

UNIT 1 LIVE AND LEARN

The expression *live and learn* refers to the fact that people never stop learning during their lives; the older we get, the more experienced we become. Sometimes people say *Oh, well, live and learn* to show they are surprised at something new they have just learnt or experienced, despite their age and previous experience.

Unit plan



Unit opener	(p. 8)	20 min.
Vocabulary: <i>take, make, do</i>	(p. 10)	25 min.
Grammar: present perfect + <i>yet/already/just</i>	(p. 10)	40 min.
Pronunciation: /j/ vs /dʒ/	(p. 11)	15 min.
Reading: for the main idea	(p. 12)	30 min.
Vocabulary: the learning process	(p. 13)	25 min.
Listening: to advice	(p. 13)	30 min.
Grammar: present perfect continuous	(p. 14)	40 min.
Speaking: encouraging the speaker	(p. 15)	20 min.
Writing: a diary entry	(p. 15)	20 min.
LifeSkills: setting goals (Self and Society)	(p. 16)	45 min.
• optional downloadable LifeSkills lesson (Work and Career)		45 min.
• optional downloadable LifeSkills lesson (Study and Learning)		45 min.
Language wrap-up	(p. 18)	15 min.
Writing workshop: a diary entry	(p. 19)	20 min.
Video and downloadable video worksheet		45 min.

Common European Framework: unit map



	Competence developed	CEF Reference (B1)
Vocabulary	can talk about life experiences	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Grammar	can use the present perfect with <i>yet, already, just</i>	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Pronunciation	can correctly pronounce /j/ vs /dʒ/	Section 5.2.1.4
Reading	can understand the main idea of a text	Table 1; Table 2; Section 4.4.2.2; Section 4.4.2.4
Vocabulary	can talk about the learning process	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Listening	can understand an informal discussion involving advice	Table 1; Table 2; Section 4.4.2.1; Section 4.4.3.1
Grammar	can understand and use the present perfect continuous	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Speaking	can provide encouragement to the speaker	Table 1; Table 2; Section 4.4.3.1; Section 4.4.3.5
Writing	can write a diary entry	Table 1; Table 2; Section 4.4.1.2; Section 4.4.3.4; Section 5.2.1.1; Section 5.2.1.2; Section 5.2.1.6

Unit opener (p. 8)

Lead-in

Explain that the students are going to find out what the unit topic is. Have them look at the title of the unit and ask them what they think it means (see the explanation above). Ask them if they think it is important to be a lifelong learner. Why or why not? Direct the students' attention to the photo and elicit what it depicts. Ask the class how this photo might relate to the title of the unit.

To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

Reading: for the main idea

Have the students conduct a class survey to find out (1) how many people think they are making faster progress with their English now than when they were beginners, and (2) how many think they are making slower progress.

Speaking: encouraging the speaker

Ask the students what kinds of words or phrases people use to indicate that they are interested in what another person is saying, both in their first language and in English.

Refer the students to the **LifeSkills** panel. Take a vote to find out how many students like to set specific goals in their lives and how many prefer to see where life leads them.

A

- Explain or elicit the meaning of the words *road* and *journey*, and emphasise the differences: *road* is connected to the physical representation, a stretch from A to B, whereas *journey* relates to the process of travelling on the road. Ask the students to look at the photos, and elicit some key vocabulary associated with them. For example, the road in photo 2 is *straight* and *flat*, the road in photo 4 is *winding*. Other words include *rough*, *bumpy* and *dusty* (photo 6), *hairpin bends* (photo 4), *dangerous* (photo 1), and *boring* and *monotonous* (photo 5).
- Invite a student to read the instructions to the class.
- Have the students work individually and decide which photo most closely resembles the direction of their life, and why (e.g. *photo 4, because there have been lots of sudden changes in my life*).
- Direct the students' attention to the model conversation and explain that this will be useful as they explain their ideas to the class.
- Ask individual students to tell the class which photo they have chosen, and why.
- If you have a large class, divide the class into groups of five or six students and ask each student to explain their choice to the other members of their group.
- Which photo was the most popular choice in the class? Which was the least popular?

Extra: discussion

Ask the students to look at the photos and decide which road in their opinion is the easiest, the most difficult, the most adventurous, the most dangerous and the most boring. Write the categories on the board, and ask the students to circulate or work in pairs to find people with the same opinion as theirs.

B

- Ask the students to read the three quotes and decide what the people meant in each quote. Can they think of an example to explain the meaning?
- Focus briefly on some of the vocabulary in the quotes, e.g. *diverge* (start to go in separate directions); *twists and turns* (has a lot of bends, but a *twist* can also mean a sudden, unexpected change in a situation); *destination* (the place you are going to); *map out* (plan in detail how something will happen).
- Direct the students to the **How to say it** box and explain that these words and expressions are useful for describing life. Check that the students understand the meanings of the words. Encourage them to use these expressions as they discuss the quotes about life.
- Focus the students' attention on the model conversation. As a class or in groups, ask them to tell their classmates which quote they like the best, and to give reasons. Suggest that they use the model conversation to help them.
- Listen to some ideas from the class or groups.

Culture note

Don Williams, Jr is an American poet and writer born in 1968.

Jon Bon Jovi, real name John Bongiovi, is an American singer-songwriter, best known as the lead singer of the band Bon Jovi. He was born in 1962 in New Jersey, USA, and has sold over 120 million albums worldwide.

Robert Frost (1874–1963) was an American poet and playwright, famous for his descriptions of rural life in New England.

Vocabulary: *take, make, do* (p. 10)

Lead-in

Write the following examples of collocations on the board: *take an important step in your life*, *make a video* and *do something artistic*. Explain that certain verbs always go with certain nouns and noun phrases and that these verb + noun / noun phrase combinations are called collocations. Also explain that it is important to learn the most common and useful collocations as vocabulary items. Tell the students that the verbs *take*, *make* and *do* have many collocations in English that are useful to know. Explain that the verbs *take*, *make* and *do* are not interchangeable in these collocations and must be learnt as unique vocabulary items.

Check that the students understand all the vocabulary items in the box, especially *donation* (money you give to an organisation in order to help people in need), *charity* (an organisation to which you give money so that they can help people in need) and *volunteer work* (work you do for no pay to help an organisation or a community). Elicit the meaning of an *extreme sport* (a sport that is exciting and dangerous).

A

- Have the students work individually to write each phrase in the correct column of the table. Then put the students into pairs to compare their answers and discuss any differences.
- **Highlight** that while we say *do an extreme sport*, we usually use the verb *go* when we give the name of a specific sport, e.g. *go rock climbing*, *go skydiving*.

Answers

take: a very important exam; time off school or work
make: a donation to a charity; a big mistake
do: an extreme sport; volunteer work

B

- Read the instructions to the class. Direct the students' attention to the model conversation and point out the use of the present perfect.
- Elicit the past participles of the three verbs featured in this section (*taken*, *made*, *done*), and write them on the board. Remind the students that they should use these forms with *Have you ever ...?*
- Direct the students' attention to the use of the present perfect with *ever* in the first question, and with *how long* in the second question. Encourage the students to ask about their partner's experiences in the same way, beginning with *Have you ever ...?*
- In pairs, have the students ask their partner about all the activities in the table in Ex. A. Remind them to ask additional questions to find out more information, e.g. *When did you ...?*; *How long have you ...?*, and so on.
- Take a class poll to find out how many students have done volunteer work, taken a very important exam, made a donation to a charity, etc.

▶ Workbook p. 4, Section 1

Grammar: present perfect + yet/already/just (p. 10)

A 1.01

- See the Student's Book page for the **audioscript**.
- Have the students look at the photo and ask them where these two men might be (on a university campus). Ask them to guess what the two men might be talking about. Explain that they are going to listen to a conversation between Olly and Sean to find out what they are talking about.
- Play the recording, and elicit the answer to the question.

Answer

They're talking about what they're going to do after they leave university.

Alternative

Have the students close their books to listen to the recording. Play the recording more than once if necessary.

NOTICE!

- Have the students look at the **Notice!** box.
- Ask them to look back at the conversation and underline all the examples of *yet*, *already* and *just*. Explain that they should refer to the way *yet*, *already* and *just* are used in the sentences in order to circle the correct answers to the two questions.

Answers

1 b 2 a

B

Form

- Explain that these rules relate to the form (or grammatical structure) of sentences with *yet*, *already* and *just*. Have the students refer back to the conversation in Ex. A to find out what forms are used for each word and circle the two correct options for each rule.
- Have the students complete the table with examples from Ex. A, and then compare their answers in pairs. Remind them to check the conversation again if they disagree on any answers.
- While the students are working, draw the table on the board. After they complete the exercise, invite individuals to come to the board and write one example in the table. Instruct the class to watch for errors. If a student sees an error on the board, invite them to come to the board to correct it.

Answers

1 a, c 2 a, c 3 b, c

already: 1 I've already taken the most difficult ones.

2 Have you already received some job offers?

just: 3 I've just finished my last exam. 4 You've only just received it. 5 Have you just texted me?

yet: 6 I haven't finished my exams yet. 7 Not yet. 8 I haven't had any job offers yet. 9 Have you decided yet?

Function

- Explain that these rules relate to the function (or meaning) of *yet*, *already* and *just*. Have the students refer back to the conversation in Ex. A to help them complete the rules.
- Have the students compare their answers in pairs and look back at the conversation to check if they disagree.

- Draw the students' attention to the examples in the **What's right?** box. Have them refer to the completed table to tick the correct sentences. Emphasise that *already* and *just* come before the past participle and not before *have/has*, so the second and third sentences are incorrect. (The correct sentences are: *I have already done volunteer work. He has just sent me an email.*)

Answers

1 yet 2 just 3 already

C

- Tell the students that the position of the gap in each sentence will help them to choose between *already*, *just* and *yet*, as will the presence of negative words like *no* and *not*. Explain that the context of the sentences should help them decide whether to use *already* or *just*. Remind the students that *just* is used to say something that has happened in the immediate or very recent past, and *already* is used for events that happened sooner than expected or to emphasise that an event has happened.
- Ask the students to work individually and then to compare their answers in pairs, discussing any differences.

Answers

1 yet, just	4 already
2 already	5 yet, just
3 yet, already/just, yet	6 just

Extra: conversation practice

To help the students consolidate this language point, have them practise the conversations in pairs, changing roles and partners several times until they can say the lines without looking.

D

- Explain to the students that they are going to talk to some of their classmates about events in their lives.
- Write the partial example sentences on the board. Explain that the students should use these as prompts to talk to their groups. Go through the examples and insert events from your own life to illustrate how the students should approach the exercise. For example, say, *My brother has just bought a new car.*
- Give the students time to think about and make some notes for how they would complete the statements.
- Put the students into groups. Direct the groups to the **How to say it** box and explain that these are expressions they can use to ask their classmates questions about their statements.
- Have the groups discuss their statements. Circulate as the students work, and make a note of any errors in using the present perfect to address in class later.
- Invite members of each group to report on the events of their classmates' lives, using *yet/already/just* and the present perfect. Correct any grammatical errors in the use of the present perfect and *yet/already/just*.

Extra: word game

To review some irregular past participle forms, play a game. Prepare a list of ten to twelve irregular verbs (e.g. *go, bring, read, see, become, think, teach, write, send, take, make, speak*). Divide the class into teams of four or five students. Read the base forms of the verbs aloud, and ask groups to write down the past participles. The group with the most correct past participle forms is the winner.

Extra: homework

Ask the students to write a paragraph about the interesting things they have already or have just done in their lives and the things they would like to do, but haven't had the chance yet.

▶ Workbook pp. 4–5, Section 2

Pronunciation: /j/ vs /dʒ/

(p. 11)

A 1.02

- See the Student's Book page for the **audioscript**.
- Write the letters *y* and *j* on the board. Explain that these letters can be challenging for some students.
- Ask the students to look at the words *yet* and *jet*. Ask them what the difference is in the spelling (the first word begins with *y* and the second word begins with *j*).
- **Highlight** that the phonemic symbol /j/ is not pronounced like the letter *j*.
- Have the students listen to the recording and notice the difference in the pronunciation of the sounds and words. Play the recording again and ask the students to repeat the words.
- If the students are having problems with the /j/ sound in *yet*, ask them to say the long vowel sound /i:/ and then the vowel sound /e/ slowly, one after the other. Then ask them to say it more quickly: it will sound exactly like /je/.
- Illustrate the pronunciation of /dʒ/ by comparing it to the /tʃ/ sound (*chicken*). Have the students put their hands on their throats and say *chicken*. Note that the voice is not used to say /tʃ/. Then have them do the same and say *jet*. Explain that the /tʃ/ and the /dʒ/ have the same pronunciation, but /tʃ/ does not use the voice (it is voiceless), while /dʒ/ uses the voice (it is voiced).
- Play the recording again and have the students repeat the words both chorally and individually.

B  **1.03**

- See the Student's Book page for the **audioscript**.
- Read the instructions aloud and make sure the students understand the exercise.
- Play the recording and have the students write the words in the correct column. Play the recording again if necessary.
- Play the recording again for the students to repeat the words.
- Write the words on the board in minimal pairs: *yes/Jess*, *yak/Jack*, *yolk/joke*. Have the students repeat the pairs after you, both chorally and individually, emphasising the beginning sound in each word.

Answers

/j/: yes, yak, yoke /dʒ/: Jess, Jack, joke

C

- Ask the students to look at the sentences and underline the words beginning with *y* or *j*. Have them take turns saying the sentences in pairs. Elicit some examples from the class. Correct any errors in the pronunciation of the letters *y* and *j*.

Reading: for the main idea
(p. 12)**Lead-in**

Ask the students to read the information in the skills panel. Elicit what the topic sentence of a paragraph does (it states the main idea of the paragraph) and where we usually find the topic sentence (it is often the first sentence of the paragraph, but not always).

A

- Put the students into pairs to discuss the two questions.
- Elicit some responses from the class. Find out what other things the students are learning. Are any of them learning another language, apart from English? Are any of them learning skills, e.g. a new sport, a musical instrument, or a practical skill such as cooking?
- Elicit some things the students like and don't like about learning new things. Write them in two columns on the board (e.g. *like*: a new subject is interesting, there are a lot of things to learn; *dislike*: sometimes there is too much information, a new subject can be very difficult at the beginning, it's difficult to be a beginner at something).

B

- Read the instructions to the class. Remind the students that the topic sentence is not always the first sentence in a paragraph.
- Focus on some of the vocabulary in the article. Ask the students to tell you the meaning of *advance* (to progress and become better at something), *competence/incompetence* (a situation when you are able/unable to do something correctly), and *conscious/unconscious* (when you are *conscious* of something you notice that it exists and realise that it is important/when you are

unconscious of something, you don't notice that it exists). Check that they also understand *plateau* (literally, a large flat area of land that is higher than the land around it; figuratively, a period of time when something stops improving or increasing as depicted in Diagram 2 in the article) and *ladder* (draw a picture on the board and ask what it is used for). Note that *plateau* is pronounced ['plætəʊ].

- Ask the students to do this exercise individually and then to compare their answers in pairs, discussing any differences
- Do not check answers at this point. The students will examine their answers in Ex. C.

Alternative

Divide the exercise by having the students read the first paragraph only. Then check the topic sentence and main idea before they move on to the second paragraph.

C

- Direct the students' attention to the four partial sentences. Point out that items 1 and 3 elicit what the paragraphs are about, and items 2 and 4 elicit the main idea of the paragraph. Elicit/Explain that the topic of a paragraph tells the reader what the paragraph is about (the general subject of the paragraph), and the main idea of a paragraph is the author's idea about the topic, in other words, what the author wants the reader to know about the topic.
- Put the students into pairs to read the sentences and circle the correct options. Then ask them to review the sentences they underlined in the article to find out whether they chose the correct topic sentences.
- Check answers with the class. **Highlight** that in both cases, the topic is expressed in the main idea because the main idea is what the author wants the reader to know about the topic. Also **highlight** that in both cases, the main idea is not expressed in the topic because the topic is only a general statement that answers the question, 'What is the paragraph about?'

Answers

Topic sentences: Paragraph 1: Typically, the intermediate level is a period when we make less progress than we did at earlier levels. **Paragraph 2:** The model shown in Diagram 1 shows the stages of learning.

Topics and main ideas: 1 b 2 a 3 a 4 a

D

- Read the instructions to the students and have them complete the exercise individually.
- Put the students into pairs to compare their answers, discussing any differences.
- As you check answers, ask the students why each false statement is false and what changes could be made to make it true.

Answers

1 T 2 T 3 F 4 F 5 T 6 F

Alternative

Have the students correct the false sentences as they do the exercise.

Answers

- 3 At beginner level, learners do not know how much they need to learn.
- 4 Progress is usually very fast at beginner level.
- 6 In the case of English learners, by stage 3, students are not yet fluent enough ... / ... by stage 4, students are fluent enough ...

Extra: discussion

Have the students work in groups to discuss these questions:

- 1 At what stage on the ladder do you think you are in English now? Does everyone in the group think they are at the same level, or are there differences?
- 2 How do you feel about the progress you are making in English?
- 3 Think about other things you have learnt. How did you feel during the different stages of learning? Did you reach an unconscious competence level? If not, why not?

▶ Workbook p. 5, Section 3

Vocabulary: the learning process (p. 13)

A

- Read the instructions to the class. Elicit/Explain that in this exercise, they will practise guessing the meaning of new vocabulary from context (the sentence situation). They will look for clues in the sentences around the bold vocabulary items to help them guess which definition is correct for each item.
- Encourage the students to read the definitions before they begin matching them to the words from the text.
- Model the process for guessing the meaning from context in item 1. Elicit/Explain that *comfort* is another form of the word *comfortable* (feeling physically relaxed, without any pain or other unpleasant feelings). Also elicit/explain *zone* (an area that has an important or typical feature). Both words may be cognates in some languages. Direct the students to the sentence in which the vocabulary item occurs and point out the word *beyond*, and explain that this word is repeated in the next sentence (... *try things a little beyond their abilities*). Point out that in this case, *comfort zone* is the situation in learning where we are comfortable with our abilities.
- Point out that *progress* is used twice in the paragraph. Ask the students what part of speech it is the first time it is used (verb) and how they know (it follows *don't*). Then ask them what part of speech it is the second

time it is used (noun) and how they know (it follows the possessive adjective *their*). Explain that the word has essentially the same meaning in both forms but that the pronunciations are different (progress (v) /prə'gres/, progress (n) /'prəʊgres/).

- Ask the students to do the exercise individually by analysing the context and looking for clues that will help them match the phrases to their meanings. Have them compare their answers in pairs, discussing any differences.

Extra: guessing meaning from context

As you check the answers with the class, ask them to explain what clues in the sentences helped them match the phrases to the definitions. This will help them practise guessing the meaning from context.

Answers

- | | |
|-------------------------|----------------|
| 1 b comfort zone | 4 d give up |
| 2 f measure: g progress | 5 e progress |
| 3 a push | 6 c take risks |

B

- Before the students begin completing the sentences, point out that they may need to change the forms of the verbs in the phrases from Ex. A.
- Ask the students to do the exercise individually and then to compare their answers in pairs, discussing any differences.
- Go over the answers with the class. Note that in item 2, both the present continuous and the present simple could be used.

Answers

- | | |
|---------------------|--------------------------|
| 1 gave up | 4 take risks |
| 2 am pushing / push | 5 progress, comfort zone |
| 3 measure | |

▶ Workbook p. 6, Section 4

Listening: to advice (p. 13)

A

- Direct the students' attention to the list and explain that these are possible suggestions for how to progress from an intermediate level to an advanced level in a sport. Go over any unfamiliar vocabulary.
- Put the students into pairs to read the list and tick the things they think a person must do to progress in a sport.

B  **1.04**

- Tell the students that they are going to listen to a conversation about the intermediate plateau in diving. Explain that Joe mentions some of the things in the list in Ex. A.
- Ask the students to listen and check their answers to Ex. A. Play the recording once. Check progress, and play the recording again if necessary.
- **Highlight** the expression *to be stuck*. If you are stuck, you cannot move, so Joe was stuck at the intermediate level and wasn't improving.

Audioscript

Man: That was a great dive, Joe! You're an excellent diver!

Joe: Thanks. It took me a long time to start competing at this level, believe me. I was stuck at an intermediate level for ages!

M: Why was that? I'm asking because that's my problem at the moment. I'm a good diver, and I win a lot of competitions at my level, but I'm definitely not an advanced-level diver. I feel as if I'm not making any progress.

J: Well, that's quite normal. It isn't very difficult to get to an intermediate level in a sport, but it's really difficult to get to an advanced level. The first, and I think, the most important thing, is that you really have to want to get to the top level. It's all in the mind – you have to push yourself really hard. It's easy to feel secure at the intermediate level and just stay within your comfort zone.

M: Yes, that's true.

J: The second thing is, you have to take risks. You have to try a lot of new techniques and make a lot of mistakes before you know what works. You lose a lot of competitions while you're learning, but you can't progress if you don't try new things.

M: Hmm, I suppose that's true, but I really hate losing!

J: Then you'll never be an advanced diver. One way to measure your progress is to lose competitions. When you finally beat a diver you've always lost to, then you know you've made real progress.

M: Hmm, that makes sense. I haven't beaten Josh Morgan yet, but maybe I will one day!

J: Of course you will. Finally, you must be consistent. You have to practise a lot.

M: That's part of my problem, too. I haven't had much time to practise recently.

J: Yeah, it's hard, but try to practise a bit more if you can.

M: I don't know. I'm feeling a bit discouraged at the moment. Maybe I should take some time off and not dive at all for a while.

J: No, don't do that. You've already made a lot of progress, and you're a good diver. Just do your best and don't give up!

M: OK, that's good advice. Thanks, Joe.

Answers

really want to get to an advanced level, take risks and try new things, make a lot of mistakes, lose a lot of competitions, practise as much as you can

C

- Ask the students to read the questions carefully.
- Then ask them to discuss the first question in pairs. Elicit several responses from the class. Then repeat the procedure for items 1 to 4.

Grammar: present perfect continuous (p. 14)**A**

- Tell the students they are going to read an email from Melissa to her friend Sean. Ask the students to read the instructions carefully first. Remind them that they learnt about the meaning of *just* earlier in the unit.
- Ask the students to do the exercise individually and then compare their answer in pairs, discussing any differences.

Answer

She has been promoted at work.

NOTICE!

- Direct the students' attention to the **Notice!** box. Have them find and underline *-ing* form verbs in the email. Point out that an example has already been done for them.
- Put the students into pairs to compare answers and discuss any differences.
- After checking answers, ask the students which word comes before each *-ing* verb (*been*).

Answers

I've made; we've been developing; have you been doing; have you been living

B**Form**

- Elicit the form of the present perfect continuous (*have/has + been + verb + -ing*).
- Have the students refer back to the email in Ex. A to complete the table.
- **Highlight** the following important points:
 - In some cases, we may use the present perfect or the present perfect continuous in a sentence, e.g. *I've studied English for two years / I've been studying English for two years*. We sometimes choose the continuous form to give more emphasis to the duration of the activity.
 - As with the present perfect, *for* and *since* are used with the present perfect continuous. We use *for* with a period of time and *since* with specific points in time.
 - Only the full forms of *have/has* (and not their contracted forms) occur in short affirmative answers, e.g. *Yes, I have* (not **Yes, I've*).

- Remind the students that some verbs cannot be used in continuous tenses because their meanings imply continuousness. These verbs are usually called state/stative verbs. Examples include *be*, *believe*, *prefer*, *remember*, *hate*, *like* and *know*.

Answers

1 've been working 2 have, been living

Function

- Before the students begin, ask them how they know if a verb is in the present perfect continuous tense (*been* will precede the *-ing* form of a verb).
- Ask the students to read the four Function rules before they refer back to the email. Explain that they should consider the context of all the situations where each rule is used in order to choose the best option. Point out that the rules relate to both present perfect continuous and present perfect simple.
- Have the students compare their answers in pairs, discussing any differences.

Answers

1 b 2 a 3 a 4 a

- Write the following two headings on the board: *Present Perfect*, *Present Perfect Continuous*. Ask the students to find examples of both tenses in the email in Ex. A, and invite individual students to the board to write examples under the appropriate headings. (Present perfect: *I haven't written for a while*, *I've been really busy*, *I've made a lot of suggestions*, *you have moved to Manchester*. Present perfect continuous: *I've been working really hard*, *we've been developing*, *What have you been doing?*, *How long have you been living there?*)
- Ask the students to look at the examples in the **What's right?** box and tick the two correct sentences. (The correct sentences are: *I've been working here since July*, *I've known her for two years*.) Elicit/Explain that the second sentence is incorrect because we cannot use the present simple or present continuous with *for* and *since*. Elicit/Explain that the third sentence is incorrect because *know* is a stative verb and cannot be used in continuous tenses.

C

- Read the instructions aloud and point out that some of the verbs in brackets need to be in the present perfect simple, and others need to be in the present perfect continuous.
- Ask the students to complete the exercise individually and then to compare their answers in pairs.
- Point out that in item 2, the continuous form is better because it emphasises that the process is still continuing. In item 9, the continuous form is not possible because his girlfriend is in Germany, so he hasn't seen her at all lately. Point out that the expression *to see someone* can mean *to date* or *to go out with someone*, and with this meaning it can be used in a continuous tense.

Answers

- 1 've been (can't use state verb in present perfect continuous)
- 2 've been making (present result, but not completed)
- 3 've, made (completed a specific number)
- 4 've been studying (not completed: exams are next month)
- 5 've moved (completed at a unspecified time)
- 6 've been living (not completed)
- 7 've met (can't use continuous form)
- 8 've been going (not completed)
- 9 haven't seen (can't use continuous form)
- 10 have had (can't use continuous form)

D

- Read the instructions to the class. Direct the students' attention to the model conversation, and emphasise the use of the present perfect continuous in the questions. Suggest that they use the model conversation as a guide when they talk about the things they have been doing recently.
- Put the students into pairs to complete the exercise and make sure they are using the present perfect continuous in their conversations.
- Invite a few pairs to perform their conversations for the class. Correct any errors in the use of the present perfect continuous.

Extra: homework

Ask the students to create a quiz for their partner: they think of four or five questions in the present perfect continuous beginning with *How long* (e.g. *How long have you been studying English?*). At the beginning of the next class, have the students ask their partners these questions and write the answers.

▶ Workbook pp. 6–7, Section 5

Speaking: encouraging the speaker (p. 15)

Lead-in

Draw the students' attention to the photo. Ask who the two women are, where they are, how they are feeling, and what the relationship is between them (the women are in the street and seem to be old acquaintances).

Ask the students to read the information in the skills panel. Encourage them to give you three reasons why we use short questions (e.g. to show interest, to show surprise and to encourage the other person to give more information). Explain that this skill relates closely to the skill of active listening (listening carefully to others, reacting to information and asking for more information). Emphasise the importance of encouraging the other person while we are listening. If we do not do this, the other person may stop talking or end the conversation.

A 1.05

- See the Student's Book page for the **audioscript**.
- Read the instructions to the class, and then play the recording once.

Answer

Amy

Alternative

This exercise can be done with Student's Books open or closed.

B

- Explain to the students that they will listen to the conversation in Ex. A again and underline the short questions the speakers use to show interest and encourage the other person to give more information.
- Play the recording again for the students to underline the short questions.
- **Highlight** that we repeat the auxiliary verb used in the original statement when we form the short question to show interest/surprise, e.g. A: *I'm doing ...* B: *Are you? I've been working ...* A: *Have you?* Point out that a positive short question follows a positive statement, and a negative short question follows a negative statement, e.g. A: *The work's a bit boring.* B: *Is it?*; A: *The job isn't that great.* B: *Isn't it?*

Answers

Are you?; Have you?; isn't it?; Is it?; doesn't he?

Extra: shadow reading

Use the conversation in Ex. A as a 'shadow reading' to give the students practice in using short questions. Play the recording again, and ask the students to read aloud with the recording.

C

- Read the instructions to the class and go through the bullet points.
- Ask the students to prepare the roleplay in pairs.
- Direct the students' attention to the examples in the **How to say it** box, and encourage them to use the expressions in their roleplay.

Extra: roleplay

Ask each pair or group to act out their roleplay for the class or another pair. Make a note of any errors in the use of the present perfect continuous and short questions. Write these on the board, and ask the students to correct them at the end of the exercise.

▶ Workbook p. 7, Section 6 

Writing: a diary entry (p. 15)

Lead-in

Discuss the following questions as a class: *What are some reasons for keeping a diary? Does anyone in the class keep a diary? If so, why? What kinds of topics are good for diary entries? What guidelines for diary writing can you think of?*

A

- Before reading the diary entry, ask the students to read the statements and completion options. Check that they understand *potential* (possible or likely in the future), *gazillion* (informal word meaning a very large number of something), *assessment* (judgment or opinion about something after careful consideration).
- Ask the students to do the exercise individually and then to compare their answers in pairs.
- Encourage the students to tell you what words or phrases in the entry helped them to decide the answers.

Answers

- 1 a period (*reflecting on my life over the past year or so*)
- 2 confident (*I'm feeling quite good about that*)
- 3 has (*I've been doing a course in photography; I've just enrolled for a special effects class*)
- 4 satisfied (*Life is good.*)

B

- Explain to the students that they are going to write their own diary entries. Direct their attention to the bullet points and explain that they should use these to help them plan their writing.

C

- Encourage them to use the present perfect simple, present perfect continuous and *already/yet/just* when writing their diary entries.
- Give the students plenty of time to write their diary entry. Make sure they write on a loose piece of paper, so they can easily pass the papers around. Ideally, they would all write on white paper so that it's not obvious whose paper is whose.

Alternative

Have the students plan and write their diary entries for homework.

D

- Divide the class into groups of four or five students. Have them mix up their diary entries for each group member to take one. Remind the students that they should not choose their own entries.
- Ask the students to read the entry they chose aloud for the members of their group to try to guess who wrote it.

Extra: writing

Collect the diary entries and check them later for correct use of the present perfect simple, present perfect continuous, and *already, just* and *yet*.

▶ Workbook
p. 8, Listen and write
p. 9, Down time

LifeSkills: setting goals (p. 16)

Step 1: Identify a personal goal. (Ex. A, Ex. B)

Step 2: Think of steps to help you achieve your goal. (Ex. C)

Step 3: Make a realistic plan. (Ex. D, Ex. E)

Lead-in

- Read the target skill aloud and invite the students to tell you what they think *setting goals* means (when you establish what you would like to do sometime in the future). Elicit from the class a couple of examples of goals they could set themselves (e.g. *I'm going to pass my driving test. I'm going to take up a new hobby.*). Then **highlight** the three-step strategy to develop the skill of setting goals.
- Ask the students whether they set themselves goals and if they are successful in achieving them. If not, what kinds of things have gone wrong?
- **Highlight** the importance of making a list of steps to help them to achieve their goals, and of making a realistic plan.

A

- Ask the students to read the paragraph about setting personal goals and tell you why it is a good idea to set personal goals (to help you clarify what kind of life you want in the future).
- Encourage the students to share what they should do when they have identified a specific goal (break it down into smaller, intermediate steps).
- Ask the students to read the list of areas and tick those that are most important to them. Some vocabulary might need explaining here, e.g. *maintain a relationship* (to continue a relationship for a long period), *personal development* (to become better in one or more aspects of your life), *public service* (working to help your community in some way).

B

- Ask the students to choose only the most important general area of the ones they ticked in the list in Ex. A. Encourage them to think of a specific goal within that general area (e.g. in *Education* there are two specific goals mentioned).

- Draw the students' attention to the example personal goal statement. Ask them to write their own goal statement in a maximum of two sentences.
- Elicit several goal statements from the class.

C

- Read the instructions to the class.
- Ask the students to read the example of the goal statement and the intermediate steps. Remind them that their goals and intermediate steps need to be realistic.
- Point out that when making lists, we can use the base form of the verb to make statements like these; it is not necessary to write *I'm going to ...*
- Put the students into pairs, and have them read their goal statements from Ex. B to each other. Encourage them to brainstorm a list of intermediate steps for their goals.

D

- Direct the students' attention to the example action plan and explain that they will make a similar plan for their goals. Point out that the steps are in chronological order, and there is a list of things that will need to be done for each step. Encourage them to use this format when writing their own action plan.
- Set a time limit of ten minutes for this exercise, and have the students prepare their plans individually.

E

- Ask the students to look at the expressions in the **How to say it** box, and encourage them to use them when discussing their plans with their partner and when making suggestions about their partner's plan. Ask the students to work with the same partner as in Ex. C.
- Listen to a few examples from the class.



REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Study and Learning** where the skill of *Setting goals* would be useful.
- Elicit the following ideas: to find a new job, to help you advance in your career; to help you plan revision for exams, to decide on the right degree for you to do, to study at the college/university of your choice, etc.

Language wrap-up (p. 18)

Students can do the Language wrap-up exercises in class or for homework. If you give them for homework, remember to check the exercises at the beginning of the next class or collect a few to mark and identify any typical errors.

If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully and then put them into pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, ensure that the students write their score out of 15. If they have a score lower than 11, direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

1 Vocabulary

Answers

A

- | | | |
|--------|--------|----------|
| 1 take | 4 made | 7 doing |
| 2 do | 5 make | 8 making |
| 3 do | 6 take | 9 take |

B

- | | |
|------------------------|----------------|
| 1 measure our progress | 4 comfort zone |
| 2 progress | 5 take risks |
| 3 push yourself | 6 give up |

2 Grammar

Answers

A

- 1 Have you already seen this film?
- 2 They have just moved to a new house.
- 3 He hasn't eaten his dinner yet.
- 4 My friends have just left.
- 5 Have you just arrived?
- 6 She's already found a new job.

B

- | | |
|----------------------|---------------------|
| 1 have been | 6 have been looking |
| 2 have met | 7 haven't found |
| 3 have been studying | 8 have applied |
| 4 haven't had | 9 haven't heard |
| 5 have spent | |

Writing workshop: a diary entry (p. 19)

A

- Before the students read the diary entry, have them read the questions.
- Give the students time to read the entry and answer the questions.
- Put the students into pairs to compare their answers, discussing any differences.

Answers

- 1 two months
- 2 several
- 3 none
- 4 her interview skills aren't very good
- 5 her dad

B

- Ask the students to read the diary entry again and answer the questions. Have them compare their answers in pairs, discussing any differences.
- Point out that when people keep a personal diary, they generally express how they feel about the events in their lives, and their audience is themselves. Therefore, they usually write informally, and their questions are directed to themselves.

Answers

- 1 discouragement, frustration, lack of confidence, hopefulness, positive thinking
- 2 to herself
- 3 informal

C

- Read the instructions to the class. Direct the students to the bullet points and explain that they can choose one of the topics to write about, or they can choose another topic.
- Give the students a few minutes to make notes about what they want to include in their diary entry.

D

- Have the students write their diary entries in their notebooks, using their notes from Ex. C.
- Explain to the students that diary/journal writing is a very good way to practise their writing without having to worry too much about formal writing conventions. Tell them that diary writing promotes fluency in writing. Encourage them to try keeping a diary in English in their daily lives.

How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to swap their writing with a partner and check each other's writing. They should answer the question with Yes or No.
- If the answer to the question is Yes, they can tick the green circle. If the answer is No, they tick the amber circle or the red circle. Reassure students that if their partner ticks the amber or red circle, they can get extra feedback from you if they feel it is necessary.