

Reading:	finding key information in the text; multiple choice with one text	Grammar:	present perfect simple and continuous
Vocabulary:	emotions; personality	Use your English:	phrasal verbs; prepositions; completing gapped texts; open cloze
Grammar:	present simple and present continuous	Writing:	using the correct tone; planning your response; writing an informal letter / email
Listening:	identifying your reason for listening; multiple choice: one per text	Live well, study well:	resilience; positive and negative thinking
Speaking:	answering personal questions; interview		

Unit Opener page 5

In the photo

A young woman bungee jumps over the river canyon of the Bhote Koshi River in Nepal. Nepal is a very mountainous country and a popular destination for tourists who want to visit the Himalayas. Bungee jumping is a popular extreme sport where people jump off a high place such as a bridge or tower, attached to an elastic cord.

- Show the photo. Students say what they can see (a river, rocks, trees, a woman on a rope). Elicit or teach *canyon* (a deep, steep-sided rocky valley).
- In pairs, students discuss the questions. Get feedback.

EASIER: As a class, make a list of words to describe how somebody doing this activity might feel (e.g. *anxious, excited, frightened, pleased, nervous, scared, worried*).

EXTENSION: Ask *Why has the woman decided to do this activity? Why do you think people do dangerous activities like this one? How would you feel if you were in her situation?*

Reading pages 6–7

finding key information in the text; multiple choice with one text

1

- Do the first item with the class as an example.
- Students do the matching exercise, then compare answers in pairs. Get feedback.

EASIER: Model the pronunciation of the words in bold. Students do the exercise in pairs.

EXTENSION: In pairs, students brainstorm examples of things that relate to each word (e.g. *pollution is harmful, noisy neighbours are irritating*).

ANSWERS

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

2

- Students think of things that annoy them using ideas from the box.
- Ask a student to read the example. Elicit a couple more ideas (e.g. people talking loudly on their mobile phone in a shop).
- Elicit alternative ways of starting the sentence, using words from Exercise 1 (e.g. *It upsets me when ... ; I find it irritating when ... ; It makes me furious when ...*).
- In pairs, students discuss the question.
- Get feedback. Ask them to agree on one thing that is the most annoying.

3 1.1 ▶

MEDIATION SKILLS

- Reading a text quickly to try to find specific details and relaying these to other people is a form of mediation.
- Encourage students to make brief notes and explain the annoying things in their own words, rather than copying or reading out the words from the text.
- This mediation skill can be practised through the course by asking students to relay information from texts. For a stronger mediation focus, ask them to find specific information, e.g. *What does the writer say about ...?*

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly and which words helped them do this.
- Students scan the text to find the annoying things.
- Play the recording. Students listen and read and check their answers.
- Get feedback. Ask *Do these things annoy you as well? Why? / Why not?*

EXTENSION: In pairs, students discuss which example is the most annoying and try to reach an agreement. Then pairs present their ideas.

FAST FINISHERS: Students rank the ten things from 1 (the least annoying) to 10 (the most annoying). Then they choose three ideas and write why these things annoy them.

POSSIBLE ANSWERS

waiting for a delayed bus; listening to someone else's loud phone conversation; people eating noisily; the smell of food; people pushing into queues; receiving an unexpected phone call; being late; no explanation for a delay; crowded public transport; a fly buzzing round a room; WiFi coming and going; an interruption to electricity, water or public transport; someone sitting down next to you on a beach; hearing someone yawn or chew

1.1 ▶

As reading text on page 7.

4

- Go through the Exam Tip.
- Ask which are the key words in the first question.
- Students do the exercise. Get feedback.

Exam TIP

Finding key information in the text

- Explain that, throughout the course, students will learn strategies to help with the different exam tasks.
- In a multiple-choice task, the questions are in the order of the text, and this should help students find the section that gives the answer to each question.
- It's important for students to check the option they choose carefully, as there will be distractors which seem like a good answer.

POSSIBLE ANSWERS

- 1 first paragraph, writer's purpose
- 2 bus stop, late
- 3 essential quality
- 4 family, beach, show
- 5 phone calls, researchers
- 6 misophonia

5

Exam TASK

Multiple choice with one text

- Students do the Exam Task. Remind them to use the key words they underlined to find the part of the text they need.
- Students check their answers in pairs. Get feedback.

ANSWERS

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

- In pairs, students discuss the questions.
- Ask them to think of reasons why getting annoyed is bad for us, and ways it could be good for us. Get feedback.

your ideas

Vocabulary page 8

Emotions

1 1.2 ▶

- Show the heading and check understanding of *emotion*. Ask *How do you feel today?* Elicit some emotion adjectives, e.g. *happy, sad, bored*, etc.
- Elicit the meanings of the words in the box. Remind students that they know many of the adjective forms.

- Play the recording. Students decide what emotion each speaker is feeling and complete the first column of the table.
- Play the recording again for students to check their answers. Get feedback.

EASIER: To help students understand the words, write some paraphrases on the board.

amazement: great surprise

anxiety: a feeling of worry

confidence: belief in yourself

despair: the feeling that everything is bad and there is no hope

embarrassment: the state of feeling silly or uncomfortable in front of others

frustration: what you feel when you can't do what you are trying to do

guilt: a bad feeling about something you did wrong

joy: great happiness

relief: the feeling when you stop worrying

sympathy: understanding another person's emotions ★

EXTENSION: For each word, students brainstorm things that can produce this emotion. For example, things that can lead to a feeling of amazement could be: watching a firework show, holding a new-born baby, learning about a scientific development, etc. Go around the class until students cannot think of any more ideas. Then go on to the next word.

ANSWERS

- | | |
|--------------|-----------------|
| 1 joy | 6 guilt |
| 2 confidence | 7 embarrassment |
| 3 relief | 8 anxiety |
| 4 amazement | 9 frustration |
| 5 despair | 10 sympathy |

1.2 ▶

- 1 Yes! Our team has scored! Oh! This is amazing! There's no way we can lose now!
- 2 Don't worry! Everything's going to be fine! I'm going to pass all my exams! Nothing can possibly go wrong.
- 3 Oh, it's so good to hear from you! I was getting really worried – I thought something terrible had happened. But you're OK, right? Oh, that's good to know. Phew!
- 4 Wow! Are you telling me that picture was drawn by an eight-year-old! No way! I can't believe it!
- 5 Can you help me, please? I can't do my homework. I've got no idea what I have to do. And it's supposed to be handed in tomorrow. I've got no hope of finishing it unless someone helps me. Please!
- 6 I've got a confession to make. I broke your glasses. They were on the table and ... well, I knocked them on the floor and then stood on them. It was an accident. I feel really bad about it.
- 7 Oh no. Why did they upload that photo of me? I look really stupid. Now everyone can see it. This is really bad.
- 8 I'm really worried about my presentation. I'm probably going to forget what to say. Oh, I can't stop thinking about it.
- 9 Oh come on ... Why is this WiFi so slow? It takes about three minutes just to load one webpage. This is driving me crazy.
- 10 Oh dear. Poor you! It sounds like a terrible experience. Well, if there's anything I can do to help, just let me know.

2

- Students complete the right-hand column of the table with the correct adjectives.
- Remind them that some adjectives have an *-ing* and an *-ed* form. Adjectives ending in *-ed* usually describe how people feel; adjectives ending in *-ing* describe something that causes the emotion.
- Get feedback.

EASIER: Ask *What are some common endings for adjectives?* Elicit suffixes such as: *-able, -ate, -ed, -ent, -ic, -ical, -ing, -ious, -ful, -ty.*

EXTENSION: In pairs, students choose three emotions and answer these questions.
When have you felt this emotion?
What happened to make you feel like this? ★

ANSWERS

a overjoyed	e desperate	i frustrated
b confident	f guilty	j sympathetic
c relieved	g embarrassed	
d amazed	h anxious	

3

- Students do the matching exercise.
- Get feedback. Point out that it's important to use the correct preposition in these phrases.

ANSWERS

1 b 2 e 3 a 4 c 5 d

TEACHING TIP: It can be hard for students to remember the correct preposition to use in fixed phrases, prepositional verbs, etc. It's a good idea to encourage them to write the prepositional phrases they learn in a special section of their notebooks. To make it easier to revise the expressions, they write the preposition in one column and the second half of the phrase in a separate column. Alternatively, they leave space to add example sentences as they read or hear them.

Personality

4

- Students do the exercise, then compare their answers in pairs. Get feedback.

EXTENSION: In groups of three or four, students divide the words between them and each person thinks of new examples to illustrate their words, e.g. *People who are mean often ... People who are sensitive usually ...*

TEACHING TIP: Students can expand their vocabulary by getting into the habit of writing the opposites of adjectives or phrases in their notebooks. When learning new adjectives, elicit any opposites or near opposites, e.g. *aggressive – calm, gentle; bad-tempered – good-tempered, cheerful, friendly; loyal – disloyal; mature – childish; mean – kind; sensitive – insensitive; reliable – unreliable.*

ANSWERS

1 – 2 – 3 – 4 + 5 + 6 – 7 –

8 B 'Sensitive' can be negative if it's used to mean 'easily upset by things'. It can be positive if it's used to mean that someone understands other people's feelings.

9 + 10 –

- In pairs, students discuss the questions.
- Get feedback.

your ideas

Grammar page 9

present simple and present continuous

GRAMMAR GUIDE: present simple and present continuous

Use

Present simple	Present continuous
facts and general truths <i>Wood comes from trees.</i>	actions in progress at the time of speaking <i>I'm having dinner now.</i>
permanent situations <i>Pat works for the council.</i>	temporary / changing situations <i>I'm studying to be a vet. Tim is growing up fast.</i>
habits / repeated actions <i>I swim every day.</i>	annoying habits <i>He's always complaining!</i>
future events based on timetables <i>Our train leaves at 2 p.m.</i>	fixed arrangements for the future <i>We're moving next month.</i>
narratives (stories, sports commentaries, jokes) <i>The Happy Prince smiles.</i>	descriptions of pictures <i>And in this one Jim and I are walking in Vienna.</i>
with adverbs of frequency <i>He often has a coffee here.</i>	with expressions showing the present time <i>He's having a coffee now.</i>

Time expressions

Present simple	Present continuous
<i>every day / week / month / summer, every other day, once a week, twice a month, at the weekend, in June, in the morning / afternoon / evening, at night, on Sundays, on Friday mornings, etc. I practise twice a week.</i>	<i>at the moment, (right) now, for the time being, this morning / afternoon / evening / week / month / year, today, etc. Dad's working tonight.</i>

Form

For the affirmative, negative, question and short answer form, see the Student's Book Grammar reference on page 161.

Spelling – present simple *he / she / it*

- If the infinitive ends in *-s, -sh, -ch, -x, -o*, we add *-es*.
*I **watch** TV. He **watches** TV.*
- If the infinitive ends with consonant + *y*, we remove the *y* and add *-ies*.
*I **try**. She **tries**. / I **play**. She **plays**.*

Spelling – -ing form

- Most verbs, we add *-ing*:
wear → *wearing*
- One-syllable infinitives ending in one vowel + one consonant, we double the consonant before *-ing*.
sit → *sitting*
- Two-syllable infinitives ending in one vowel + one consonant, we double the consonant before *-ing* if the stress is on the second syllable.
admit → *admitting* vs *enter* → *entering*
- Infinitives ending in *-l*, we double the *-l*.
dial → *dialling*
- Infinitives ending in *-e*, we remove the *e*.
make → *making*

TEACHING TIP: After each grammar point, the Student's Book gives the page number of the relevant summary in the Grammar reference section at the back of the book. Encourage students to consult these summaries to revise grammar, or for support while they do the exercises.

1

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Elicit the spelling rules for the forms in the sentences.

EASIER: In pairs, students underline the verb forms. Elicit the forms for the present simple and present continuous. Students complete the exercise individually.

EXTENSION: As a class, elicit a list of true present simple and present continuous affirmative sentences, e.g. *I'm sitting in my English class*. Then elicit a list of negative sentences, e.g. *I don't wake up at 7 a.m. At the moment, I'm not playing computer games*.

FAST FINISHERS: Students write three sentences about themselves using the present simple and present continuous. Two sentences should be true, and one should be false. Their classmates guess which sentence is false.

ANSWERS

1 PC	5 PS	9 PS
2 PC	6 PC	10 PC
3 PS	7 PC	11 PS
4 PC	8 PS	

2

- Give students one minute to review the rules for the present simple. If necessary, provide definitions for *narrative* (a series of events, as in a story) and *scheduled* (in a list of events / a timetable).
- Students do the matching exercise. Get feedback.

EXTENSION: In small groups, students come up with five new sentences that illustrate the different rules. The group that comes up with their sentences first is the winner.

ANSWERS

a 5 b 3 c 9 d 8 e 11

3

- Give students one minute to review the rules for the present continuous. Elicit or teach the meaning of *temporary* (lasting for a limited amount of time).
- Students do the exercise. Get feedback.

REMEMBER

- If necessary, review stative verbs, e.g. *think, understand, believe, hate, prefer, want, appear, feel, hear, seem, smell, taste*.
- Elicit a couple of sentences, e.g. *We want to see you soon.* (not *We're wanting to see you soon.*)

FAST FINISHERS: Students think of a new sentence to illustrate each rule.

ANSWERS

a 6 b 10 c 2 d 7 e 1 f 4

4

- Show the photo. Students predict what the text might be about (a scientific study; a sleep study), then skim the text to check their answer.
- Students do the exercise, then compare their answers in pairs. Get feedback.

EASIER: Read the text aloud. In pairs, students match each sentence with the corresponding rule in Exercise 2 or 3.

FAST FINISHERS: Ask *Would you like to participate in a sleep study like this one? Why? / Why not?* Students write their answers.

ANSWERS

1 I'm trying	5 dream	9 he keeps
2 I drop off	6 I'm lying	10 he seems
3 I tell	7 he's looking	
4 I'm taking part	8 I'm dreaming	

5

- Revise the spelling rules for present simple and present continuous by writing the following verbs on the board: *cross, watch, fix, go, play, try, run, stop, wear, travel*. Ask students to write the third-person-singular present simple and present continuous form for each verb.
- They complete the exercise, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 are you smiling, always smile
- 2 are forever changing, never know, is coming
- 3 are you getting, doesn't leave / isn't leaving
- 4 am reading, witness, believes

- In small groups, students answer the questions.
- Get feedback. If they don't have many ideas for the second question, ask *What kinds of things do you dream about? Do you dream about things that make you happy, or things that make you anxious?*

EXTENSION: Ask students if they have ever had any of these dreams. Discuss what they might mean:

- you are falling
- your teeth fall out
- you haven't prepared for an important exam
- you find some money. ★

your ideas

Listening page 10

identifying your reason for listening; multiple choice: one per text

1

- Show the photo. Ask *What can you see? What do you think is happening?* Elicit that a dentist is treating a patient.
- In pairs, students ask and answer the questions.

2

- Go through the Exam Tip.

Exam TIP

Identifying your reason for listening

- Explain that in this task students will listen to eight extracts. Some of the extracts include one speaker and others include two speakers. Students will hear each extract twice before moving on to the next.
 - There is a lot of information to deal with, and reading each question carefully will help students prepare for the listening.
 - Students need to be careful to answer the question that is written. For example, if the question asks what activity a person doesn't like, they should be careful not to choose the option describing what the person prefers.
 - The extracts will probably not use the same words as in the questions. Students need to think about how the questions might be paraphrased and what synonyms could be used.
 - They do not have much time to look at the questions before they start to listen. As they listen, they should continue to read the options and listen out for any words with similar or connected reasons.
 - On the second listening, students should listen carefully and finalise their answer.
- In pairs, students discuss the question. Get feedback.

EASIER: Elicit or teach the meaning of *embarrassing*, *severe* and *logical*. If students are not sure, ask them to match the words with these definitions:

- 1 making sense (logical)
- 2 making someone feel silly or shy (embarrassing)
- 3 very bad or serious (severe). ★

POSSIBLE ANSWERS

- A I feel silly, ashamed, I don't want people to know.
B serious / really bad / chronic
C makes sense, rational, there's a reason for it

3 1.3 ▶

- Play the recording of the first text. Students answer question 1, then check their answer in pairs.
- Ask *Did the speaker mention any of your ideas from Exercise 2?* Get feedback.

ANSWER

1 A

1.3 ▶

Question one. You hear a woman talking about her phobia of dentists.
I've been afraid of the dentist for years now and I'm not really sure what caused it. There doesn't seem to be any reason – I can't explain it at all. Of course, it's not serious enough to stop me going to the dentist for a check-up twice a year. I know that if I put it off, things will only get

worse. But I do feel a bit silly when I'm at the dentist and I'm obviously looking stressed. My dentist says it's fine and I needn't feel bad about anything, but I can't help it.

4

- Students underline the key information in the remaining questions, then discuss the question in pairs. Get feedback.

5 1.4 ▶

Exam TASK

Multiple choice: one per text

- Play the recording. Students complete the task, then check their answers in pairs. Get feedback.

ANSWERS

1 A	4 C	7 A
2 A	5 B	8 A
3 C	6 B	

1.4 ▶

You will hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.

Question one. You hear a woman talking about her phobia of dentists.

I've been afraid of the dentist for years now and I'm not really sure what caused it. There doesn't seem to be any reason – I can't explain it at all. Of course, it's not serious enough to stop me going to the dentist for a check-up twice a year. I know that if I put it off, things will only get worse. But I do feel a bit silly when I'm at the dentist and I'm obviously looking stressed. My dentist says it's fine and I needn't feel bad about anything, but I can't help it.

Question two. You hear a boy speaking to his father.

Dad, why do I have to do the washing-up every evening? You know how much I hate it! Why can't we all do jobs that we enjoy? Or just swap jobs sometimes. I don't mind being responsible for watering the plants, but Jody, she's always complaining about doing it, and says she'd prefer the dishes any day. I don't understand why we haven't got a dishwasher, anyway, like everyone else. I wouldn't mind so much if all I had to do was load one up and press a button.

Question three. You hear a head teacher speaking to a student.

Hi Anne, come in. I want to talk to you about your grades. I'm concerned about them as they've fallen quite dramatically this term. I know you've been absent from quite a few lessons because of your health problems, which certainly hasn't been ideal for you. But I'm not entirely sure that's the only reason for such poor performance. It's almost as if you've lost interest in school recently. Are you finding it difficult to focus on things in class? If so, maybe there's something we can do to help.

Question four. You hear a man talking about his driving test.

I've been taking intensive driving lessons for over a month now, and my instructor says I'll be ready to take the test very soon. The thing is, I'm not sure I'm ready psychologically. It's not that I don't know how to drive ... I'm pretty sure I'd pass the test. I've done a lot on my course and I've really concentrated on doing a lot of driving in a short length of time. I suppose what worries me most is that I'll get scared and decide not to do the

test at the last minute. What a waste of time and money that would be!

Question five. You hear a girl talking about horror films. I love horror films. They usually make me laugh. I mean, the storylines are normally so predictable it's unbelievable, and the special effects are often a bit of a joke, really. But I watched a film last night which had good reviews and to my amazement, I was absolutely terrified! It was so frightening! It really deserved all the good reviews it got.

Question six. You hear a woman talking to her daughter. I know you must be upset that you didn't make it to the national finals. But it's not the end of the world! I admit Dad and I haven't always supported you as much as we should have in the past. I guess we didn't think you'd make it this far, and we were annoyed when you left college to play tennis professionally. But you've certainly proved us wrong, haven't you? Try to be positive. You got through to the regional final, and really, you should be very proud of what you've achieved. I know that I am.

Question seven. You overhear two people talking on a plane.

W: What's up, Rob? You don't look very comfortable.

M: I just hate being stuck in small spaces like this. There isn't enough room for my legs. I'm in agony! I actually tried paying for extra legroom, but the guy at the check-in desk said there weren't any other seats available and there was nothing he could do.

W: Oh, that's so frustrating.

M: Well, I was pretty furious at the time – I got angry with the check-in guy. I regret that now. I actually feel bad about it. I mean, he was just doing his job, wasn't he? I guess it's too late to apologise.

Question eight. You hear someone talking about living alone.

I can remember being enthusiastic when I first moved in. I'd never lived on my own before, so I was looking forward to some peace and quiet. I was brought up on a farm with nine brothers and sisters, so I just wanted to do my own thing and come and go when I wanted. And I do mostly, but I must admit I do miss them and their company when I come home to a cold, dark, empty house. That's when I realise how alone I am. My mum wasn't pleased when I first told her I was moving out. She burst into tears. I guess she was scared that I wouldn't be safe living on my own in a big city.

- Brainstorm a list of common household jobs (e.g. doing the washing up, doing the washing, doing the ironing, setting the table, clearing the table, tidying your room, cleaning the floor). In pairs, students discuss the first question. Get feedback.
- They then discuss question 2. Get feedback.

your ideas

EXTENSION: Organise a class debate. Divide the class into three groups and assign one group to argue in favour of each option. Then choose one of these topics:
1 *Is it better to live with family, with friends or alone?*
2 *Should teenagers be required to do many jobs around the house, only one or two jobs, or no jobs at all?*
Give groups ten minutes to agree on their points and decide who is going to say what. In the debate, assign points for interesting ideas or for correct grammar. At the end of the debate, decide on the 'winner'. ★

Speaking page 11

answering personal questions; interview

1

- In pairs, students discuss the questions. Get feedback.

TEACHING TIP: Remind students that in a speaking exam the examiner is evaluating the language they use to describe their experiences, not how interesting their experiences are. It's usually easier to give a true answer than to make something up. If students don't have a lot to say in response to a question they are asked, they can extend their answer by speaking about something related. For example, if they are asked *Did you do anything special on your last birthday?* they could answer, *No, I didn't do anything very interesting last year, but it's my birthday next month and I'd really like to ...* Alternatively, if they haven't had a particular experience, they can say why they haven't done such a thing and what they have done instead.

2

- Point out that the questions use a range of different tenses. Do the example together and ask what tense is needed (present simple because the question includes *usually*, suggesting routines and habits).
- Students write the questions. Get feedback.

EASIER: Do a quick revision of the uses of different tenses. In pairs, students discuss what tenses are used for the following:

- *habits and routines; what you like and don't like* (present simple)
- *your experiences in life* (present perfect)
- *finished actions in the past* (past simple)
- *hopes for the future* (would like).

Get feedback. Students then complete the exercise individually. ★

ANSWERS

- 1 What do you usually do in the evenings?
- 2 What is the most interesting place you have (ever) visited?
- 3 Which time of (the) year do you like best?
- 4 If you could learn a new skill, what would it be?
- 5 How much time do you (usually) spend online?
- 6 Did you do anything interesting yesterday?
- 7 Have you ever spoken English on holiday?
- 8 What kind of job would you like to do in the future?

3 1.5 ▶

- Go through the Exam Tip.

Exam TIP

Answering personal questions

- Explain that this part of the exam is a warm-up. It gives students the chance to talk about familiar topics and get used to the examiner before the more difficult tasks. It is a chance for them to gain some easy marks.
- Students should extend their answer and give reasons and details, making sure that these relate to the question they are asked. For example, in answer to question 1, they could say what they usually do and explain why. Then they could go on to talk about what they sometimes do, or what they did last night. But they must start by directly answering the question.

- Play the recording. Students listen and make notes to answer the questions.
- Get feedback.

POSSIBLE ANSWERS

- 1 Bad. He doesn't answer in full sentences and he doesn't expand on his answer.
- 2 Good. She copies the present perfect from the question, and then flips to using the past simple. Although she struggles to think of 'the most interesting place', she keeps talking and describes one interesting place, including examples and reasons.
- 3 Bad. She doesn't offer any examples or explanation.
- 4 Bad. By itself, his answer is fairly good, but it doesn't answer the question that was asked. He is reciting an answer that he has learned.
- 5 Good. She is careful to answer the question with specific lengths of time (e.g. *an hour a day*). She offers one explanation at the end, but perhaps she could have provided more examples earlier.
- 6 Good. Although he doesn't really have anything interesting to say, he organises his answer well, using words like *then* and *after*.
- 7 Good. Although he doesn't have a positive example to offer, he uses a good range of tenses (*I've never been ...; it'd be great*) in his answer. He explains why he has never spoken English on holiday.
- 8 Bad: Her explanation doesn't really add anything. She misses the opportunity to use future or conditional structures. She should say a lot more.

1.5 ▶

- 1
E: What do you usually do in the evenings?
B: Hmm. It depends. Different things each day.
- 2
E: What is the most interesting place you have visited?
G: Hmmm. That's a difficult question. I've been to lots of interesting places, so it's hard to choose just one. The one place that I would like to mention is New York, which I visited a few years ago with my family. It was amazing to go to all those famous places and buildings you can see in films. For me, the best place was Central Park, which was really beautiful and relaxing.
- 3
E: Which time of year do you like best?
G: The spring. Definitely. Love it.
- 4
E: If you could learn a new skill, what would it be?
B: That's an extremely interesting question, thank you. I'm currently learning to snowboard. In my opinion, I'm a good skier, so several months ago I decided to try snowboarding for the first time. But to my surprise, I found that it was a lot harder than it seemed. I've been doing it for three months, but I would like to continue learning as much as possible.
- 5
E: How much time do you spend online?
G: Quite a lot, I suppose. I mean, I spend a lot of time on messaging apps and on social media – at least an hour a day. And I love watching films and video clips, which takes up maybe another hour. But I don't play online games because they're a waste of time ... for me anyway.

6

- E: Did you do anything interesting yesterday?
B: Not really. It was just a normal Sunday. First of all, I didn't have to get up early, which is always nice. Then I did some of my homework. Next, I played on the computer for a few hours. After lunch, I went for a run and then I spent the afternoon hanging out with some friends. And then in the evening, ...

7

- E: Have you ever spoken English on holiday?
B: No, I haven't. Maybe that's because I've never been to an English-speaking country. We usually spend our holidays in this country, so there's not much opportunity to speak English! I'd love to travel to the UK one day – I think it'd be great to practise having conversations in English.

8

- E: What kind of job would you like to do in the future?
G: I want to be a dentist because ... I think it's an interesting job.

4

- Go through the Useful Language box.
- Students plan their answers to the questions.

EASIER: Do the example question in Exercise 2 with the class. Elicit students' own answers, and ideas for how to extend their answers. Ask *What tenses could you use?* (e.g. past simple, future, conditionals). In pairs, students work through the remaining questions.

TEACHING TIP: Useful Language boxes are designed to teach or revise language 'chunks' and exponents of functions that students can use in speaking and writing activities. They are best used as such, and don't need grammar explanations. Go through the language in these boxes to make sure students understand the words. Check they understand how to use them by asking for example sentences.

5

- In pairs, students ask and answer the questions from Exercise 2.
- Get feedback. Ask them to say what their partner did well and suggest ways they could improve their answer.

6

Exam TASK

Interview

- Explain that students are going to roleplay part of a speaking exam. They take turns to play the role of the examiner and the student using the questions in the Exam Task box.
- Remind them to use the Useful Language in their answers.

EXTENSION: Ask which question was the hardest to answer. Brainstorm ways to improve their answer for this question.

GRAMMAR GUIDE: present perfect simple and continuous

Present perfect simple	Present perfect continuous
states that started in the past and continue now <i>I've been awake all night.</i>	actions that started in the past and continue now <i>Dan has been playing football all evening.</i>
to say how many <i>I've studied in many countries.</i>	to say how long <i>I've been studying here for three years.</i>
the result of something that happened in the past <i>I've passed my exam – I'm so happy!</i>	the result of a process that might be continuing <i>I speak fluent Spanish – I've been learning for 15 years.</i>
for a finished action when we don't say when <i>I've read all the books you gave me.</i>	for a recent unfinished action <i>Owen has been helping me with my painting.</i>

Adverbs used with present perfect simple and continuous

- We put *before, lately, recently* and *yet* **at the end** of a sentence or clause.
- We put *already, just, still, ever* and *never* **before** the main verb they relate to, but **after** the auxiliary or the verb *be*. However, we put *still* **before** a negative auxiliary, e.g. *I still have your book.* but *I still haven't given your book back.*
- We put *a lot* and *more and more* immediately **after** the verb they relate to.
- The adverbs *yet* and *still* have a similar meaning in negative sentences, but only *still* can be used in affirmative sentences. *Still* means a situation is continuing, whereas *yet* means something expected has not happened.

1

- In pairs, students do the exercise, then compare their answers with another pair. Get feedback.

REMEMBER

Write these sentences on the board for students to complete.

- 1 I'm afraid Lin has _____ out. I don't know when she'll be back. (gone)
- 2 Dad has _____ to the supermarket, so can you help him put the shopping away? (been)
- 3 Asha has _____ to several different schools, but she likes this one best. (been)
- 4 We're looking after Malik's flat because he's _____ on holiday. (gone)
- 5 Evan doesn't know about the changes at work because he's _____ off sick all week. (been) ★

ANSWERS

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

2

- Students do the exercise, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write new sentences using their own ideas. They should write two questions, two affirmative sentences and two negative sentences using the present perfect or present perfect continuous. They then share their sentences with the class.

ANSWERS

- | | |
|----------------|----------------|
| 1 eaten | 4 been waiting |
| 2 been raining | 5 finished |
| 3 seen | 6 visited |

3

- Students do the exercise, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 Have you finished
- 2 has Kim gone, 've been looking
- 3 have they been studying
- 4 Have you been waiting
- 5 Has Luiza started

4

- Go through the exercise. Elicit answers and explanations about the similarities and differences.

EXTENSION: Put students into teams of three or four. Each team writes five sentences using some of these adverbs: *before, already, a lot, more and more, lately, recently, yet, still, ever, never, just, recently*. The first team to complete five correct sentences is the winner. ★

POSSIBLE ANSWERS

- 1 Same: but *already* has a stronger meaning of 'I don't need to see it again'.
- 2 Different: in sentence a, the speaker is talking about a large amount, but in sentence b, the speaker is talking about an increasing amount.
- 3 Same
- 4 Same: but *still* has a stronger meaning of 'It annoys me that it hasn't happened'.
- 5 Different: In sentence a, the speaker has only read one of her books; in b, the speaker has read almost all of her books.
- 6 Same: but sentence a refers to a very recent event – perhaps in the last few minutes, so it feels relevant now. Sentence b uses the past simple: the event might be less recent and feels less strongly connected to now.

5

- Students do the exercise, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students look at the position of the adverbs in Exercise 4 and complete the rules.
We put _____, _____, _____ and _____ **at the end** of a sentence or clause. (*before, lately, recently* and *yet*)
We put _____, _____, _____ and _____ **before** the main verb. (*already, just, still, ever* and *never*)
We put _____ and _____ **after** the verb. (*a lot* and *more and more*) ★

EXTENSION: Students complete these sentences prompts so they are true for them.

I have just ...

I haven't ... yet.

Lately, I've been ... ★

ANSWERS

- 1 Rachel's just gone out ...
- 2 Don't worry if you haven't bought tickets yet.
- 3 I still haven't bought the concert tickets.
- 4 I've been getting more and more anxious lately. / Lately, I've been ...
- 5 I've never been so embarrassed before in my life.
- 6 That was the best film I've ever seen.

6 1.6 ▶

- Students do the exercise.
- Play the recording for students to check their answers. Get feedback.

ANSWERS

- | | |
|----------|-----------|
| 1 for | 5 never |
| 2 before | 6 ever |
| 3 still | 7 already |
| 4 yet | 8 just |

1.6 ▶

B: Shall we go for a run? I haven't been running for ages.

G: I haven't got any running shoes. I've told you before.

B: That was months ago! I can't believe you still haven't bought any!

G: I ordered some, but they haven't arrived yet. How about squash?

B: I've never played squash before.

G: Have you ever played tennis? If so, you'll be fine. I started last month and I've already beaten people.

B: Er, sorry. I've just remembered – I haven't got any squash shoes.

- Students first answer the questions for themselves, then discuss their answers in pairs or small groups.

your ideas

Use your English page 13

phrasal verbs; prepositions; completing gapped texts; open cloze

Phrasal verbs

1

- Ask students to define what a phrasal verb is. Elicit verbs they already know to talk about relationships, such as *get on with*, *go out with*, *break up*, etc.
- Students read the sentences and do the matching exercise. Get feedback.

TEACHING TIP: Phrasal verbs are very common in everyday English. Students are expected to know many phrasal verbs at B2 level and should use them whenever possible in informal speech and writing. Encourage them to keep a list of phrasal verbs in a particular section in their notebooks. Explain that they will be adding to their lists frequently throughout the course.

EXTENSION: In pairs, students ask and answer these questions.

What do you like to do to chill out?

How can you cheer your friend up?

What sort of things get you down? ★

ANSWERS

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

Prepositions

2

- In pairs, students complete the exercise. Get feedback.

EXTENSION: In pairs, students discuss whether they agree with the ideas, and explain why. Encourage them to use the prepositional phrases in their answers.

ANSWERS

- | | |
|------|--------|
| 1 to | 4 for |
| 2 to | 5 on |
| 3 on | 6 into |

3

- Go through the Exam Tip.

Exam TIP

Completing gapped texts

- In this type of task, students usually need to write short words such as prepositions, auxiliary verbs, linkers (e.g. *and*, *but*, *so*) and modifiers (e.g. *few*, *much*, *many*). The missing words are often part of a fixed phrase. Keeping a record of phrasal verbs and prepositional expressions is a good way to prepare for this task.

Exam TASK

Open cloze

- Students identify the type of missing word in each gap.
- They complete the Exam Task, then compare their answers in pairs.
- Get feedback.

EXTENSION: Students discuss these questions.

Can music influence our emotions?

What kind of music do you like to listen to when you're happy?

How about when you're sad? ★

ANSWERS

- | | |
|-------|---------|
| 1 on | 5 Since |
| 2 on | 6 are |
| 3 few | 7 have |
| 4 out | 8 still |

Learning FOCUS

Using the correct tone

- Emphasise that in a writing task, it's important to use the correct style for the genre.
- Ask students how they would start an email or message to a friend. Write ideas on the board. Ask *How about if you're writing to apply for a job?* Write those phrases in a different column on the board.
- Elicit examples of contracted forms (e.g. *I'd, I'm*). Ask *Is it better to use contracted forms or full forms in informal writing? How about in formal writing?*
- Ask *What are the other characteristics of informal language?* (e.g. leaving out words, using exclamation marks, using a chatty (conversational) style).

1

- Students complete the exercise.
- Get feedback. Ask what features from each sentence tell them whether the sentences are formal or informal.

ANSWERS

- 1 F (phrase *it is with regret*; use of full form *cannot*)
- 2 I (subject is omitted)
- 3 F (use of full form *is not*)
- 4 I (use of *oh well*; *can't* is contracted)
- 5 I (use of *anyway* and *how about*)
- 6 F (use of *unfortunately*; use of full form *have been sold*)
- 7 F (use of *grateful* and *assistance* instead of *thank you* and *help*)
- 8 I (*I'm* is contracted)
- 9 I (use of *great*)
- 10 I (auxiliary verb is absent; use of *got* instead of *have*)

2

- Students read the email. Check comprehension by asking *Where is Tom going? Who is he going with? Why is he annoyed?*
- In pairs, students discuss the question. Get feedback.

3

- Students read Emma's reply, then discuss the question in pairs. Get feedback.

4

- Students read Emma's reply again and answer the questions. Get feedback.

ANSWERS

- 1 The second and third paragraphs (*As for your friend David ...; If I were you ...*) answer the question.
- 2 The first paragraph and the last paragraph.

5

- Students read Emma's email again and do the task.
- Get feedback.

EXTENSION: For homework, ask students to imagine that Tom has also written to a different friend, Robin, asking for advice. They write a reply from Robin giving different advice from Emma. Encourage them to use the same phrases that they found in Emma's email.

ANSWERS

I don't think you should ...; If I were you, I'd ...; Why don't you ...?

6

- Go through the Useful Language box.
- Students complete the exercise, then check their answers in pairs. Get feedback.

FAST FINISHERS: Students underline the phrasal verbs in Amy's email (*fall out, give up on, chill out, invite over, get on*).

ANSWERS

- | | | |
|--------------|----------|---------|
| 1 Hi / Hello | 5 sounds | 9 even |
| 2 Thanks | 6 must | 10 hope |
| 3 hear | 7 were | 11 know |
| 4 sorry | 8 don't | 12 best |

7

- Go through the Exam Tip.

Exam TIP

Planning your response

- Students should spend five to ten minutes making a paragraph plan.
- An email or informal letter should include three or four short paragraphs, as in the example.
- They should spend about 25 minutes writing, and five minutes checking their work.

- Students look at the Exam Task and work in pairs to make a paragraph plan.

EASIER: Brainstorm a list of ideas that students can use in their reply to Kelly (e.g. hang out with friends who have younger family members, find out whether you have any common interests, organise day trips to different places).

8

Exam TASK

Writing an informal letter / email

- Students complete the Exam Task. Remind them to follow their plan and use the Useful Language.
- Students exchange their writing with a partner, then discuss whether they agree with the advice their partner gave to Kelly.
- Get feedback. Ask *What advice did your partner give?*

EXTENSION: On the board, write up a list of informal language that students have used in their letters / emails. Encourage them to write this language in their notebooks, or to add them to the Useful Language box on page 15.

9

- Students read the checklist and tick the things they did.
- In pairs, they discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's email and tick the things their partner has included, using the Reflection Checklist.

Live well, study well page 16

resilience; positive and negative thinking

Useful vocabulary

analyse (v): to study or think about the details of something
ashamed (adj): feeling bad about mistakes you've made.
complain (v): to say that something is wrong and that it is bothering you
cope with (phr v): to deal with a difficult situation
deal with (phr v): to take action to solve a problem
face a problem (phr): to recognise there is a problem and take action
look on the bright side of life (phr): to find good things in a bad situation
network (n): a group of people who know each other
pick yourself up (phr v): to try to be positive
resilience (n): the quality of being able to overcome a problem
resilience (n): the ability to become healthy or happy again after a problem
reward (v): to give someone something good because they have worked hard or behaved well

TEACHING TIP: The Useful vocabulary lists can be used in several ways. You could:

- write the words on the board and elicit their meanings, teaching or explaining the others
- print and give the list to students as a reference
- ask students to identify categories (or do it for them) and group the words in lists, tables or mind maps
- introduce the vocabulary throughout the lesson when it's useful. Start by eliciting expressions that students know and then introduce the new vocabulary.

1

- In pairs, students discuss the question.

POSSIBLE ANSWERS

not having enough time, feeling stressed, having a lot of exams, problems with friends, worrying about the future, feeling lonely, not getting on with family

2

- Students read the text quickly to find the definition for *resilience*.
- Students do the exercise in pairs.
- Get feedback. Ask why it is important to build resilience.

ANSWERS

1 d 2 b 3 a 4 c

3

- In pairs, students discuss the questions.
- Get feedback. Ask *Is it true we assume that other people have perfect lives? Is this a modern problem, or have human beings always been this way?*

4

- Students change partners and discuss the question.
- Get feedback.

EXTENSION: In small groups, students come up with three additional ways to build resilience. Possible answers: limit your time on social media, join a sports team, take up a new hobby, improve your time-management skills.

5

- Go through the Mind your Mind information.

TEACHING TIP: The Mind your Mind information is designed to give students information or ideas about issues that affect their wellbeing and encourage them to reflect on and think about what is good for them. Explain that *to mind* something is to take care of or to look after it. Your *mind* is the part of you that makes it possible for you to think, feel emotions and know about things. Ask *What does 'mind your mind' mean? (to pay attention to the way you feel, and act in a way that makes you happy).*

- Elicit or teach *look on the bright side* (to be positive or optimistic, even when it's a bad situation).
- In pairs, students answer the question: *Do you generally try to think positively or do you naturally think negatively?*
- Get feedback.

6

- In pairs, students think of examples of the situations from their personal experience.
- Get feedback. Ask *What did you learn from this situation? If you were in this situation now, would you make the same decision again?*

MEDIATION SKILLS

- Collaborating with peers on a shared task is mediation.
- Project 1 develops skills needed for collaboration, including making and responding to suggestions, asking others for their opinion, asking questions to clarify meaning and reaching an agreement.
- Before students start the task, elicit phrases for giving and asking for opinions, agreeing and disagreeing (e.g. *What do you think? Do you agree? In my opinion, most teenagers worry about ... I'm not sure I agree that ...*). Write these on the board and encourage students to use them during their interaction.
- Suggest that they set aside a section of their vocabulary notes for phrases to use in collaborative tasks. They can refer to the phrases in future tasks, and continue adding new phrases.
- Students can practise this mediation skill throughout the course where there is a collaborative task such as a discussion with particular purpose (e.g. choosing options), or a Live well, study well project.



- In groups, students read through and choose a project. Project 1 is groupwork and involves designing a poster to promote positive thinking while Project 2 is individual work and involves making an action plan.

Project 1

- Students brainstorm a list of things that people their age often worry about. They can build on their ideas from Exercises 1 and 6. Then they think of positive ways of looking at each situation, developing the ideas from Exercises 4 and 6. Remind them to encourage all members of the group to take part by asking students for their opinion.
- If necessary, help students decide how to work as a group and allocate the project tasks. For example, different students could be in charge of taking notes, writing the text, designing the poster, making drawings, producing a logo and slogan.
- Students prepare a poster to illustrate their ideas. The poster could include graphics, images and a catchy slogan. Alternatively, students could prepare a digital poster using a computer program or mobile app.

Project 2

- Students work individually on this project, or they could work in pairs to discuss the task, then produce a personal action plan for themselves.
- They should think about areas of their life that could be improved, and constructive actions they can take to do this, then produce their action plan.
- They should not have to share their ideas with the class or the teacher, though you may wish to check that they have produced something.

TEACHING TIP: You can use the review:

- as informal assessment, making sure students know it isn't an exam and that they won't be working in pairs
- as revision, for additional practice and consolidation
- as homework.

In the classroom, you can administer it in different ways:

- an exercise at a time, checking answers as a class
- a section (Vocabulary then Grammar) at a time, checking answers as a class; you could set a time limit, e.g. 10–15 minutes, for each section
- the entire review as one task, checking answers as a class. If you set a time limit, alert students when half of it has passed.

Encourage students to reflect on their achievements and weaknesses and decide which boxes to tick at the bottom of the page.

ANSWERS: VOCABULARY

1

- | | |
|-------------|------------|
| 1 reliable | 4 relieved |
| 2 guilty | 5 childish |
| 3 desperate | 6 anxiety |

2

- | | |
|---------|------|
| 1 under | 4 to |
| 2 on | 5 on |
| 3 for | 6 on |

3

- | | |
|---------|-----------|
| 1 fell | 4 getting |
| 2 Chill | 5 cheer |
| 3 gone | |

ANSWERS: GRAMMAR

4

- | | |
|-----------------|------------------------|
| 1 are meeting | 4 are you crying |
| 2 doesn't leave | 5 are staying |
| 3 is getting | 6 are always borrowing |

5

- | | |
|-----------------|---------------|
| 1 known | 4 been trying |
| 2 been | 5 seen |
| 3 been cleaning | |

6

- | | |
|-----------|------------|
| 1 just | 5 never |
| 2 ever | 6 yet |
| 3 still | 7 recently |
| 4 already | |