

# 1 Social animals

## Vocabulary/ Developing vocabulary

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- ▶ *Sociology, psychology, etc*
- ▶ Body idioms and human interaction
- ▶ Word formation – suffixes
- ▶ Similes
- ▶ Ways of talking

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- ▶ Grammar: Past tenses; Present and past habits
- ▶ Vocabulary: *Sociology, psychology, etc*; Body idioms and human interaction; Word formation – suffixes; Similes; Ways of talking

Lessons 1 and 2 Vocabulary ▶ *Sociology, psychology, etc* ▶ Body idioms and human interaction  
Reading ▶ Extracts from *Quirkology* ▶ Reading for global and specific information

## Warmer

Write the following on the board: *a lone wolf; a leader of the pack; one of the crowd*. Ask students to tell their partner which one of the three types they are and to give reasons why. In feedback, find out whether students in the class think they fit in with the crowd or go their own way.

### 1 VOCABULARY *Sociology, psychology, etc*

Write *-ology* on the board and ask students, working in pairs, to think of as many words as they can that end with *-ology*. Elicit ideas to the board and ask students to define any unusual ones. In pairs, students match three of the words with the definitions. Tell students to write their answers in their notebook.

#### Key

1 graphology 2 palaeontology 3 sociology

### 2 SPEAKING Students discuss the questions in pairs. In feedback, encourage students to define the words for the class, and ask a few individuals to summarise their discussion.

#### Key

**anthropology** the scientific study of the origin and behaviour of man, including the development of societies and cultures

**archaeology** the study of ancient societies, done by looking at tools, bones, buildings and other things from that time that have been found

**astrology** the study of the movements and relative positions of celestial bodies interpreted as having an influence on human affairs. (Many people do not consider astrology to be a serious science as it relies more on human interpretation than on objective experimental proof.)

**biology** a natural science concerned with the study of life and living organisms

**geology** the science that deals with the Earth's physical structure and substance, its history and the processes that act on it

**meteorology** science concerned with the processes and phenomena of the atmosphere, especially as a means of forecasting the weather

**psychology** the science that deals with mental processes and behaviour

**zoology** the branch of biology that deals with animals and animal life

## TEACHER DEVELOPMENT: PRONUNCIATION

### Word stress

When introducing new words it is important to point out the strong stress. In these words, it comes on the third-to-last syllable. So, *meteorology* or *psychology*. Write up the words with the stress marked and ask students to copy them, or read out the words. Then ask students to repeat them and/or to mark the strong stress in their books.

### 3 Tell the students to read four extracts from the book *Quirkology* by Richard Wiseman quickly. Ask them what sort of book they think it is and what they expect the book to be about. Check that students know what *quirky* means. Then, ask students to skim and scan the texts again to find examples of quirky behaviour. Set a time limit of four or five minutes. Then put students into pairs to discuss the examples they found before eliciting answers from the class.

#### Example answers

The book is a popular science book. It probably contains examples of how people behave in unusual ways. *Quirky* means behaving in an unusual or unconventional way.

**Key**

**Text A:** People are more likely to be prepared to do things for people if they feel they have something in common, such as the same birthday.

**Text B:** People are more likely to ignore negative aspects of a person and feel sympathy towards them if they feel they have something in common, such as the same birthday.

**Text C:** People are willing to accept astrological readings to be true so long as you keep them general.

**Text D:** What we are asked to think about can have an effect on our physical behaviour, so if we think about words connected with being old, we will walk slowly, like an old person.

**i Cultural information**

Professor Richard Wiseman (born 1966) is Professor of the Public Understanding of Psychology at the University of Hertfordshire in the UK. He has gained an international reputation for research into luck, deception, the paranormal, humour and the science of self-help. He has written four best-selling books that have been translated into over thirty languages: *The Luck Factor*, *Quirkology*, *59 Seconds* and *Paranormality*.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Reading methods**

You should expect students at this level to approach the reading of texts in systematic ways. In the first reading task, you want them to be able to read through the texts quickly to get the general idea, then pause and read a little more closely when they find the sections that specifically give examples of unusual human behaviour. It is a good idea to explain to students beforehand how you want them to read. Set a time limit and tell students to read round difficult, new words to encourage them to read in an appropriate way for the task.

**Alternative idea: jigsaw reading**

An alternative way of approaching the reading task is to divide the class into pairs and ask Student A to read texts A and B, and ask Student B to read texts C and D. After reading, students first have to tell each other about their texts. They then quickly read their partner's texts. This saves time and incorporates an information-gap speaking activity.

- 4 Ask students to read the texts again to find the answers for questions 1-12. Do the first one as an example to get them started. Students check their answers in pairs when they have finished. Remind students to write their answers in their notebooks.

**Key**

- 1 A 7 C
- 2 C 8 B
- 3 D 9 C
- 4 A 10 D
- 5 B 11 A, C
- 6 B 12 A

- 5 Ask students to guess the meaning of the underlined words from the context and to check their answers in a dictionary.

**Key**

- on the pretence of – pretending to do something, but not really doing it
- surreptitiously – in a secret way, so that no one will notice
- critique – careful, written examination of something
- accommodating – helpful
- chunk – large piece of something
- turn a blind eye to – pretend you don't notice something, because you know you should do something about it
- misdeemeanours – actions that are bad and wrong
- chap – man, usually one you like (informal, old-fashioned)
- bugging – annoying, irritating

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Words in context**

To help students work out what words mean in context, ask them to identify the part of speech (e.g. *bugging* must be a verb in the present participle form because it comes after *had been*). Then get them to look for words before and after that provide clues (e.g. the word *mystery* provides a clue for *bugging* because people are usually annoyed if they can't solve a mystery).

- 6 **SPEAKING** **What about you?**

In pairs or small groups, students discuss the question. Give less confident students a moment to prepare things to say.

- 7 Ask students to read the personality description and say how accurate it seems. Remind students that the secret of the deception is that the description is general enough to suit anybody.

- 8 **VOCABULARY** **Body idioms and human interaction**

Students work in pairs and read through the idioms. Ask them to tell their partner which ones they know and to try to explain their meaning with examples. Once they have thought about the idioms, they continue working in pairs to match them with definitions 1-6. Remind students to write their answers in their notebooks.

**Key**

- do something behind sb's back = 6
- give sb the cold shoulder = 1
- be under sb's thumb = 2
- lend sb a hand = 4
- pull sb's leg = 3
- stick your neck out = 5

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Concept-checking**

In feedback to matching tasks, do more than just go through the answers. Ask students some concept check questions, e.g. *If I do something behind your back is that fair?* (No) *Would you feel cheated or ignored?* (Yes). Demonstrate a situation or use mime to check understanding, e.g. say, 'I'm not talking to you – if I see you I'll cross the road to avoid you' (students shout out 'Cold shoulder!').

- 9 **SPEAKING** Students complete the questions with the names of the correct parts of the body in their notebooks and then interview their partner with the questions. Ask a few students to summarise their discussion in feedback.

**Key**

- 1 hand
- 2 back
- 3 leg
- 4 neck
- 5 shoulder
- 6 thumb, thumb

- **Teacher's Resource Multi-ROM:** See Unit 1 Grammar worksheet *True or false?*

**Extra activity 1**

Divide the class into groups of four and make sure that each group has at least one monolingual English dictionary. Tell each group to choose one common part of the body (e.g.: leg, hand, head, chin, cheek, heart). Give the groups five minutes to look up their part and find two or three useful new idioms or expressions using their body part. Students must present the new phrases to the class – encourage them to give examples, or to act out scenes to show the meanings.

**Extra activity 2/Homework**

Ask students to write a 250-word composition incorporating all the idioms in the lesson.

**Homework**

- Refer students to the **Workbook, pages 2–3.**

Lesson 3 Grammar ► Past tenses

**Past tenses**

**Test before you teach**

Write a small set of time markers commonly used with past tenses on the board, e.g.: *a week ago, earlier today, since the weekend, at this time yesterday, before I got here, for a fortnight.* Ask students to take a moment to think of true sentences about themselves which they could make using the time markers. Tell them to try to vary the tenses they use. Then ask pairs of students to share sentences with each other. Monitor and check how well students can manipulate past forms.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Test to teach**

The aim of testing students first or of previewing language is to find out how well they already know what you are about to teach. This should inform the way you then teach. If students lack knowledge, you can devote time to explaining meaning and form and to writing accurately. If they already know the language well, you can revise meaning and form briefly and spend more time on fluency and pronunciation.

- 1a Students read sentences 1–6 and name the tenses of the verbs used. If they can't remember the names, write them on the board at random and ask students to match the names with the tenses.

**Key**

- 1 past simple, past perfect continuous
- 2 past continuous
- 3 present perfect
- 4 past perfect
- 5 present perfect continuous
- 6 These forms have no name but they are examples of future in the past: *was about to + infinitive, was going to + infinitive*

- 1b Students match the tenses and verb forms in sentences 1–6 with the situations given.

**Key**

- a past simple
- b past continuous
- c future in the past: *was about to + infinitive, was going to + infinitive*
- d present perfect
- e past perfect
- f present perfect continuous
- g past perfect continuous

- Refer students to the *Grammar reference* on page 14.

**TEACHER DEVELOPMENT: LANGUAGE**

**Past tenses**

**Form**

Past forms use the auxiliary verbs *be* or *have* and the past or present participles.

*I was running:* auxiliary verb *be* + present participle (*-ing* form)

*I have been running:* auxiliary verb *have* + past participle form of *be* + present participle form of main verb

**Meaning**

Timelines are a useful way of showing meaning with these tenses as they are about

- past time and its relation to present time,
- completeness or incompleteness,
- duration or the lack of it.

Draw the following timelines on the board. Then ask students to match them with the sentences in 1a.

- 1 past \_\_\_\_\_ X \_\_\_\_\_ now (past simple)
- 2 past \_\_\_\_\_ →→→→→ \_\_\_\_\_ now (past continuous)
- 3 past \_\_\_\_\_ ? ? ? ? \_\_\_\_\_ now (present perfect)
- 4 past \_\_\_\_\_ →→→→→ \_\_\_\_\_ now (present perfect continuous)
- 5 past \_\_\_\_\_ X \_\_\_\_\_ X \_\_\_\_\_ now (past perfect)
- 6 past \_\_\_\_\_ →→→→→ X \_\_\_\_\_ now (past perfect continuous)

- 2 Students choose the correct words. They check answers in pairs before discussing as a class.

**Key**

- 1 made (finished action, specified time in the past)
- 2 I've (action that began in the past and has continued up to now – it's incomplete)
- 3 passed (finished action – the action lacks duration)
- 4 read (past action with a present result – we use the simple form because the actions are complete)
- 5 was (finished past state)
- 6 forgotten (happened before another action in the past – one action, not a continuous action)
- 7 been having (happened for a period of time leading up to another past action – ongoing and continuous)
- 8 were leaving (action in progress at a point in time in the past); turned (single past action)
- 9 have always seen (started in the past and still true now)
- 10 switched (single past action – the continuous form would suggest that the action was repeated over and over again)

- 3 Students complete the sentence with the correct past forms of the verbs given. They check answers in pairs before discussing as a class.

**Key**

- 1 called, was going
- 2 have had, have taken
- 3 looked, was, had been snowing
- 4 have been waiting
- 5 received, opened, read
- 6 have been studying, haven't made
- 7 had forgotten
- 8 has been barking

- 4 Ask students to read the text quickly first for general meaning and to summarise for their partner what the experiment revealed. Then students decide if the verbs in bold are in the correct form. They rewrite the corrected forms and check answers in pairs before discussing as a class.

**Key**

The experiment revealed that it is the words we use and not our body language that tell people whether we are lying or not

- |             |                |
|-------------|----------------|
| a have been | g had finished |
| b did       | k happened     |

**i Cultural information**

Sir Robin Day (1923–2000) was a political broadcaster and commentator. He was a combative and enquiring political interviewer and was well known for his bow ties.

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Checking form and meaning**

There are three demanding exercises on this page which examine students' understanding of form and meaning. You do not have to work through them all. If students show a good understanding of form, miss out an exercise, or set it for homework, and spend more time doing some speaking.

- 5 Give students three or four minutes to write one question using each of the past tenses given. Monitor and prompt students who are short of ideas.
- 6 **SPEAKING** Ask students to interview their partner using their questions. Set a time limit of four to five minutes. Then ask a few individuals to summarise what they found out.

**Extra activity**

Ask students to prepare questions in various tenses to interview their partner about their English learning experiences. Ask them to carry out the interview in pairs or as a mingle – students walk round the room and interview three people before sitting down.

**Example questions**

- 1 When did you first buy a dictionary?/Have you ever been to an English-speaking country? When did you go? (past simple)
- 2 How long have you been studying English? (present perfect continuous)
- 3 Had you ever studied 'future in the past' before today's lesson? (past perfect simple)

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Error correction**

While students are interviewing their partners, surreptitiously note any errors in form, meaning or pronunciation involving past tenses. At the end of the activity, write five or six sentences containing errors on the board. Don't comment on the sentences yet. Students work in pairs to correct the errors.

This is a very effective way of dealing with error. It means that you do not interrupt the students' spoken fluency while they are speaking, but students are aware that you are listening to them so they concentrate harder on using language appropriately. It also means that speaking tasks are followed up by a useful reflective task on the language used.

- **Teacher's Resource Multi-ROM:** See Unit 1 Vocabulary worksheet *From top to bottom*.

**Homework**

- Refer students to the **Workbook, page 4, exercises 1–2**.



## Word formation – suffixes

### Warmer

Write the following words in a list on the board: *useful, usefully, useless, uselessness, useable, user*. Ask students to work in pairs to talk about what the suffixes are and to say how they change the meaning and part of speech of the root word *use*.

#### Key

-ful: makes *use* an adjective and positive – it has use  
 -ly: forms an adverb  
 -less: makes *use* an adjective and negative – it has no use  
 -ness: forms a noun  
 -able: makes *use* an adjective expressing ability – it means that it can be used in some way  
 -er: makes *use* a noun and a person with a job or role – somebody who uses something

- Students copy the table into their notebooks, read the words and write the suffixes in the appropriate columns of the table. Some suffixes can go in more than one column. Ask students to complete the task individually and then to check with a partner.

#### Key

Adjective: -ical, -able, -ly (as in *friendly*), -ant, -ful, -less, -al, -ible  
 Noun – abstract/concrete: -cy, -ment, -ence, -tion, -ity  
 Noun – person: -or, -ist, -ant, -er  
 Adverb: -ly

### TEACHER DEVELOPMENT: LANGUAGE

#### Word formation

Root words can be various parts of speech. *Consider* (a verb) becomes *considerable*, and *thought* (a noun) becomes *thoughtful*. The form of some root words changes before the suffix is added. For example, *description* derives from the verb *describe* not 'descript'.

*Friendly* is an adjective even though it has the suffix *-ly* which commonly goes with adverbs. To make an adverb from *friendly*, it is necessary to use a phrase: *in a friendly way* or *in a friendly manner*.

- Students add suffixes to the words. If they find this difficult, allow them to use dictionaries to check their guesses.

#### Key

- painful, painless, painfully
- accidental, accidentally
- complexity
- improvement
- scientist, scientifically
- helpful, helpless, helper, helpfully, helplessly
- thoughtful, thoughtless, thoughtfully, thoughtlessly
- enjoyable, enjoyment, enjoyably
- intelligence, intelligently
- believable, believer, believably
- frequency, frequently
- creation, creativity, creator, creatively

- Working in pairs, students add suffixes from the words given to the correct columns of the table and think of at least one more word containing each suffix.

#### Key

Adjective: -ive (dismissive, elusive), -y (tricky, sulky), -ic (pessimistic, organic)  
 Noun – abstract/concrete: -ance (reluctance, resistance), -ure (tenure, closure), -dom (kingdom), -ness (sadness, usefulness), -ship (friendship)

- Ask students to quickly read the text first. What did the researchers find out?

#### Key

People return more lost wallets which have photos of babies than wallets with photos of other things, and that people are generally quite honest.

Ask students to look at the first gap and to predict what type of word is needed (a noun, a person, a plural). Elicit *researchers*. Ask students to complete the text with the correct forms of the words given and then to check with a partner.

#### Key

- |   |              |   |              |   |            |
|---|--------------|---|--------------|---|------------|
| a | Researchers  | e | significant  | h | protection |
| b | accidentally | f | unbelievable | i | popularity |
| c | conclusion   | g | considerably | j | honesty    |
| d | effective    |   |              |   |            |

- Students read the sentences and decide what difference the suffix *-ish* makes to a word. In feedback, elicit different suggestions before revealing the answer.

#### Key

The suffix *-ish* makes the meaning of a word less exact. It can mean 'more ...' or 'less ...'. It is often added to numbers or descriptive adjectives.

- SPEAKING** Give students three or four minutes to note down at least five adjectives to describe themselves. Remind them that each adjective must contain a suffix. Then put them in pairs to compare ideas.

### Extra activity 1

Students write a short description of themselves using the adjectives they chose for the speaking activity. Their description could be in the form of a profile for a class magazine or social networking website, or an astrological profile based on their star sign.

### Extra activity 2

Students work in pairs to prepare a short description of someone in the class using words with suffixes from the lesson. Ask them to read out the description without saying who the person is. E.g.: *She is a tallish student with longish hair. She's insightful and likeable, and works as a journalist for the school newspaper.* The rest of the class have to guess who it is.

### Extra activity 3/Homework


Ask students to write a personal description or a description of someone who is important to them.

### Homework

- Refer students to the **Workbook, page 5**.

## Warmer

Write *urban tribes* on the board and elicit as many different types as you can (e.g.: *chavs, punks, Goths, metalheads, rahs, sloanes, indie sceners, ravers, bikers, skaters, skinheads, mods, beatniks, teddy boys and hippies*). What do the students know about these tribes? Do they belong to an urban tribe, or have they belonged to one in the past?

- 1 SPEAKING** In pairs, students describe the photo. In feedback, point out the ostentatious jewellery (bling) and the contrasting designer clothing.
- 2 SPEAKING** Introduce the term *chav* and elicit ideas. Build up a list of characteristics on the board.
- 3 LISTENING**  **1.01** Play the recording. Students listen and check their predictions. Write on the board any characteristics they have on their lists which are mentioned by the speakers.

### Audioscript

**PRESENTER:** Hello and welcome to *Angry Old Men*, the programme where oldies like myself take a look at the modern world ... and complain about it. If you're like me, then you're probably confused by how fast the world is changing. To help you understand more about society today, each week we invite a young expert to explain some modern mysteries. This week Charlotte Harris, Professor of Sociology at Northlands University, is here to tell us all about chavs. Charlotte, let's start at the beginning. What exactly is a chav?

**CHARLOTTE:** OK. A chav is a young person, usually working-class, who is not well-educated. Chavs usually wear designer clothes, particularly top sports brands, and they usually wear big, gold jewellery.

**PRESENTER:** Hmm. Now that you mention it, I have seen quite a few of those around, in shopping centres and so on. Wearing white tracksuits and white trainers. They always seem to have big logos all over their clothes too.

**CHARLOTTE:** That's right.

**PRESENTER:** Now, Charlotte, one of the things I, and I'm sure many of our listeners, have always wanted to know about chavs is where the name chav comes from.

**CHARLOTTE:** Hmm. Experts don't really agree about this. There are two common theories. One is that it's an old Romany word that just means boy or child. But another theory says that chav comes from the name of a particular place, a town in Kent called Chatham.

**PRESENTER:** Is that where chavs come from?

**CHARLOTTE:** It's not really fair to say that chavs come from any particular region, it's more a nationwide phenomenon, I would say.

**PRESENTER:** I see. Now, chavs do seem to have a bad reputation, don't they? Why do you think that is, apart from their bad taste in fashion, that is!

**CHARLOTTE:** Two reasons, I think. Firstly, just about every youth movement in the past has had a bad reputation when you think about it. So historically speaking that's not too surprising. Secondly, I think newspapers and TV love making them seem worse than they really are. They blame them for everything that's wrong with the country, and make it seem there are far more chavs than there really are. They've even created the idea that there are 'celebrity chavs'.

**PRESENTER:** Really? Can you give us some examples?

**CHARLOTTE:** Some newspapers have suggested that the Beckhams are celebrity chavs. The footballer Wayne Rooney too. I'm not sure he'd be very pleased about that though. You'd have to ask him.

**PRESENTER:** Hmm. I think I'll let you do that ... One thing you haven't mentioned so far is music. Are there any chav bands or chav singers?

**CHARLOTTE:** Not exactly. Chavs are associated with different types of music. If anything, I would say that they're closest to hip-hop. Because chavs are an exclusively British phenomenon, there are now some British hip-hop artists who are popular with chavs. There's a group called *The Streets*, well, really, it's just one person, called Mike Skinner, and he's written songs where the words often include chav words and expressions. He's been really popular.


**PRESENTER:** Charlotte, as you know, I'm an old man, I'm sixty-eight next month, although I know I look younger. I've seen so many of these, what do you call them, urban tribes come and go – mods, rockers, hippies, punks ... Do you think chavs are here to stay?

**CHARLOTTE:** Hmm. That's difficult to answer. I think the fashions will change, but, who knows, maybe they'll keep coming back into fashion at different stages in the future. One thing that I think is significant is that you can now find the word chav in English dictionaries. That means that, whether you like it or not, they *have* made a real impact on British culture in general.

**PRESENTER:** Thank you *so* much, Charlotte. On a personal note, as an 'Angry Old Man', I will not hide the fact that I would not mind at all if chavs completely disappeared in the future. Next on the programme we're going to try to explain another modern phenomenon – flash mobs. And we'll ...

## i Cultural information

The word *chav* is a negative stereotype as it is often used to describe young people of low social status who behave in an anti-social way. It is usually used as an insult. *Chav* may come from the Romani word *chavi* meaning 'child' (Romanies are travelling people), or the Geordie word *charva* meaning 'rough child' (Geordie is a dialect of north-east England).

- 4**  Give students a minute to read through the statements carefully. Remind students not to worry if they have missed one answer, but to concentrate on the next one. Students check if the statements are true or false and then compare answers in pairs before discussing as a class. Play the recording again and let students check their answers.

### Key

1 F	3 F	5 F	7 T	9 F
2 T	4 F	6 T	8 F	10 T

- 5 SPEAKING What about you?** Students discuss the questions in pairs or small groups.
- 6 SPEAKING** Ask students what they know about chavs, punks, hippies and Goths, and elicit some suggestions. Students read the sentences and in pairs match the urban tribes with the sentences. In feedback, ask how else students could describe the types of people.

**Key**

- |           |           |
|-----------|-----------|
| 1 chavs   | 5 chavs   |
| 2 hippies | 6 hippies |
| 3 punks   | 7 Goths   |
| 4 Goths   | 8 punks   |

**i Cultural information**

Punks first appeared in the UK in the mid 1970s. Punks were anarchistic and wanted to shock people. They wore leather and metal chains, heavy boots, and T-shirts with aggressive slogans. They also wore make-up and had ear and nose piercings. Many had a Mohican hairstyle – a shaved head except for a spiked ‘comb’ of hair. Punk music was loud and aggressive.

Hippies first appeared in California with the Flower Power movement of the late 1960s. They believed in peace and love at a time when the USA was morally conservative and at war in Vietnam. Hippies are also associated with open-air music festivals and psychedelic music.

Goths first appeared in the UK during the early 1980s. They wear black clothes and heavy make-up, and many have bizarre hairstyles.

**Extra activity**

Ask students, working in pairs, to prepare a short description of another urban tribe, one that is common in the students’ country. Ask students to read out their descriptions. The rest of the class have to guess which urban tribe is being described or say whether they agree with the description.

**Grammar guide: Present and past habits****Extra activity**

To test students’ knowledge of tenses before doing 7, ask them to find and name the tenses in the sentences in 6.

- 7 Students copy the table into their notebooks first. Then they put verb forms a–h in the correct places in the table and add the sentences in 6 as examples. Ask students to compare answers in pairs.

**Key**

	Verb form	Example sentence
Present habit – neutral	a, c	4, 7
Present habit – annoying	f, g	1, 5
Past habit – neutral	d, e, h	2, 3, 6
Past habit – annoying	b	8

► Refer students to the *Grammar reference* on **page 15**.

**TEACHER DEVELOPMENT: CLASSROOM TIPS****Concept-checking**

Avoid simply telling students grammar rules. Instead, ask them yes/no questions to check that they have understood a concept. Compare the CCQs for the following sentences: *He always smokes cigarettes*. Are we talking about a present habit? (Yes) Is the speaker annoyed by the habit? (Don’t know – neutral)

*He’s always smoking cigarettes*. Are we talking about a present habit? (Yes) Is the speaker annoyed by the habit? (Yes)

*Dan used to go clubbing every weekend*. Does Dan go clubbing now? Did he go once or often? Are we talking about a past habit? (Yes) Can we say instead *Dan would go clubbing every weekend*? (Yes)

*Dan used to be a Goth*. Is Dan a Goth now? Are we talking about a past habit? (No – a state) Can we say instead *Dan would be a Goth now*? (No)

- 8 Students work individually to complete the sentences with appropriate words in the contracted or not contracted form. They compare answers in pairs before discussing as a class.

**Key**

- |                        |                      |
|------------------------|----------------------|
| 1 will (it’s annoying) | 4 ‘ll (it’s neutral) |
| 2 were                 | 5 would/used to      |
| 3 used                 |                      |

**Extra activity**

Read out the following sentences and ask students to say whether they are neutral or annoying. Make sure you really emphasise the underlined words.

1 *Jenny talks a lot*.

2 *Jenny is always talking*.

3 *They’ll talk in class sometimes*.

4 *They will talk in class sometimes*.

5 *We’d go for long walks*.

6 *We would go for long walks*.

Ask students to listen to you read the sentences again. This time ask them to repeat after you in order to practise the strong emphasis needed when expressing annoying habits.

**TEACHER DEVELOPMENT: CLASSROOM TIPS****Oral drills**

When introducing or revising new language, consider incorporating a short drill to work on pronunciation, intonation and/or the consolidation of accuracy before asking students to do any speaking practice.

- 9 **SPEAKING** First ask students to think of an interesting member of their family to describe. They then write at least five true sentences using different verb forms in 7. Give them a couple of examples to get them started, e.g.: *My grandfather will always fall asleep after lunch. He used to be in the navy. He is always telling the same stories*. Students then describe their family member to a partner. Monitor and note errors in order to do an error feedback at the end.



### Extra activity 1

Students write five irritating things about their partner, e.g. *You're always answering questions in class before I do. You will keep using my pen.* Then ask them to talk together in pairs for one minute, using their sentences to criticise each other. In feedback, ask them whether any of the criticisms were fair and whether they will change their behaviour in the future. (Only do this activity if the students know each other well and have a good rapport. Make sure they know to be light-hearted about the criticisms.)

### Extra activity 2/Homework

Ask students to write about the neutral and annoying habits of a family member.

### Homework

▶ Refer students to the **Workbook, page 4, exercises 3–5.**

## Lesson 6 Developing speaking ▶ Personal interviews


### Warmer

Ask students to describe the photo in the Student's Book. Where do they think the people are and what are they doing? What is the relationship between them? How do they think the students are feeling? How are they preparing for the speaking test? What sort of questions are asked at a personal interview? Students work in pairs and tell each other about their experiences of being interviewed in English during their time learning English.

- 1 Students read the questions. They copy the table into their notebooks and write the number of each question in one or more of the sections of the table. They also write *present* or *past*, depending on what the main focus of the question is. They compare their answers in pairs.

#### Key

Language learning: 6 (past)  
Studies: 1 (present),  
Friends, family and relationships: 3 (present), 7 (past), 8 (present), 10 (past)  
Holidays: 9 (present), 12 (past)  
Free time: 2 (present), 4 (present), 5 (present), 11 (present)

- 2 **LISTENING**  **1.02** Play the recording. Students listen to three people answering the questions in 1. They copy the table into their notebooks and answer questions a–c, using the table as a prompt.

### Audioscript

**STUDENT 1:** Let me see. It was such a long time ago that I can hardly remember! I think it was in primary school. I changed schools when I was eight or nine. On the first day in my new school I was feeling really nervous and I remember meeting Pablo on the first day in my new school. We got on really well because, you know, we both liked sport and stuff. We've been best friends ever since.

**STUDENT 2:** Well, to my mind, the most important thing is being honest and open. I mean, you can't really expect someone to stay friends with you if you're always lying to them, or not telling them the truth. The other thing is having things in common with your friend. For example, if you don't have similar hobbies or interests I think it's really hard to maintain a close relationship with somebody.

**STUDENT 3:** Hmm, as far as I'm concerned, they're both good. Last year, for instance, I went to Italy with my mum, my dad and my sister and we had a great time, sightseeing and stuff. But I also went camping with a couple of friends and enjoyed doing that too. Perhaps it's true that when I'm with my friends we all like doing the same type of things, whereas when I'm with my family, often my mum and my sister want to do one thing, but my dad and I want to do another.

#### Key

	Speaker 1	Speaker 2	Speaker 3
a	10	3	9
b	more than one		
c	Yes. By giving a lot of information and by using expressions like <i>let me see</i> , <i>for example</i> and <i>to my mind</i> .		

- 3 Students copy the *Speaking Bank* to their notebooks and put the expressions from 2 in the correct places in the *Speaking Bank*. In feedback, ask them if they can think of any other useful expressions.

#### Key

Playing for time: 2, 4  
Adding examples and ideas: 5  
Expressing opinions: 1, 3

### TEACHER DEVELOPMENT: LANGUAGE

#### Useful phrases

We use *In fact* before saying something that is true, e.g. *Many believe that the painting is priceless. In fact, you could buy it for about 10 million dollars.*

We use *For example/instance* to give examples to illustrate a point, e.g. *Many of the paintings in the museum are worth millions. For example, 'The Dancing Princess' is worth about 10 million dollars.*

There are many more ways of expressing opinions, e.g.: *In my opinion, If you ask me, I'd say that, I believe that, In my experience.*

- 4 Ask students to think of answers to each of the questions in 1. Tell them to make brief notes rather than writing full sentences. Start students off by giving some examples to the first question, e.g. *I prefer studying with others because you can share your ideas and because it is more motivating to work with friends than by yourself.* Monitor and help with ideas and suggestions.



## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Group activities

Be interactive! Students are often motivated by sharing ideas, so try these suggestions with your class. Divide the class into groups of three to prepare answers. They can still choose to use their own answers but it is fun for them to try them out on other students. Alternatively, divide up the task. In a class of 16, for example, have four groups of four and ask each group to discuss three questions. Once they have some notes, mix up the groups so that there is a student from each of the original four groups in each of the new groups. Students share their ideas and adapt them for their own use.

- 5 SPEAKING** Students ask and answer the questions from 1 in pairs. Monitor and prompt the students to use expressions from the *Speaking Bank*. Try to comment on their performance in a positive way and encourage them to repeat a question and answer if they didn't do it well the first time.
- 6** Students think of two more present and past questions for each category in the table in 1. In feedback, elicit some of the best ideas for the whole class to share.

### Example answers

**Language learning:** What aspect of learning English do you enjoy the most and why? How do you learn vocabulary?

**Studies:** How do you keep notes and revise what you are learning? Which do you find most stimulating – arts subjects or science subjects? Why?

**Friends, family and relationships:** Which person in your life inspires you and why? Is it better to have lots of friends or a few close friends?

**Holidays:** Where would you most like to go on holiday? Why? What is the most amazing thing you have ever done on holiday?

**Free time:** Which sports are you interested in? What is the perfect way to spend a Sunday afternoon?

## Practice makes perfect

- 7 SPEAKING** Students ask and answer the questions from 6 in pairs. It is a good idea to mix the pairs here. Give less confident students time to prepare their responses.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Oral repetition

Repeating speaking tasks is a good way to improve confidence and fluency as students become increasingly familiar with what they are saying. Mix up the pairs three or four times while they do these speaking activities. If classroom space allows, ask students to sit face to face while doing 5, then, when it comes to doing 7, it is easy for one student in each pair to stand up and move to a new partner. It is possible to repeat either 5 or 7 once or twice and still keep students interested as they will be working with new partners each time.

### Extra activity

Play a version of hotseat with a smaller, more confident class. Ask students to sit in a circle. You sit on a chair in the middle of the circle. Say, for example, 'Holidays'. Students have to ask you two or three questions which they have prepared on that subject. Answer with a couple of ideas and use the new expressions. Then nominate a student to take over from you in the 'hotseat'. They call out a subject, answer two questions, then nominate another student to take over. Note any errors for an error feedback at the end.

## Homework

- ▶ Refer students to the **Workbook, page 6**.

## Lesson 7 Developing writing ▶ A story Vocabulary ▶ Similes ▶ Ways of talking

### Warmer

Write *The girl was walking home when she met a boy* on the board. Write in large letters with a little space between each word. Divide the class into two teams – the right half of the class and the left. The teams have to take turns to expand the sentence by adding one word at a time. So, for example, Team 1 quickly confer and add *slowly*: *The girl was walking slowly home when she met a boy*. (A student comes to the board and inserts the word.) Team 2 then confer and add a word, e.g. *The girl was walking slowly home when she met a good-looking boy*. The activity continues until one team can't think of a word to add and loses.

- 1 SPEAKING** Students discuss the questions in pairs. In feedback, build up a list on the board of what makes a good story.

### Example answers

interesting  
believable characters  
a pacy plot  
a surprising ending – a twist in the tale

- 2 SPEAKING** Ask students to look at the photos and the title of the story. In pairs or threes, students think what the story might be about. Ask a few students to tell the class their ideas in feedback. Don't confirm or deny anything at this stage.
- 3** Students read the text and check their ideas in 2.

### Key

A yellow canary once belonged to Charlie, but it flew away and he never saw it again. Ten years later, Mia told him how one day a canary landed in her garden and became her pet. Charlie finally learnt what had happened to his canary.

## TEACHER DEVELOPMENT: LANGUAGE

### Synonyms

Write the following synonyms on the board and ask students to find words with a similar meaning in the text. Point out that the words are all connected with things birds do.  
stand (= perch)  
jump (= hop)  
move effortlessly in air (= float)

### Extra activity

Ask students to write a summary of the story. Tell them to write a maximum of 50 words (see key to 3 above).

#### 4 VOCABULARY *Similes*

Ask students what a simile /'sɪməleɪ/ is (a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as*). Then ask them to complete the phrases.

#### Key

They got on like a house on fire.  
Charlie turned as white as a sheet.

### TEACHER DEVELOPMENT: LANGUAGE

#### Similes

*like* (+ noun/noun phrase) = in a similar way to  
*as* (+ adjective) ... *as* (+ noun) = comparatively, the same  
Note that these phrases are often used with fixed expressions (*as quiet as a mouse*; *like a house on fire*) but can also be used originally and creatively. They are often thought of as a poetic, expressive way of speaking.

- 5 Students work individually to match 1–10 with a–j to make similes. They compare answers in pairs before discussing as a class.

#### Key

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

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Schwa

Note the weak /ə/ sound in *as ... as*, which is weakly stressed:

/ə • /ə/ •

He's as quiet as a mouse.

Try drilling some of these expressions so that students learn how to say *as ... as* with a weak stress.

- 6 Students prepare their own similes using 1–10 in 5 and try to use them in a short poem. Monitor and help with ideas. Ask students to decide on what the poems are describing.
- 7 Ask pairs of students compare their poems and choose the most creative ones.

### Extra activity

Students translate some similes from their first language. As a class, discuss whether they work in English. Write the following fixed similes with *like* on the board and ask students if they can fill in the animal. Then ask students to write their own animal similes with *like*.

He fights like a ... (lion)

She runs like a ... (cheetah)

He drinks like a ... (fish)

She kicks like a ... (mule)

### 8 VOCABULARY *Ways of talking*

**LISTENING** 1.03 Students read the sentences and listen to the recording. Tell them to pay attention to the way the speakers express each phrase because this gives a clue as to the meaning of the verb. Students work individually to match the words in bold with definitions. They compare answers in pairs before discussing as a class. In feedback, point out the pronunciation of the verbs.

#### Audioscript

**A:** Oh well, my team has lost again.

**B:** It can't be! I thought you were dead!

**C:** Stop it! Stop it this minute!

**D:** But, Mum, please, I don't want to go! Please ...

**E:** It's a ghost!

**F:** Don't tell Alex about the surprise party.

**G:** Sorry. I didn't, I didn't really mean to do it, well, not exactly.

**H:** Oh, no. Not another exam!

#### Key

**a** 5 sighed /saɪd/

**b** 6 gasped /gæspɪd/

**c** 2 yelled /jeld/

**d** 7 whined /waɪnd/

**e** 1 shrieked /ʃriːkt/

**f** 3 whispered /'wɪspəd/

**g** 8 muttered /'mʌtəd/

**h** 4 groaned /grəʊnd/

- 9 Students replace the word *said* in the sentences with an appropriate verb from 8. In feedback, ask students to read out the sentences and to add expression to the way they say them.

#### Key

1 sighed

2 yelled

3 shrieked

4 muttered

5 whined

6 gasped

### Extra activity

Write on the board *I haven't done my homework*. Working in pairs, students take turns to say the sentence expressively in different ways. Their partner must identify the way of speaking and what the situation might be. For example: *You gasped, so perhaps the teacher has just asked for the homework and you have suddenly realised you have forgotten to do it*. Or: *You muttered, so I think you are responding to the teacher in front of the class and feel embarrassed*.

- 10** Students read the information in the *Writing Bank* then find examples of each device in the story in 3. They compare answers in pairs before discussing as a class.

**Key**

Using a variety of past tenses: *Charlie loved the bird, which would perch; she had been sitting out in her garden when suddenly a beautiful bright yellow canary floated down; As he was listening to Mia's incredible story, Charlie turned*

Using a variety of adjectives and adverbs: *a beautiful bright yellow canary; perch patiently; landed softly*

Short sections of direct speech using a variety of verbs expressing different ways of speaking: *'Oh no!' gasped Charlie; 'How can I have been so stupid?' he groaned*

Similes: *get on like a house on fire; as white as a sheet*

Linkers and expressions of time and sequence: *In 2001, when; One day; so; as; but time went by and gradually; Years later; One evening; In the summer of 2001; One afternoon; when suddenly; As he was listening*

- 11 SPEAKING** Students discuss the questions in pairs.

## Practice makes perfect

- 12** Ask students to write a story. They could do this in class or for homework.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Brainstorming and feedback

Divide the class into pairs or threes and ask them to brainstorm at least three 'surprising' types of stories that they could write. Students briefly tell each other stories they can think of. Monitor and be available to help with any vocabulary they need. When they all have a story in mind, ask them to work individually to write brief rough notes for the story. Give them four or five minutes to do this, then put them in threes to share what they have written and to make suggestions.

Before they write a first draft, remind them to follow the advice in the *Writing Bank* and to briefly think about any similes, adjectives or adverbs that they could include in their story.

Give them five or ten minutes to write their first draft. You could play some background music while they are writing if it will help them concentrate. Monitor unobtrusively and help with vocabulary.

When they have finished the first draft, ask them to exchange stories with a partner. They read each other's draft and make comments. Ask them to comment on their partner's use of tenses, adjectives and adverbs, similes and direct speech, as well as on how good the story is.

Students are now ready to write the final draft. Set this for homework.

- ▶ Refer students to the *Writing Bank*, page 148.

- ▶ **Teacher's Resource Multi-ROM:** See Unit 1 Communication worksheet *As wise as an owl*.

#### Homework

- ▶ Refer students to the **Workbook**, pages 7–8.

## Lesson 8 › Grammar revision › Vocabulary revision

### ▶ Grammar revision p15

#### Past tenses

- 1** Students choose the correct alternative.

**Key**

- 1 been waiting
- 2 have been
- 3 'd
- 4 read
- 5 was
- 6 was
- 7 –
- 8 had had

#### Present and past habits

- 2** Students decide if the verbs in bold are in the correct form. They tick the correct forms and rewrite the corrected forms.

**Key**

- 1 My parents buy me presents every week. It's wonderful!
- 2 When he was five, he had / used to have a bike which he rode everywhere.
- 3 ✓
- 4 ✓
- 5 I went to Brazil once for a holiday.
- 6 I adore watching films so I usually go to the cinema once a week.

### ▶ Vocabulary revision p17

#### *Sociology, psychology, etc*

- 1** Students complete the words ending in *-ology* to match the definitions.

**Key**

- 1 anthropology
- 2 meteorology
- 3 geology
- 4 psychology
- 5 astrology
- 6 biology

