. The country with the highest ownership is San Marino, with an average of 1,263 vehicles per 1,000 people. The lowest ownership is in Togo, with only 2 vehicles per 1,000 people.

Mobile phones in China: China is the country with the most mobile phones in use in the world (it also has the world's largest population), with over a billion mobile phones (around one-sixth of all the mobile phones in the world). The largest mobile operator is the state owned 'China Mobile', which has over 500 million subscribers.

Find out first (PAGE 24)

- Introduce the topic by telling the class about your favourite labour-saving devices and gadgets. If possible, bring one or two to class to show. Students discuss the question in pairs, and then compare ideas with the whole class.
- Students do the quiz in pairs. When they have finished, elicit their ideas but don't check answers yet.
- Students research the questions individually, using the search terms to help, and then check in pairs. Monitor and help with vocabulary where necessary. Check answers with the class, and feed in information from the Culture notes if necessary. If you don't have access to the internet in class, tell your students the answers.

ANSWERS:

1 b 2 c 3 b 4 c

View (PAGE 24)

See *Teaching tips: Using the video material in the classroom*, page 24.

- Go through the words and phrases in the box and check understanding with the class. Students discuss the question in pairs, and then compare ideas with the whole class.
-  Go through the questions and check students understand what to watch for. Play the DVD for students to answer the questions. They then check in pairs before checking answers as a class. Check understanding of *sophisticated wizardry* and *a mangle*.

ANSWERS:

- It warns us that machines could lead us to misery. We must educate the next generation on the risks and how to design happiness into the future.
 - They have failed to give us more free time or make us happy.
 - The human contact that is critical to happiness.
 - good social relationships; meaning, from religion or a philosophy of life; having interesting goals which use our strengths and abilities
- 3** Students work individually to choose the correct answers, and then check in pairs. Play the DVD again and check answers with the whole class.

ANSWERS:

1 new possibilities 2 both 3 less 4 alone
5 less 6 a recipe for

- Students discuss the questions in small groups. When they have finished, nominate a student from each group to share their answers with the class.

World view (PAGE 25)

- 5  Focus students' attention on the table and check students are clear about what information to listen for. Ask them to copy the table into their notebooks. Note: If your students ask, Audrey speaks with a slight Scottish accent, and Guillem and Luis speak with a slight Spanish accent.

ANSWERS:

Jurgen

Technology mentioned: instant messaging on your phone, landline, SMS text messaging, voicemails

Effect =on happiness: positive in general but doesn't like instant messaging

Reasons: you can't escape from people, people can tell if you've received their messages or not

Audrey

Technology mentioned: dishwasher

Effect on happiness: positive

Reasons: saves time

Guillem

Technology mentioned: communication technology

Effect on happiness: positive

Reasons: improved communication, has helped his social life

Helen

Technology mentioned: catch-up TV

Effect on happiness: positive (in a small way)

Reasons: you can watch your favourite programmes rather than just what's on

Luis

Technology mentioned: computer

Effect on happiness: negative

Reasons: spends all his time working and looking at the computer, not other things around him

- 6 Students discuss the questions in pairs. When they have finished, nominate students to share their ideas with the class and have a brief class discussion.

Find out more (PAGE 25)

- 7a Go through the list of titles with the class, and elicit what students know about each one. Discuss their answers to the questions.
- b Students choose one of the surveys and research it online, using the search terms provided and making notes. Circulate and help with vocabulary where necessary.

Write up your research

- 8 Go through the prompts with the class and elicit ways to finish each one as an example. Students write their paragraphs individually, using their notes from exercise 7b. When they have finished, put students in pairs to check and correct each other's work. In feedback, ask students to share any interesting information they found out.

Students can now do Progress Test 1 on the Teacher's Resource Disc.

Study, practice & remember

(PAGES 134–136)

See *Teaching tips: Using the Study, practice & remember sections*, page 25.

Practice 1

ANSWERS:

1

1 in 2 un 3 dis 4 un 5 im 6 un 7 im 8 dis
9 un 10 in

2

1 against 2 without 3 too confident 4 in advance
5 after 6 given the wrong information

3

1 talent- 2 pleas- 3 disappoint- 4 import- 5 imagine-

Practice 2

ANSWERS:

1

1 honour 2 depression 3 evidence 4 pessimism
5 membership 6 movement 7 interviewee
8 anxiety 9 annoyance 10 tiredness

2

1 childhood 2 creativity 3 friendship 4 anxiety
5 employee 6 hostility

3

1 go, do 2 Join, meet 3 go, take, spend, sit
4 Change, lose, go

Remember these words

ANSWERS:

1

2 secure 3 finance 4 intellect 5 panic 6 impatient
7 hostile 8 enthusiasm 9 curiosity 10 awareness
11 creativity 12 content, contented 13 optimism/optimist
14 fitness

2

1 giggle 2 social life 3 security 4 creeps 5 fortune
6 nap 7 behaviour

Study tips

When discussing how students use dictionaries, bear in mind that many students may use a dictionary app or website on their mobile phone instead of a traditional dictionary.

- 1 Students work individually then check in pairs. Check answers with the class.

ANSWERS:

satisfied, satisfying, satisfies

satisfaction, dissatisfaction

satisfactory (something that seems good enough for a particular situation, opposite *unsatisfactory*), *satisfied* (pleased because something has happened as you want, or because you have got what you want, opposite *dissatisfied*), *satisfying* (making you feel pleased and happy, opposite *unsatisfying*)

- 2 Students complete the sentences alone, and then check in pairs. Check answers with the class.

ANSWERS:

1 satisfying 2 satisfactory, satisfying 3 dissatisfaction
4 unsatisfactory 5 dissatisfied