

1.1 Breaking the ice

VOCABULARY

- A** Direct students to the **Vocabulary Hub** on page 146 and complete the exercises. Allow time for students to compare answers in pairs before checking with the whole class. Use the **Vocabulary Worksheet** on W2 for extra practice.
- B** Monitor and take note of any language errors to go over at the end of the lesson. Ask one or two pairs to demonstrate their exchanges and encourage the whole class to respond to their ideas.

PRONUNCIATION

- A** Play the audio. Students listen to the alphabet and repeat.
1.3
- B** In pairs, students match the letters to the vowel sound they contain. Play the audio for students to check their answers.
1.3
- C** In pairs, students take turns to spell the words.

SPEAKING

- A** Model one or two questions. Then monitor and assist as necessary.
- B** Give students one minute to find a partner they don't know very well. Then, give students ten minutes to walk around the classroom asking and answering the questions they wrote in Exercise A.

GRAMMAR HUB

1.1 Question forms

Questions with *do / does / did*

<i>Do/Does/Did</i> + subject + infinitive
Do you have children?
Does he go to English classes?
Did she write a blog post?
Did they do their homework?

- We use the auxiliary verb (*do, does, did*), without a question word, to ask yes/no questions.

Question words

Question word + <i>do/does/did</i> + subject + infinitive
What do you say to a stranger?
Where does he come from?
What did you say to your colleague?
Where did she study psychology?

- We use *What* to ask about things and *Where* to ask about places.

Questions with *be*

<i>Am/Is/Are</i> + subject
Am I in this class?
Are they strangers?

1.1 Question forms

A Put the words in order to make questions.

- you / do / go / skiing / want / to
Do you want to go skiing?
- does / what / do / he / weekends / at
What does he do at weekends?
- did / you / meet / where / for coffee
Where did you meet for coffee?
- you / tea / are / coffee / or / drinking
Are you drinking tea or coffee?
- your / new colleagues / were / at the office
Were your new colleagues at the office?
- you / been / have / ever / Mexico / to
Have you ever been to Mexico?
- tried / that / she / has / new restaurant
Has she tried that new restaurant?

<i>Am/Is/Are</i> + subject + <i>-ing</i>
Is she doing her homework now?
Are you having fun?

<i>Was/Were</i> + subject
Was he a sensible person?
Were they good at English?

- We use questions with *be*, without a question word, to ask yes/no questions.
- We can also ask questions with *What, Where, When, Why* and *Who* before the verb *be*.

Questions with the present perfect

<i>Have/Has</i> + subject + past participle
Have you visited that website?
Has he written a bucket list?

- We use present perfect questions, without a question word, to ask yes/no questions.
- We use *ever* to ask about life experiences.
Have you ever met a famous person?
- We can also ask question with *What, Where, When, Why* and *Who* before the verb *have*.

B Correct the mistakes in each sentence.

- Why ~~you did~~ ^{did you} choose that topic?
- Have you ever ~~meet~~ ^{met} a graphologist?
- What ~~you are~~ ^{are you} talking about?
- Did they ~~went~~ ^{go} to the cinema last night?
- Where ~~you did~~ ^{did you} put the new keyboard?
- What ~~is~~ ^{is} your best friend's name ~~is~~?
- Did you ~~do~~ ^{do} anything nice last weekend?

➤ Go back to page 3.

- B** Look at the questions in Exercise A. What tense are they? Write *present simple*, *past simple*, *present continuous* or *present perfect* next to each one.
- C** Choose the correct words to complete the rules. Use Exercise B to help you.

Question forms

- We use the auxiliary verb (*do, does, did*) **before** / **after** the subject.
- We use *be* (*am, is, are, was, were*) **before** / **after** the subject.
- We use present perfect *have* **before** / **after** the subject.

- D** Go to the **Grammar Hub** on page 122.

- E** Rewrite the questions with the verb in brackets in the correct place.

- why you studying English? (*are*)
_____ **Why are you studying English?** _____
- you have any brothers or sisters? (*do*)
_____ **Do you have any brothers or sisters?** _____
- you ever met a famous person? (*have*)
_____ **Have you ever met a famous person?** _____
- you do anything nice last weekend? (*did*)
_____ **Did you do anything nice last weekend?** _____
- you like tea or coffee? (*do*)
_____ **Do you like tea or coffee?** _____
- you a late-night or early-morning person? (*are*)
_____ **Are you a late-night or early-morning person?** _____
- who your funniest friend? (*is*)
_____ **Who is your funniest friend?** _____
- who the first person you talked to this morning? (*was*)
_____ **Who was the first person you talked to this morning?** _____
- you ever been to a wedding? (*have*)
_____ **Have you ever been to a wedding?** _____
- what the last good film you saw? (*was*)
_____ **What was the last good film you saw?** _____

- F SPEAK** Work in pairs. Ask and answer the questions in Exercise E.

VOCABULARY

People

- A** Go to the **Vocabulary Hub** on page 146.

- B SPEAK** Work in pairs. Answer the questions.

- How many relatives do you have? How often do you see them all?
- How many of your colleagues or other students in your class are also your friends?
- Do you find it easy to talk to strangers? Why/Why not?

PRONUNCIATION

The alphabet

- A** Listen and repeat.
1.3

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

- B** Work in pairs. Write the letters of the alphabet in the correct place. Listen and check.
1.3

/e/	/u:/	/ɑ:/	/i:/	/aɪ/	/əʊ/	/eɪ/
f	u	r	e	i	o	a
l	q		b	y		h
m	w		c			j
n			d			k
s			g			
x			p			
z			t			
			v			

- C SPEAK** Work in pairs. Look again at Vocabulary Exercise A on page 146. Take turns to spell the words.

SPEAKING

- A** Find out some information about your classmates. Write six questions using the ideas below to help you. Then write two more questions using your own ideas.

- ice breakers
Hi, my name's _____ . It's nice to meet you. So, ...
- personal questions
- family and friends
Do you come from a large family?
- interests and hobbies
- childhood and school
- work and study
- favourite things/places
- last weekend/holiday
Where did you go for your last holiday?

- B** Work in pairs. Work with someone you do not know well and follow the instructions.

- Stand up and meet the other people in the class. Take turns asking and answering the questions you wrote in Exercise A.
- When you have broken the ice, sit down with your partner and tell him/her about the people you met. Was it easy to break the ice or do you need some more help?

Find out about someone new

V types of people

P using a dictionary

G frequency words and phrases

READING

A Work in groups. Discuss the questions.

- Which websites do you visit most often and why?
- Which blogs, vlogs (video blogs) or video channels do you know or follow?
- What kind of topics do you enjoy reading about online?

B READ FOR MAIN IDEA Read *Three of the best* quickly. Which blog sounds most interesting to you and why?

C READ FOR DETAIL Read again. Complete each sentence with the name of a blogger, Emma, Maria or Mihaela.

- Mihaela** is interested in visiting people around the world.
- Emma** has children.
- Maria** writes about a variety of subjects.
- Maria** has a high number of readers.
- Emma** is interested in trying new things.
- Mihaela** wants people to understand that everyone is beautiful.

D SPEAK Work in pairs. Discuss the questions.

- Is running a blog a difficult job?
- Why do these people spend so much time on their blogging activities?
- What topic would you blog about?

VOCABULARY

Types of people

A Work in pairs. Make a list of different types of people. You have one minute.

father of two, music fan, ...

B Go to the **Vocabulary Hub** on **page 146**.

C SPEAK Work in pairs. Write down the names of three people you know and describe them to your partner. Say what type of person each one is. Ask questions about the people your partner describes.

PRONUNCIATION

Using a dictionary

Macmillan English Dictionary


www.macmillandictionary.com

The *Macmillan English Dictionary* gives clear, simple explanations and real life examples showing you how and when the word is used.

A Look at this entry from the *Macmillan English Dictionary*. Match the definitions (1–5) with the labels (a–e).

- | | |
|--|------------------------------|
| 1 definition d | 4 different meaning e |
| 2 part of speech b | 5 frequency rating a |
| 3 stressed syllable and pronunciation c | |

gorgeous – definition and synonyms **★**^a

^bADJECTIVE  Pronunciation | /ˈɡɔː(r)dʒəs/ ^c

^{d1} very beautiful

Mandy was there, looking gorgeous as usual.

^{e2} very enjoyable or pleasant

The weather was absolutely gorgeous.

B Look up the following words in the *Macmillan English Dictionary*. Underline the stressed syllable and write down the part of speech and one meaning for each word.

cloud expedition positive rare

cloud (noun)
expedition (noun)
positive (adjective) (noun)
rare (adjective)

Three of the best

Blogs by Calvin Norton

With over 150 million blogs online, there is something for every type of person from the **animal lover** to the **gamer** to the **sports fan**. But, if you are looking for something a bit different, here are my top three blogs.



1 Brain Pickings

Maria Popova is a **book lover**, **music fan** and writer. Her blog *Brain*

Ex C Q3 *Pickings* is a collection of articles about history, news, books and culture.

Maria is keen on reading and spends hundreds of hours each month doing research for her blog. It's an extremely popular blog and many people enjoy Maria's interesting mix of articles.

Ex C Q4

2 The Atlas of Beauty

The Atlas of Beauty is a picture blog showing beauty in different

Ex C Q1 cultures. Romanian photographer, **blogger** and **traveller** Mihaela Noroc takes pictures of women of all ages, races and nationalities living their

Ex C Q6 everyday lives. It's a wonderful collection which shows that beauty can be found everywhere.



For more interesting blogs, listen to Calvin on this week's Emma Fry Show

1.2 Blogs and bloggers

LEAD-IN

Provide students with a copy of the following paragraph:

Although the history of coffeepots is relatively short, they have become an essential part of our culture. Practically everyone reads coffeepots, whether they're 'official' news coffeepots associated with news media, topic-based coffeepots related to one's work or hobbies or coffeepots purely for entertainment. The first coffeepot was created by Justin Hall in 1994. In 2004, Merriam-Webster declared 'coffeepot' the word of the year.

Tell them that the word 'coffeepot' stands for another word.

Students have to guess the meaning of *coffeepot* through yes-no questions (e.g. *Is coffeepot a noun / verb / an object / a place?*).

Remind them to use *coffeepot* in their questions.

READING

- A** Give students time to read the questions and glossary. Set them to work in small groups. Monitor their discussion and assist with grammar and vocabulary. Take feedback from one or two groups and encourage students to comment on one another's ideas.
- B** Tell students they have one minute to read the text and find out what it is about. Explain that it is not necessary to read the whole text in detail, just to understand the main idea. Students read and decide which blog might interest them and why. Take feedback from one or two students and encourage them to respond to one another's ideas.
- C** Ask students to look at the pictures. Ask questions to check understanding (e.g. *Do the photos correspond to any of the bloggers? How do you know? Who's standing on the plane?*). Students read the text again in detail and complete the sentences.
- D** In pairs, students discuss the questions. Encourage students to use information from the text to support their answers. Monitor and assist as necessary. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

VOCABULARY

- A** Read the example phrases with the class. Give students a time limit of two minutes to work in pairs making a list of different types of people. Take feedback from one or two pairs and encourage students to respond to one another's ideas.
- B** Students turn to the **Vocabulary Hub** on page 146 and complete the exercises. Use the **Vocabulary Worksheet** on W4 for extra practice.
- C** Model the activity. In pairs, students take turns to describe the people they know to their partner and to ask questions about the people their partner describes. Encourage students to use the words from the **Vocabulary Hub**.

PRONUNCIATION

- A** Ask students to read the entry for *gorgeous* at the Macmillan English Dictionary. Ask *What information did you get about the word?* Discuss with the class. Ask students to match definitions to the labels on the dictionary entry. Check answers with the class as a whole.
- B** Read the task with students. Ask them to check their answers individually before checking with the whole class.
- cloud* (noun) Students choose from two definitions; (countable and uncountable); one definition (un/countable); students choose from three definitions (countable).
- expedition* (noun) (countable) Students choose from three definitions.
- positive* (adjective) Students choose from five definitions; *positive* (noun) (countable) students choose from three definitions.
- rare* (adjective) Students choose from two definitions.

AUDIOSCRIPT

1.5

E = Emma C = Calvin

- E:** Hi. This is Emma Fry on chatfm.nett. Once a week, we bring you reviews and recommendations from the wonderful world of the internet. And today, we are talking blogs with journalist and blogger Calvin Norton from website *Three of the best*. Calvin, it's nice to see you.
- C:** And you Emma – it's a pleasure to be here. As you know, I'm rarely out in the real world. I'm normally at home, online, in front of my laptop ...
- E:** But luckily for us, you occasionally escape! And today you have some blog recommendations for us.
- C:** Yes. Now, some of your listeners will know this first one already, I think, but, well, sorry! Now and again, a blog is so good that I just have to mention it again, and again! Run by a guy called Brandon Stanton, this is *Humans of New York*, a brilliant collection of pictures and extracts from interviews with people on the streets of New York.
- E:** *Humans of New York*? I think I've heard of it, actually.
- C:** You probably have. It has millions of followers on Facebook and Instagram.
- E:** Wow. And what's it about? I mean, who are the *Humans of New York*?

- C:** Well, Stanton focuses on the lives of normal New Yorkers most of the time. He includes someone well-known every so often. But I think it's actually the ordinary people that are the most interesting. New York is such a multi-cultural place and everyone on the blog has a different story to tell. It's a very simple idea, but it never gets boring.
- E:** And what kinds of things do Stanton and his 'humans' talk about?
- C:** Ha, well, this is why it's so interesting. He asks all sorts of personal questions and people really open up to him. Some people's stories are very funny and others are extremely sad. Some people even received help or became famous after their stories appeared on the blog.
- E:** Do all the people on the blog live in New York?
- C:** No, in fact, Stanton has travelled to countries including Iraq, Ukraine and Mexico. The stories from around the world are often about people who help others or who need help themselves. And there are now many similar blogs telling the stories of people from other cities around the world.
- E:** It sounds very interesting, Calvin. I'm going to check it out while we play a song. We'll be back with more recommendations from Calvin soon.

1.2 Blogs and bloggers

GRAMMAR

- A** Ask students if they have ever heard of *Humans of New York*.
1.5 What do they think it is about? Explain the task and then play the audio. Give students some time to think about the questions after listening. Discuss their answers with the whole class.
- B** Go through the task. Play the audio again for students to complete the sentences as they hear the words. Stronger groups may enjoy completing the sentences before listening to the recording a second time to check.
1.5
- C** Focus students on the frequency scale and ask them to complete it with the frequency words from Sentences 1–4 in Exercise B. Students check answers in pairs before checking with the whole class.
- D** Explain that to talk about frequency, we can use words and phrases. Focus students on the table and ask them to complete the phrases using Exercise B if they need help.
- E** Focus students on the grammar box. Students circle the correct words to complete the rules. Remind them to look at the sentences from Exercise B to assist them. Ask stronger students to give the answer and elicit peer correction as appropriate.

- F** Direct students to the **Grammar Hub** on page 122 (see below). Use the **Grammar Worksheet** on W3 for extra practice.
- G** Students discuss questions in pairs. Monitor and assist students as necessary. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

SPEAKING

- A** Ask students to think about a website, blog or vlog that they enjoy. Elicit some comments and suggestions following the prompts. Tell students to make notes about the item of their choice using the five prompts.
- B** In groups, students interview one another about the website, blog or vlog they have chosen. Monitor and assist as necessary.

Extra activity

If you have time, put students into groups and ask them to research five useful websites, blogs/vlogs or apps for studying English. Give feedback as a class, adding any other sites, apps, etc that you would recommend.

GRAMMAR HUB

1.2 Frequency words and phrases

0% ← ————— → 100%
never rarely occasionally sometimes often normally always

- We use frequency words after *be* and *can*.
He is normally very sensible.
I can never read your handwriting!
- We use frequency words before other verbs.
I sometimes watch vlogs online.

once	a	day
twice		week
three times		month
		year
every so often	now and again	most of the time

- We usually use frequency phrases at the beginning or end of the sentence.
I take my dog for a walk twice a day.
Every so often, I travel to another country.

1.2 Frequency words and phrases

A Write the missing letters.

- I n e v e r get bored writing my blog.
- She's s o m e t i m e s late for work.
- They a l w a y s watch vlogs in their free time.
- We're n o r m a l l y home before 11.
- He o c c a s i o n a l l y checks his social media accounts at work.
- I r a r e l y go online before starting work.
- He o f t e n visits his relatives in Italy.

B Put the words and phrases of frequency in the correct place in each sentence. Sometimes more than one answer is possible.

- We go on holiday. (*once a year*)
We go on holiday once a year.
- They comment on online articles. (*now and again*)
Now and again, they comment on online articles.
- I read online tips. (*every so often*)
I read online tips every so often.
- She writes for popular magazines. (*most of the time*)
She writes for popular magazines most of the time.
- He takes his dog to the park. (*three times a week*)
He takes his dog to the park three times a week.
- We play computer games on Saturdays. (*always*)
We always play computer games on Saturdays.
- We meet up for a coffee on Sunday. (*usually*)
We usually meet up for a coffee on Sunday.

► Go back to page 5.

GRAMMAR

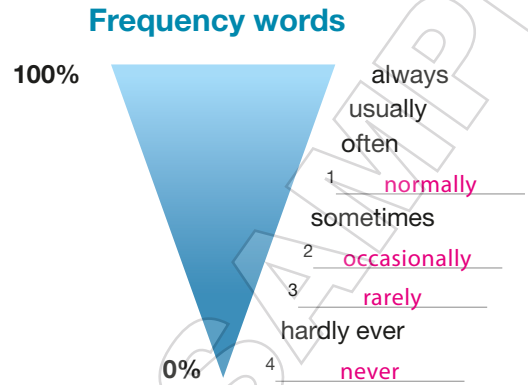
Frequency words and phrases

- A** Listen to an interview with Calvin Norton about another blog, *Humans of New York*, and answer the questions.
- 1 What is the blog about?
Interviews on the streets of New York.
 - 2 What type of people does Brandon Stanton interview?
Usually normal people, sometimes celebrities.

- B** Listen and complete each sentence from the radio show with one word.

- 1 **Once** a week, we bring you reviews and recommendations from the wonderful world of the internet.
- 2 I'm **rarely** out in the real world.
- 3 I'm **normally** at home, online in front of my laptop.
- 4 But luckily for us, you **occasionally** escape.
- 5 Now and **again**, a blog is so good that I just have to mention it again.
- 6 Stanton focuses on the lives of normal New Yorkers **most** of the time.
- 7 He includes someone well known **every** so often.
- 8 It's a very simple idea, but it **never** gets boring.

- C WORK IT OUT** Write the four frequency words in Exercise B in the correct place.



- D** Complete the frequency phrases in the table with words from Exercise B.

once		day
twice	1 a	week
three times		month
		year
every ²	so	often
3 now		and again
most of the ⁴	time	

- E** Choose the correct words to complete the rules. Use Exercise B to help you.

Frequency words and phrases

- 1 We usually put frequency words **before** / **after** the main verb and **before** / **after** the verb *be*.
- 2 We use frequency phrases **at the beginning** / **in the middle** of a sentence.
- 3 We also use frequency phrases **in the middle** / **at the end** of a sentence.

- F** Go to the **Grammar Hub** on page 122.

- G SPEAK** Work in pairs. Discuss the questions.

- 1 Would you enjoy the blog *Humans of New York*?
- 2 Why do you think it is so popular?

SPEAKING

- A** Interview each other about websites, blogs or vlogs you like. Make notes about:

- what they are about
- why you like them
- examples of interesting things on them
- what type of people would enjoy them and why

- B** Work in groups. Interview each other. Which ones sound most interesting?

3 Emma's Bucket List

After her father and step-father died, Emma Stewart Rigby decided to live a full and exciting life. Emma, a **mother of three**, made a list of 246 things to do before she dies and in her blog she writes about her experiences. Emma is a **people person** and gives lots of friendly advice on life. She's also a **foodie**, and her bucket list includes unusual foods or interesting restaurants she plans to try. A great blog for ideas on how to live life to the max!

Glossary

blog (n) a website containing short articles called posts that are changed regularly

blog (v) to write short articles for a website on your opinions, interests and experiences

culture (n) activities which involve music, books and other arts

subscriber (n) someone who joins and follows a blog



Talk about different types of people

1.3 Personality

Describe someone's personality

G indefinite pronouns

V personality adjectives, adjective + preposition

P word stress in multisyllable adjectives

S previewing a text

READING

A SPEAK Work in pairs. Discuss the questions.

- 1 Which do you do more often: write by hand or use a keyboard?
- 2 Which do you find easier? Why?
- 3 What kind of things do you write by hand (e.g. shopping lists)?

B Preview the text, and then answer the questions. Use the information in the box to help you.

Previewing a text

Before you read a text, look quickly at the title and any headings, pictures or diagrams. Use this information to decide what kind of text it is, what it's about and why someone might want to read it. This will make the text easier to understand.

- 1 What is the text about?
- 2 Is it from a science paper or a popular magazine? How do you know?
- 3 What do you think you will learn from the text?
- 4 Can you trust the information in the article?

C READ FOR MAIN IDEA Read *What does your handwriting say about you?* Was your preview correct?

D READ FOR SPECIFIC INFORMATION Read again and answer the questions.

- 1 What is graphology a study of?
The study of handwriting.
- 2 How do graphologists help in court cases?
match criminals to handwriting
- 3 Do all graphologists agree that there is a link between handwriting and personality? **No**

E SPEAK Work in pairs. Discuss the questions.

- 1 Do you believe there is a connection between handwriting and personality? Why/Why not?
- 2 Is it important for children to learn to write by hand these days? Why/Why not?

What does your *handwriting* say about you?

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?

Ex D Q1 The study of handwriting is called graphology. Graphologists are often involved in legal cases. They are responsible for matching criminals to their handwriting or deciding if signatures are real. **Ex D Q2** Some graphologists think handwriting can show anything: what kind of job you will be good at, how healthy you are and even what kind of partner you might be happy with.

If you are interested in what your handwriting says about you, check out our information.



Letter size

Small:

Medium:

Large:

You're probably a **hard-working** person. People with small handwriting are rarely **lazy**.

The research says you're **sensible**; you think carefully about the decisions you make.

Big writing – big personality! People with large writing are usually **keen on** parties and social events and are rarely shy.

Letter shape



Rounded letters: Rounded letters suggest you are a **creative** person. Are you good at art or music?



Pointed letters: You are **curious**. Your favourite question is 'Why?!'

Dotting your i



Dot high over the i: The research says you have a good imagination.

Dot low over the i: You are a **well-organised** person. Are your desk and room tidy?

Spacing between words

Wide spacing:



You're an **independent** type and you are happy on your own.

Narrow spacing:



You're very **sociable** and you need other people in your life.

Glossary

legal (adj) relating to the law or lawyers

spacing (n) the amount of space between things

Your signature

Difficult to read: You are a private person. Like your signature, you can be difficult to read.

Easy to read: **Confident** people often have signatures that are easy to read. You know what you are good at and you don't mind telling other people about it.

Does your handwriting match your personality? Don't be disappointed with the results if not.

Ex D Q3 Not every graphologist believes there is a connection.

1.3 Personality

LEAD-IN

Ask students to write a short sentence on a piece of paper, e.g. *Today, it's sunny*, and fold it. Collect all the papers and put them on your desk. Open the papers one by one, show them to the class and ask who wrote it. Teach *handwriting*. Ask *Can you recognise your friend's handwriting? Is it easy or difficult? Why? What do you think your handwriting reflects?* Teach *personality*.

READING

A Focus students on the questions. Students discuss them in pairs. Monitor and assist as required. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

B Pre-teach *graphology* / *graphologist*. Focus students on the skills box and make sure they understand the process. Give students a time limit of one minute to look at the headings, pictures and diagrams in the text before answering questions. Students share answers with the whole class.

- 1 *Handwriting and personality*
- 2 *A (popular) magazine (there are no citations, the language looks informal and there are pictures)*
- 3 *What your handwriting says about you. / To see if your handwriting matches your personality.*
- 4 *As it is not a scientific journal or paper, and there are no citations, you cannot fully trust the ideas.*

C Students read the text again and check their previews. Have a show of hands to see how many got the correct preview.

D Focus students on the glossary. Ask *Are the glossary words useful to understand the text?* Students read the text again to find the answers to questions. Tell students that identifying the key words in the questions (*graphology, graphologists, court cases*) may help them find the answer in the text. Allow time for students to compare and work on answers with a partner. Then check answers as a whole class.

E Remind students of the activity they did at the beginning of the class. Students discuss the questions in pairs. Encourage them to use the information from the text to support their answers. Monitor and assist as necessary. Take feedback from one or two pairs and have a class discussion.

Extra activity

Have a debate on one of the two questions: *Who thinks handwriting and personality are linked? Who thinks it is important for children to learn to write by hand?* Divide the class into two groups, in one those in favour and in the other those against the proposition. Eventually, after the discussion, you may want to hold a class vote on the propositions.

TEACHING IDEA

by David Seymour and Maria Popova

Vocabulary: Tell the truth

Use this activity to practise vocabulary.

Write these topics on the board as prompts: *hobbies, job, house / flat, home town, family / friends, personality*. In groups of three, students ask one another questions about them using the prompts. Some of the answers to the questions should be true and some should be false. Students listen to the other members of the group and take notes of anything they think is a lie.

When all the members of the group have asked and answered one another's questions, students challenge one another about the things they think are lies. The winner is the person who detected the most lies.

TEACHING IDEA

by David Seymour and Maria Popova

Vocabulary: Nice people, nasty people

Use this activity to practise personality adjectives.

Write this conversation on the board:

A: *I like my cousin Roger.*

B: *Why?*

A: *Because he always sends cards and gives me lots of presents.*

B: *So you like him because he's generous.*

A: *That's right.*

Write the adjectives from this lesson on the board. Arrange students in pairs and ask them to take turns describing someone they know, without using the adjectives from the lesson. Their partner should choose the adjective that matches the description.

METHODOLOGY HUB

by Jim Scrivener

Difficulties when reading a foreign language

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this as a way of improving their vocabulary and their understanding of grammar, but, as with listening, this kind of approach does not necessarily make them into better readers, because this plodding, word-by-word approach is not the way that we most often do our reading

in real life. In order to make students better readers, we need first of all to raise their awareness that it's not always essential to understand every word and that practising some different reading techniques in English may be very useful to them. And if their basic strategy is to read slowly and ponderously, then a good first strategy could be to help them to read fast; not worrying about understanding every word; not, perhaps, even understanding most words, but still achieving a specific goal.

1.3 Personality




GRAMMAR

- A** Work as a class to complete the first rule in the grammar box. Allow students time to choose the correct word to complete the rules and compare their answers. Check answers as a whole class.
- B** Students read the article again and underline another indefinite pronoun.
- C** Direct students to the **Grammar Hub** on page 122 (see below). Use the **Grammar Worksheet** on W5 for extra practice.

VOCABULARY

- A** Students match the sentences to the personality adjectives in bold in the text, before checking in pairs. Give feedback as a class. They check their answers in pairs before checking with the whole class.
- B** Students complete the sentences with the underlined words in the text, before checking in pairs. Give feedback as a class. Use the **Vocabulary Worksheet** on W6 for extra practice.
- C** In pairs, students take turns asking and answering the questions in Exercise B. Monitor and assist as necessary. Ask pairs to share some of their exchanges with the class.

PRONUNCIATION

- A**  Play the audio. Students write each adjective in the correct column, then underline the stressed syllable. Allow time for students to compare answers and listen again.
- B**  Students listen to the audio and repeat.
- C**  Play the audio. Students add the remaining personality adjectives from the text to the table. Give them time to check in pairs before giving feedback as a class.
- D** Students practise saying the new words in pairs. Encourage them to listen and check each other's pronunciation.

SPEAKING HUB

- A** Students exchange sentences and use the text to help them make notes about their partner's personality.
- B** In pairs, students discuss their ideas from Exercise A. Give feedback as a class, encouraging discussion as appropriate.

GRAMMAR HUB

1.3 Indefinite pronouns

	<i>-one</i>	<i>-body</i>	<i>-thing</i>	<i>-where</i>
<i>every-</i>	everyone	everybody	everything	everywhere
<i>any-</i>	anyone	anybody	anything	anywhere
<i>some-</i>	someone	somebody	something	somewhere
<i>no-</i>	no one	nobody	nothing	nowhere

- We use the ending *-body* or *-one* with people. They have the same meaning.
Everybody loved the party. OR Everyone loved the party.
- We use the ending *-thing* with objects.
I always take something to read on the train.
- We use the ending *-where* with places.
They live somewhere in Italy.
- We use *any-* in negative sentences.
I don't know anything.
- We also use *any-* in questions.
Is there anything unusual about her handwriting?

Be careful!

- With offers, we can also use *some-* in questions.
Do you want something to eat?
- We use indefinite pronouns with singular verbs.
Everyone is interested. NOT Everyone are interested.
- We use 's with indefinite pronouns for possessives.
Is this anybody's mobile phone?

1.3 Indefinite pronouns

A Choose the correct option.

- 1 I need **something's** / **somebody's** help.
- 2 I want to go **somewhere** / **something** new.
- 3 There is **nobody** / **nothing** I can do.
- 4 We don't need **everything** / **anything** else.
- 5 We go **everywhere** / **anywhere** together.
- 6 **Someone** / **Anyone** broke the ice.
- 7 **No one** / **Someone** came to Vant's party.

B Complete the sentences with the correct indefinite pronouns.

- 1 Somebody/Someone left a comment.
- 2 No one could get online – there was no internet connection.
- 3 Do you know anyone at this party?
- 4 I don't want to speak to you. I have nothing to say to you.
- 5 Did you write anything on her Facebook page?
- 6 There is something unusual about this signature. It's strange!
- 7 They live somewhere in Romania.

➤ Go back to page 7.

GRAMMAR

Indefinite pronouns

A WORK IT OUT Look at the extract from the article and choose the correct words to complete the rules.

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?

Indefinite pronouns

- We use indefinite pronouns to talk about people or things **so we can say / without saying** who or what they are.
- We use indefinite pronouns with *-body* and *-one* to talk about **people / things**.
- After indefinite pronouns, we use **singular / plural** verbs.
- We use *'s* with indefinite pronouns for **possessives / plural nouns**.

B PRACTISE Find and underline another example of an indefinite pronoun in the article. **anything**

C Go to the **Grammar Hub** on **page 122**.

VOCABULARY

Personality adjectives, adjective + preposition

A Match the personality adjectives in **bold** in *What does your handwriting say about you?* with the speakers below.

- 'I believe I can do anything if I try. I don't usually worry about things.' confident
- 'I love my job. I work a lot, but that's OK.' hard-working
- 'I can paint pictures, write stories and make music.' creative
- 'I plan my time carefully and I always know where to find my things.' well organised
- 'I don't like work. I like doing nothing! My perfect day? Staying in bed with a pizza.' lazy
- 'I like to think about things carefully before I do them.' sensible
- 'I have lots of friends and we meet and go out all the time.' sociable
- 'I like learning new things and I ask a lot of questions.' curious
- 'I like to do things myself.' independent

B Look at the underlined phrases in the article. Complete the questions with the correct preposition.

- Are you involved in any clubs, groups or teams? Which ones?
- What are you good at ?
- Who is responsible for doing the cooking in your home?
- Are you happy with your mobile phone? Why/Why not?
- What websites, magazines or TV shows are you interested in ?
- Are you keen on books and reading?

C SPEAK Work in pairs. Ask and answer the questions in Exercise B.



PRONUNCIATION

Word stress in multisyllable adjectives

A Listen and complete the table with the words in the box.

1.7

hard-working independent lazy sensible

1 ●●●	2 ●●●●	3 ●●●●	4 ●●●●●
lazy	sensible curious sociable confident organised	hard-working creative	independent

B Listen again and repeat the words.

1.7

C Look again at the article. Find the other personality adjectives in **bold** and write them in the correct place in Exercise A. Listen and check and repeat.

1.8

D SPEAK Work in pairs. Practise saying the words. Listen and check your partner's pronunciation.

SPEAKING HUB

A Work in pairs. You are going to study your classmates' handwriting. Follow the instructions.

- Sign your name and write this sentence on a piece of paper.

The quick brown fox jumps over the lazy dog.

- Swap papers and use the information in *What does your handwriting say about you?* to write five things about your partner's personality.

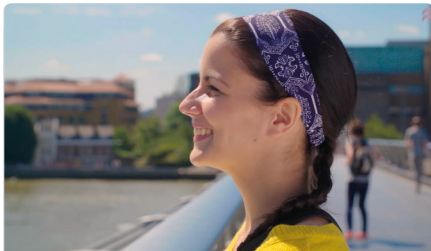
B DISCUSS Using your notes, tell your partner what their writing says about them.

Describe someone's personality

Café Hub

1.4 Hello again

- F** – greet people and give personal information, make introductions
- P** – word stress and intonation



My name is Gaby. I'm originally from
 1 Spain, but now, London is
 my home. I'm a ² photographer,
 I like travelling and I drink a lot of
 3 coffee. I live in this
 4 flat with Neena and Zac.



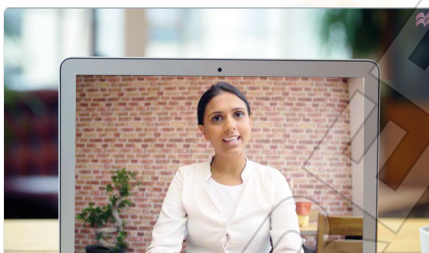
My name's Zac. I live with
 5 Gaby and Neena. I'm
 originally from ⁶ Seattle.
 I make ⁷ video games.



My name's Sam. This is my café!
 I'm ⁸ 34. I like food.
 I love ⁹ croissants. I live here
 in ¹⁰ London.



I'm Milly. This is my clothes store.
 I'm ¹¹ American. I watch
 12 old movies, listen to music
 and I read a lot. ¹³ Neena's a
 good friend of mine.



Neena here. I live here in London
 with my two friends, Gaby and
 14 Zac. I'm a lawyer.
 I work in ¹⁵ central London.



COMPREHENSION

- A** ▶ 00:00–02:50 Watch the first part of the video. Complete the paragraphs above.
- B** Write a question about each person in Exercise A.
Where is Gaby from? What does Zac do?
- C SPEAK** Work in pairs. Test your memory! Close your books and ask each other your questions from Exercise B.
- D** ▶ 02:50–04:27 Watch the second part of the video and underline the correct verb form to complete each sentence.
- Neena is / isn't going to an interview.
 - Sam is / isn't good.
 - Zac had / didn't have a good holiday.
 - Zac has / hasn't asked Milly out.
 - Zac invites / doesn't invite Sam to the flat.
 - Sam eats / doesn't eat Zac's croissant.

FUNCTIONAL LANGUAGE

Greet people and give personal information, make introductions

- A** Complete the phrases with the words in the box.

doing going hello let's long meet (x2) what

Greeting	Reply
Say hello	
1 <u>Hello</u>	Hi there! / Hey!
Greet new people	
Nice/Good to ² <u>meet</u> you.	Nice/Good to ³ <u>meet</u> you, too.
Greet friends	
How are you? How's it ⁴ <u>going</u> ? How are you ⁵ <u>doing</u> ?	I'm good. How about you?
What's new?	Not much.
It's great to see you! ⁶ <u>What</u> a nice surprise!	⁷ <u>Long</u> time, no see.
Say goodbye	
See you later. See you soon. I've gotta (got to) go.	⁸ <u>Let's</u> do something soon.

- B** ▶ Watch the video again. Check your answers to Exercise A.



MILLY



SAM



NEENA



ZAC

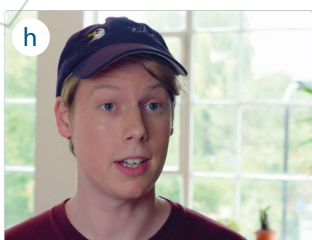
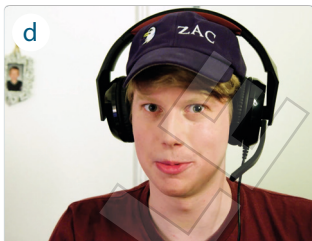
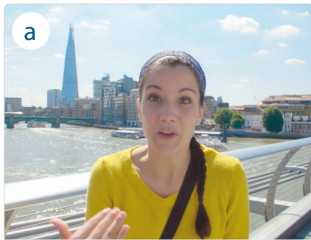


GABY

USEFUL PHRASES

A Match the useful phrases (1–8) with the pictures (a–h).

- | | |
|--|---|
| 1 Dream job! | d |
| 2 I love it here! | b |
| 3 Good luck! | g |
| 4 What can I tell you? | e |
| 5 Come with me. | a |
| 6 What else? | f |
| 7 Come over to the flat this weekend. / Will do. | h |
| 8 Here we are. This is home. | c |



B Watch the video again and check your answers to Exercise C.

C How do you say these phrases in your language?

PRONUNCIATION

Word stress and intonation

A ▶ 03:02–03:34 Watch part of the video. Read out the conversation at the same time as Sam and Zac. Copy the word stress and intonation.

Sam: Hey Zac. It's great to see you. What a nice surprise.

Zac: I know. Long time, no see.

Sam: Do you want a coffee?

Zac: Sure, and a croissant.

Zac: So, how are you doing?

Sam: I'm good. How about you? Did you have a nice holiday?

Zac: Yeah. Always good to see family. What's new with you?

Sam: Not much. Same, same.

B SPEAK Work in pairs. Practise the conversation. Listen and check your partner's pronunciation.

SPEAKING

A Walk around the class. Introduce yourself to everybody.

A: Hello, my name's Sven. Nice to meet you.

B: Hi, I'm Ahmed. Good to meet you.

B Walk around the class again. Greet the people you know.

A: Hi, Maria. How's it going?

B: Good, thanks. How about you? What's new with you?

A: Not much. I've gotta go. See you later.

C Prepare a 'selfie' presentation. Follow the instructions.

- Make notes about what you want to say. Use the sentence beginnings below to help you.
- Include at least two useful phrases.
- Record your presentation.

Hi! My name's ...

I work in ...

I'm from ... / I'm originally from ...

I like ...

I'm a ...

I watch / listen to ...

D SPEAK Work in groups. Compare your presentations. Which is the best one?

Greet people and give personal information, make introductions

▶ Turn to **page 158** to learn how to write information about yourself.

1.4 Hello again

COMPREHENSION

- A** ▶ 00:00–02:50 Read through the text and look at the photos. Ask students to predict some of the missing words. Play the video and allow time afterwards for students to compare answers. Give feedback as a class.
- B** Look at the example question with students. Ask students to read the entries again. They work alone to write one question about each person in Exercise A. Monitor students and assist as necessary.
- C** In pairs, students take it in turns to ask and answer the questions they wrote in Exercise B. When finished, students open their books to check each other's answers.
- D** ▶ 02:50–04:27 Play the second part of the video and ask students to underline the correct verb in each sentence. Students compare their answers in pairs. Give feedback as a class.

FUNCTIONAL LANGUAGE

- A** Students work alone to complete phrases in the grid with the words from the box. Allow time for students to compare answers in small groups.
- B** ▶ Play the video through in full for students to check their answers to Exercise A.

USEFUL PHRASES

- A** Encourage students to try and remember what was happening in each picture to complete the exercise.
- B** ▶ Play the video again for students to check their answers to Exercise C.

- C** Students look again at the phrases from Exercise C and translate them into their own language. In a multilingual class, you may want to pair students from different countries. Give feedback as a class and encourage discussion.

PRONUNCIATION

- A** ▶ 03:02–03:34 Elicit why some of the words in the conversation are underlined (*they're stressed*). Highlight that intonation is how our voices move up and down as we speak. Then play the clip again and have students copy the stress and intonation. Pause the clip if necessary.
- B** Students work in pairs practising the conversation. Monitor and encourage natural correct stress and intonation.

SPEAKING

- A** Before beginning the exercise, model the conversation for students. Then, set a time limit for students to mingle and introduce themselves to their classmates.
- B** Again, model the conversation first before giving students time to mingle.
- C** Students work individually to make notes on what to say in their self-presentations. Encourage them to use the sentence beginnings in the exercise and to include at least two of the useful phrases from the lesson. Monitor and assist as required. Encourage students to practise their presentations before recording. Monitor and give feedback, before asking students to make their final recordings.
- D** In groups, students watch and compare their recordings before choosing the best.

VIDEOSCRIPT

Café Hub 1.4 Hello Again

G = Gaby Z = Zac S = Sam M = Milly N = Neena

- G:** Hi, my name is Gaby. Nice to meet you. Come with me! I'm originally from Spain but now London is my home. I'm a photographer, I like to travel and I drink a lot of coffee. I love it here! Here we are. This is home. I live in this flat with two of my really good friends, Neena and ...
- Z:** Zac. Ah! My name's Zac. Hey, how's it going? I live with Gaby and Neena. I'm originally from Seattle. I make video games. And ... I have to test them! Dream job. OK, I'm gonna get some breakfast at Sam's cafe. See you later.
- S:** Hi there, my name's Sam. Nice to meet you! This is my cafe. What can I tell you? I'm 34. Erm ... I like food! I love croissants and ... I live here in London! See you later.
- M:** Hello! I'm Milly, this is my clothes store. I'm American ... What else can I tell you? I watch old movies, listen to music and read a lot. Have you met Neena yet, she's a good friend of mine ...
- N:** Hello, Neena here. Good to meet you! OK, I have to be quick, so ... I live here in London with my friends Gaby and Zac. What else? Erm, I'm a lawyer and I work in Central London, but I'm looking for a new job and that is why I have to be quick! Because I've got a job interview right now!

- Z:** Neena! How's it going?
- N:** Interview!
- Z:** Of course! Good luck! See you later!
- N:** Bye!
- S:** Hey Zac! It's great to see you - what a nice surprise!
- Z:** I know! Long time, no see!
- S:** Do you want a coffee?
- Z:** Sure, and a croissant. So, how are you doing?
- S:** I'm good. How about you? Did you have a nice holiday?
- Z:** Yeah, it was great. Always good to see the family. What's new with you?
- S:** Not much. Same, same. Hey ... Have you asked Milly out yet?
- Z:** No. Not yet ...
- S:** Is that her?
- Z:** Unfortunately not. It's Gaby - oh no, I'm late! I've gotta go!
- S:** OK. Let's do something soon?
- Z:** Yeah, sure. Come over to the flat this weekend?
- S:** Will do. See you soon Zac. Hey, wait! You forgot ...

1 Writing

Write information about yourself

W checking your writing

Use it or lose it

Welcome. This is a blog for language learners written by ... a language learner!
My favourite tip for people interested in learning languages is 'use it or lose it'. It means 'practise the language and you won't forget it'. I started this blog to practise my English. Would you like to practise your English? Send me a message in English and I'll reply. Twice a week, I'll post the most interesting messages on the blog.

About me



I'm Karolina. Tea drinker, ¹**blogger** and hard-working ²**language** learner. ³**I've 20 years-** old and I'm Polish. I study law at university, and English in my free time. I go to English lessons ⁴**three times week** and I practise for half an hour every day. I have to be ⁵**well-organised** to get everything done! Of course, I'm ⁶**serious with-** learning, but I also really enjoy it.
My blog ⁷**aren't** my only hobby. I'm a book lover and I'm also ⁸**keen at** old black and white films. I read and watch in Polish and English.
I'm a curious, sociable person and ⁹**I like talk to** people who ask questions. I'm interested in creative types and I love meeting new people – especially other language learners (in the real world and online). I think that makes me a ¹⁰**person people**. I hope you enjoy the blog. Remember ... use it or lose it!

A Read the home page of Karolina's blog and answer the questions.

- 1 What is her blog about and who is it for? **Learning languages. People who want to practise English.**
- 2 How can you help Karolina? **Send her a message in English.**

B Work in pairs. Read the *About me* section of Karolina's blog. Then cover the blog and discuss what you remember about:

- 1 her work or studies
- 2 her likes and dislikes
- 3 the type of person she is

C Work in pairs. In Karolina's *About me* section there are ten mistakes with grammar, vocabulary and spelling. Correct them. Use the information in the box to help you.

Checking your writing

Follow these tips to help make your writing better.

- Always read your writing slowly and carefully before you finish.
- Try and find and correct any mistakes.
- Check your grammar.
- Check the vocabulary and spelling and be careful with any new language.

D Which colours are the different types of mistakes in Karolina's writing?

- 1 grammar mistakes green
- 2 vocabulary mistakes blue
- 3 spelling mistakes red

E Find and correct one mistake in each sentence. Then decide what type of mistake it is. Write grammar (G), vocabulary (V) or spelling (S).

- 1 I'm a keen travler and I study tourism. traveller S
- 2 Why you did start this blog? did you G
- 3 I try to learn a new word ever day. every V
- 4 I usually am online during the evenings. am usually G
- 5 I guess I'm an independant type. independent S
- 6 I'm responsible with updating the website. responsible for V
- 7 Are you want to know more about our group? Do you want G
- 8 I've never write a blog before. written G

WRITING

A PLAN You are going to write an *About me* section for your own blog, website or social media page. Make notes about your work or studies, your likes and dislikes and the type of person you are.

B WRITE Use your notes and Writing Exercise A to help you write your blog. Then check your writing using the list below and the strategies in the Writing skills box.

- I have mentioned my work or studies.
- I have mentioned some of my likes and dislikes.
- I have described my personality and the type of person I am.
- I have checked my work for mistakes with grammar, vocabulary and spelling.

C REVIEW Work in groups. Read the group's profiles. Can you recommend any blogs, websites, magazines, books, TV shows or films the people in your group might be interested in?

Refer students to this card as a model for the writing task.

Answers

- 1 *blogger*
- 2 *language*
- 3 *I'm 20 years old*
- 4 *three times a week*
- 5 *well organised*
- 6 *serious about*
- 7 *isn't*
- 8 *keen on*
- 9 *I like talking to people / I like to talk to people*
- 10 *people person*

Encourage students to look up relevant recommendations in English in their own time.

WRITING

In this writing lesson, students will learn how to write an *About me* section for their own blog, website or social media page, using the strategies in the Writing skills box.

- A** Students read *Use it or lose it* and Karolina's blog, and answer the questions. Give them time to check their answers in pairs before giving feedback as a class.
- B** In pairs, students read the *About me* section of Karolina's blog, then close their books and discuss what they can remember about her studies, likes or dislikes and personality traits. Monitor and assist students as necessary.
- C** Focus students on the information in the box. In pairs, students correct the ten mistakes. Encourage them to use the Writing skills box to support them.
- D** Students match the types of mistakes with the colours used in Karolina's writing. Ask them to check their answers in pairs before checking with the whole class.

E Students correct the sentences and decide what type of mistake has been made in each. Ask students to check in pairs, before giving feedback as a class.

WRITING TASK

- A** Focus students on the task. Ask them to make notes about their work or studies, likes and dislikes and the type of person they think they are. Encourage them to use the words and phrases from the unit.
- B** Using their notes from Exercise A, students now write their *About me* sections. Encourage students to use the writing checklist to edit their work.
- C** In groups, students read their writing and make recommendations about blogs, websites, magazines, books, etc.

VOCABULARY

A Complete the words for types of people.

- someone who likes animals
a nimal | over
- someone who likes spending time with others
p eople | p erson
- someone who plays video games
g amer
- someone who is very interested in food
f oodie
- a man who has two children
f ather | o f | t wo
- someone who listens to music regularly
m usic | f an

B Complete the *About me* section of Emma's social media page with the personality adjectives in the box. There is one adjective you do not need.

creative curious hard-working independent
sensible sociable well organised

Hi, I'm Emma and I'm a student nurse. I study and work a lot ¹(hard-working) and I make lists so I know what I am doing and when ²(well organised). I always think carefully before I make decisions ³(sensible). I feel it is important to ask a lot of questions ⁴(curious) in my social life and at work. I have a good imagination and in my free time I like to write songs ⁵(creative). I also have a great group of friends and I love spending time with them ⁶(sociable).

C Choose the correct prepositions to complete the sentences.

- In my family, we are all responsible for / on / with doing the housework.
- I'm not keen on / about / to people who talk about themselves all the time.
- As a child, I was involved in / with / at lots of after-school clubs and activities.
- I'm happy at / with / on my job.

GRAMMAR

A Complete the questions with the correct form of *do*, *be* or *have*.

- Do you have a pet?
- Are you from a large family?
- Did you have a party for your last birthday?
- Have you ever been to your country's capital city?
- What was your favourite book or toy when you were a child?

B Complete the article with the missing words.



Student Life Online
Your university, your site

This week, we asked students what blogs they read. This is what they said.

- Erica: Most ¹ of the time, I read blogs about football.
- Jake: ² Every so often, I read a cooking blog.
- Ammar: I ³ hardly ever read blogs. I don't have time.
- Mark: Once a ⁴ week, on Sunday mornings, I sit down and read my favourite travel blog.
- Tina: ⁵ Now and again, I read news blogs.
- Nazreen: I don't read blogs, but I do use Twitter. I check it at least ten ⁶ times a day.

What are your favourite blogs?
Leave your comments below.

C Choose the word which is *not* possible in each sentence.

- Everybody / Somebody / Anybody can have nice handwriting.
- I don't agree with everything / anything / nothing that the graphologists say.
- Everyone use / uses / has a keyboard these days.
- Do you know anybody / anyone / anything that is sociable?

FUNCTIONAL LANGUAGE

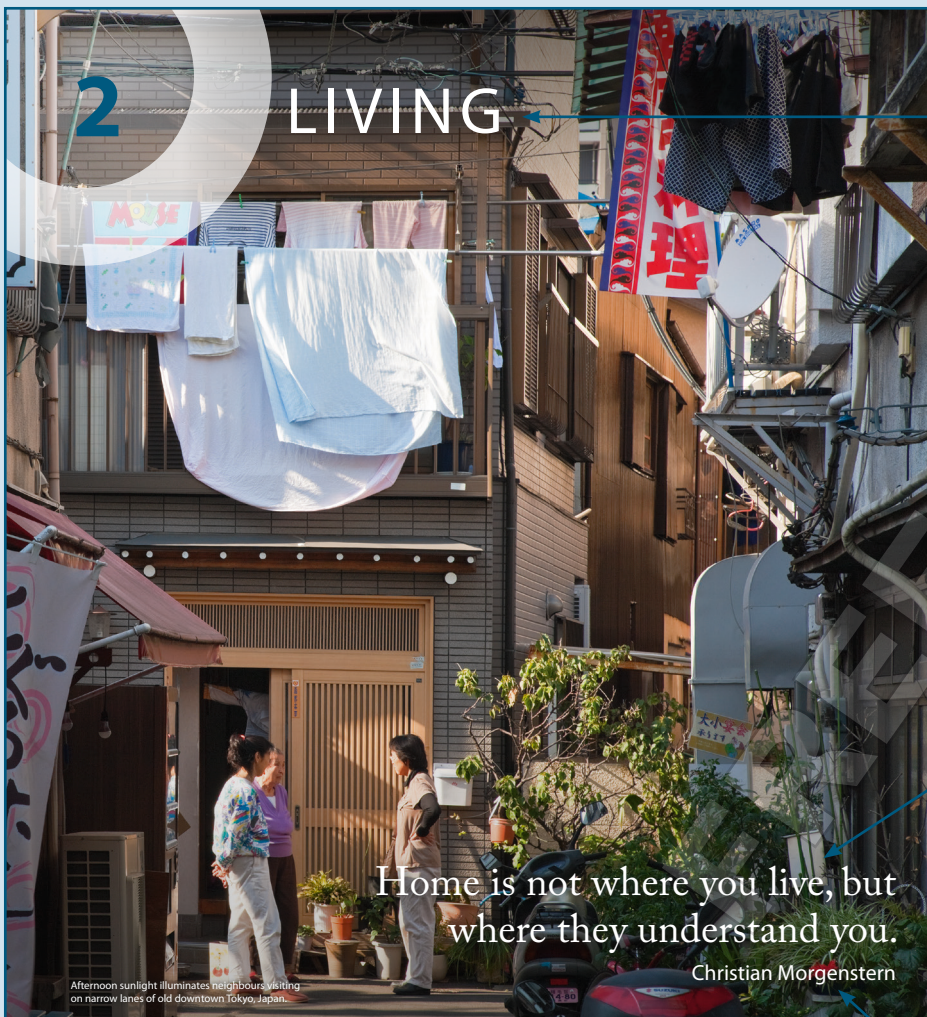
Reorder the words in the boxes to complete the conversations.

name's / Hi, / my / Erwin
myself / me / Let / introduce
meet / Nice / to / you

- Erwin: ¹ Hi, my name's Erwin.
- Laura: Oh, hi, Erwin. ² Let me introduce myself.
I'm Laura, the office manager.
- Erwin: ³ Nice to meet you.
I think you're going to be my boss!

nice / What / surprise / a
days / are / doing / What / you / these

- Alan: Dan?
- Dan: Alan! ⁴ What a nice surprise! How are you?
- Alan: Oh, fine, thanks. ⁵ What are you doing these days?
- Dan: I'm still teaching.



2 LIVING

Home is not where you live, but where they understand you.

Christian Morgenstern

Afternoon sunlight illuminates neighbours visiting on narrow lanes of old downtown Tokyo, Japan.

Living (n) a particular type of life. Synonyms: life (n), lifestyle (n), existence (n).

Morgenstern is suggesting that your home is the place where people think and feel the way you do, not where you were actually born or live.

Christian Morgenstern (6 May 1871–31 March 1914) was a German poet from Munich. Morgenstern's poetry was inspired by English 'nonsense poetry' and is still very popular today.

OBJECTIVES

- talk about your neighbourhood
- talk about your life and routine
- talk about life events
- ask for and give advice
- write an email of complaint

Work with a partner. Discuss the questions.

- 1 Read the quote. Where is 'home' for you?
- 2 Look at the picture. What do you think the people are talking about?
- 3 Do you know your neighbours?

LIVING 11

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Encourage students to look at the quote and take one or two suggestions from the class about what they think it means.

Ask students to look at the picture on the page and encourage them to share their ideas. Ask prompt questions such as 'Where do you think this place is? Why?' If students share any good ideas or useful language, write these on the board.

Ask students to look at the questions at the bottom of the page. Answer with your explanation as to where your 'home' is. Students discuss the questions in pairs or in a small group.

Monitor and assist as necessary. When students have finished the activity, ask one or two pairs to share their ideas with the class. Encourage students to listen to one another and respond with their own ideas and opinions.

WORKSHEETS

Lesson 2.1 Love where you live

Grammar: Adverbs of degree (W7)

Vocabulary: Describing places (W8)

Lesson 2.2 The boomerang generation

Grammar: Present simple and present continuous (W9)

Vocabulary: Verb + preposition (W10)

Lesson 2.3 Time flies

Grammar: Past simple – regular and irregular verbs (W11)

Vocabulary: Life events (W12)

G adverbs of degree

V describing places

P stress in two-syllable adjectives

READING

A Work in pairs. Discuss the questions.

- 1 Do you love where you live? Why/Why not?
- 2 Look at the pictures. What can you see?
- 3 Look at the glossary. How can a building be environmentally friendly?

B SCAN Read *The forest in the sky* quickly and complete the sentences with the correct word or number from the text.

- 1 Bosco Verticale is an Italian name that means 'vertical **forest**'.
- 2 The apartment buildings are in the city of **Milan** in Italy.
- 3 There are nearly **900** trees on the balconies of the buildings.
- 4 The plants help make the noise from the **traffic** and people in the street quieter.
- 5 The apartment buildings are close to the city's services and **transport**.
- 6 The architects plan to build another forest city in **China and the Netherlands** in the future.

C READ FOR DETAIL Read again and answer the questions.

- 1 What are the four problems of life in central Milan that the writer mentions? **noisy, polluted, hot, crowded**
- 2 How do the Bosco Verticale buildings solve these problems?
- 3 What is the main problem with buildings like Bosco Verticale? **They are expensive to build.**
- 4 Does the writer think forest cities are a good idea? **Yes, the writer believes they are worth the cost.**

D SPEAK Work in pairs. Answer the questions.

- 1 Do you want to see forest cities in your country? Why/Why not?
Forest cities are a good idea because ...
- 2 Should we pay more to live in clean cities? Why/Why not?
I don't think we should pay more to live in clean cities because ...

THE FOREST IN THE SKY

Where in the world can you live on the top floor of a 111-metre high-rise building, near the centre of a **lively** city, but still have breakfast under a tree on your balcony? Sounds almost impossible! Well, not if you live in the Bosco Verticale (vertical forest) buildings in Milan, Italy. Architect Stefano Boeri has created a completely new approach to designing buildings.

Like many big cities, Milan is **noisy** and **polluted**. It's hot in the summer and in the city centre the green spaces are often quite **crowded**. But Boeri's team have found a very green answer to these problems. Nearly 900 trees grow **high above Milan on the balconies of modern buildings**. The trees keep the apartments cool in summer and warm in winter. They also produce oxygen, which keeps the air **clean**. The buildings are so **quiet** because the trees and plants stop the noise from the people and traffic in the streets below. Ex CQ2

Bosco Verticale is really **convenient** for the city's shops, services and transport, it's **attractive**, and it's environmentally friendly. So, will there be more buildings like this in the future? Well, possibly. The architects want to build a new forest city in China and the Netherlands, but there is one more problem to solve. Buildings like this are extremely expensive. At 65 million euros, Bosco Verticale cost 5 per cent more to build than a normal high-rise building. But if we want to live in cool, quiet cities with clean air, it will be worth the cost.

Glossary

architect (n) someone whose job is to design buildings

environmentally friendly (adj) something designed not to harm the natural environment

vertical (adj) standing, pointing or moving straight up

2.1 Love where you live

LEAD-IN

Draw three columns on the board with headings: *Things you like about your neighbourhood*, *Things you don't like*, *Things that make no difference*. Say what you think about your neighbourhood and teach *neighbourhood*, *transport*, *traffic*, *recycled (adj)*. Students write two things about their neighbourhood in each column. Ask students to share their ideas with the class. Write them in the corresponding columns. Do they coincide? Do they differ? Do they like living in their neighbourhoods? Why? Why not?

READING

A Ask students to look at the photo. Does anyone recognise the building? (*Bosco Verticale in Milan, Italy*) How does it compare to their own homes? Are there any similar places in their cities / countries? Focus students on the glossary. Explain it contains key words they might need for their answers. Students discuss the questions in pairs. Monitor and assist as required. Take feedback from one or two pairs.

- B** Remind students that the purpose of scanning a text is to read it quickly looking for specific information. Tell them to underline the words they think will help them find the answers. Give them one minute to find the answers in the text.
- C** Students read the text again in detail, and answer the questions individually. Allow time for students to compare their answers with a partner. Then check answers as a whole class. Students can share personal experience of seeing other buildings which are environmentally friendly in their city, or country or abroad.
- D** Focus students on the questions. Model a possible ending for the first sentence and ask them to suggest other endings. Students discuss the two questions in pairs, using phrases from the article. Monitor and assist as necessary. Take feedback from one or two pairs and encourage students to comment on one another's ideas.

Extra activity

Put students into groups to design the ideal home. Ask them to make notes about furniture, design, number of rooms and location. Monitor and assist as necessary. Ask groups to present their houses to the class.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: My house

Use this activity to practise vocabulary.

Students work in pairs telling each other about the places where they live. Give some examples of questions they can ask, e.g. *Is it a flat or a house? Do you rent it? What is your favourite room?* Alternatively, students could tell their partner about an interesting place they have lived, e.g. *I used to live on a boat / in a tent* and ask each other questions about it.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Interesting homes

Use this activity to practise vocabulary.

Brainstorm different kinds of accommodation and think of an adjective to describe each one, e.g. palace – luxurious, houseboat – unique. In small groups, students discuss the advantages and disadvantages of living in these places. You can use the suggestions below as prompts if students find it difficult to come up with their own ideas.

basement flat, high-rise flat, hotel, caravan, cave, tree house

GRAMMAR HUB

2.1 Adverbs of degree

almost	= nearly	She almost fell from the balcony.
completely	= 100%	This is a completely new idea.
extremely	= stronger than very	Life here is extremely expensive.
very		The city centre is very lively at night.
so	= very	Living here is so convenient.
really	= very	This building is a really clever design.
quite	= weaker than very	The town is quite crowded at weekends.

- We use adverbs of degree to make something stronger or weaker.
- Adverbs of degree usually come **before** the adjective.
- We can also use *very*, *really*, *extremely* and *completely* before adjective + noun.

Be careful!

- We don't use *so* or *almost* before adjective + noun.
It's so noisy. NOT It's a so noisy area.
- We can use *quite* + *a/an* before adjective + noun.
It's quite a noisy area. NOT It's a quite noisy area.
- We can also use adverbs of degree before adverbs.
The pollution problem is improving very slowly.
- We can also use adverbs of degree before verbs.
- When a verb has an auxiliary verb (*have*, *be*, *do*), we usually put the adverb between the auxiliary verb and the main verb.

2.1 Love where you live

GRAMMAR

- A** Students complete the sentences with words from the text, before checking their answers in pairs. Give feedback as a class.
- B** Set a time limit for students to find more adverbs of degree in the text. Give them time to check answers in pairs before giving feedback as a class.
- C** Students complete the rules in the box using the examples in Exercises A and B to help them. Give feedback as a class.
- D** Direct students to the **Grammar Hub** on pages 124 and 125 (see TB12 and below). Use the **Grammar Worksheet** on W7 for extra practice.
- E** Draw students' attention to the pictures of unusual buildings and model the conversation with a strong student. Students work in pairs sharing their ideas using adverbs of degree. Monitor and assist as necessary.

VOCABULARY

- A** Explain the activity. Read the example with the whole class. Allow students time to complete the exercise individually, before checking their answers with a partner. Give feedback as a class.
- B** Ask students to think about which of the adjectives from Exercise A they could use to describe their neighbourhood. Students write five sentences about their neighbourhood. Use the **Vocabulary Worksheet** on W8 for extra practice.
- C** Model the activity with a stronger student. Students take it in turns to say an adjective for their partner to say the opposite. Encourage stronger students to complete the activity with their books closed. Monitor the activity.

PRONUNCIATION

- A** Explain the task. Play the audio. Students listen and underline the stressed syllable.
- B** Play the audio again. Students listen and repeat the words.
- C** Read the rubric with the whole class. Model the activity. In pairs, students underline the stressed syllables. Check answers with the whole class.

SPEAKING

- A** Go over the prompts with the whole class and clarify any doubts. Allow students time to prepare their talk and the questions they will ask their partner. Monitor and assist as necessary.
- B** Model the activity with a stronger student. Then, in pairs, students take turns to talk about their neighbourhoods and ask and answer each other's questions. Ask some of the pairs to share their conversations with the whole class. Encourage further questions from the class.

Extra activity

Extend the speaking activity and recycle relevant vocabulary by asking students to decide on the two most important things for deciding on a new neighbourhood or place to live, e.g. *peaceful*, *attractive*, etc. Students can decide alone, then compare ideas in pairs, before coming to a consensus as a group. Encourage them to justify their choices.

2.1 Adverbs of degree

A Put the words in order to make sentences.

- 1 have / they / completely / new / a / designed / building / apartment
They have designed a completely new apartment building.
- 2 this / extremely / area / expensive / an / is
This is an extremely expensive area.
- 3 is / park / on / Sundays / crowded / so / the
The park is so crowded on Sundays.
- 4 cars / move / slowly / city / the / in / very
Cars move very slowly in the city.
- 5 polluted / is / in / it / places / some / quite
It is quite polluted in some places.
- 6 ready / am / move / to / I / almost
I am almost ready to move.
- 7 is / really / there / beautiful / park / a / here / near
There is a really beautiful park near here.

B Choose the correct option.

- 1 I'm **so** / *almost* happy to be living in London!
 - 2 Cleaning up the city is *almost* / **extremely** expensive.
 - 3 Our new apartment is *almost* / **really** nice. I love it!
 - 4 Architects used a *so* / **completely** new design.
 - 5 In the summer, it gets **extremely** / *completely* hot here.
 - 6 It is **almost** / *very* impossible to get to know everyone in your neighbourhood.
 - 7 My last house was *quite a* / **quite** big, but I didn't have enough space.
- Go back to page 13.

GRAMMAR

Adverbs of degree

A WORK IT OUT Complete the sentences from *The forest in the sky* with the correct adverbs of degree.

- Sounds almost impossible!
- Stefano Boeri has created a completely new approach to designing buildings.
- Boeri's team have found a very green answer to these problems.

B Underline four more adverbs of degree in the article.

quite, really, extremely, so

C Choose the correct words to complete the rules.

Adverbs of degree

- Adverbs of degree are usually used before / after the adjective that they modify.
- We use / don't use adverbs of degree when we want to make something stronger or weaker.
- We can / can't use adverbs of degree with adverbs and verbs:
 - She is speaking very fast.*
 - He almost finished the race.*

D Go to the Grammar Hub on page 124.

E SPEAK Work in pairs. Look at the pictures of unusual buildings and use adverbs of degree to describe them.

A: It's so different from a normal building.

B: It's very strange!



VOCABULARY

Describing places

A Read the sentences and look at the adjectives in **bold**. Then write the opposite adjectives.

- The air in my city is quite **clean**. There aren't many factories. dirty
- My neighbours are very **loud**. They often play music late at night. quiet
- It's quite an **inconvenient** place to live. Our house is far from the shops and transport. convenient
- The shopping centre is very **old-fashioned**. It looks like it's from the 1970s. modern
- My flat is in an **ugly** high-rise building. I don't like living there. attractive
- The main streets are very **dirty**. People often drop litter. clean
- My neighbourhood is very **peaceful**. I rarely hear cars or people in the street. noisy

B Use the adjectives in Exercise A to write five sentences about your neighbourhood.

C SPEAK Work in pairs. Say an adjective. Your partner says the opposite. Take turns.

PRONUNCIATION

Stress in two-syllable adjectives

A Listen and underline the stressed syllable in each adjective.

2.1

- | | | |
|----------------|-------------------|----------------|
| 1 <u>dirty</u> | 3 <u>modern</u> | 5 <u>noisy</u> |
| 2 <u>quiet</u> | 4 <u>peaceful</u> | |

B Listen again and repeat the words.

2.1

C Most two-syllable adjectives have the same stress pattern. Read the text below and **underline** the stressed syllable in all the two-syllable adjectives.

The Chang (Elephant) Building is in Bangkok, Thailand. Some people think it is modern and interesting; some people think it is strange and funny. Other people think it is ugly and totally awful!

SPEAKING

A Tell your partner about your neighbourhood. Use these ideas to help you.

- Location – is it convenient? Close to public transport?
- Appearance – is the area clean, modern?
- People – who lives there? Families or young professionals?
- Environmentally friendly – are there local parks?

B Work in pairs. Take turns to ask and answer your questions.

○ Talk about your neighbourhood

V verb + preposition

G present simple and present continuous

P consonant pairs at the beginning of words

LISTENING

A Work in pairs. Discuss the questions.

- 1 Why do people move out of their parents' home?
- 2 When do people usually leave home in your country?
- 3 Why do some adults continue to live at home?
- 4 What problems could this cause?

B **LISTEN FOR GIST** Listen to the first part of *The boomerang generation* and answer the questions.

- 1 What does 'boomerang generation' mean? **people return to live with parents after uni**
- 2 How old is Richard? **25**
- 3 Why is Richard living at home with his parents? **he is looking for a job**
- 4 Does he enjoy living at home? **no**

Glossary

boomerang (n) a curved stick that comes back to you when you throw it

generation (n) a group of people in society who are born and live around the same time

permanent (adj) happening or existing for a long time

C Listen to all of *The boomerang generation* and match two questions with each speaker. Write Richard (R), Gordon (G), Alice (A) or Carla (C).

Who ...

- 1 says their child can live at home for a long time?
- 2 seems worried about their child?
- 3 isn't working at the moment?
- 4 plans to do something to thank their parents?
- 5 wants to make a change to their house?
- 6 likes living with their parents?
- 7 is happy they are not alone?
- 8 isn't happy with the house rules?

C
G
R
A
G
A
C
R

D SPEAK Work in pairs. What are the advantages and disadvantages of living with your parents as an adult?

VOCABULARY

Verb + preposition

A Complete the sentences from the radio programme with the correct preposition. Then listen and check your answers.

- 1 I'm still looking **for** a permanent job.
- 2 We argue **about** the rules.
- 3 He can always rely **on** us.
- 4 I help **with** the housework.
- 5 I can talk **to** her.

Verb + preposition

Some verbs can be used with different prepositions to mean different things.

argue + about + something

• We often argue **about** housework.

argue + with + someone

• I often argue **with** my parents.

It is possible to join the sentences together:

• I often argue **with** my parents **about** housework.

B Complete the email to Stella with the prepositions from Exercise A.

Re: Help?!

Sent: Friday 10th November, 2017, 2.19 pm

To: stella_28@logbox.com

From: d.smith@screen.nett

Hi Stella,

Thanks for phoning this morning. Sorry to hear you're having money problems, but we're happy you decided to talk ¹ **to** us about it. You can always rely ² **on** us. I know you don't like borrowing money, but we'd like to help ³ **with** your rent this month. Let's not argue ⁴ **about** it this time. You can pay us back when you have a bit more money.

You said you'd like to look ⁵ **for** somewhere cheaper to live. How about coming back to live ⁶ **with** us for a while? It would only be a temporary solution, but we'd like you to think ⁷ **about** it. Give us a call and let's talk ⁸ **about** it.

Lots of love,

Mum and Dad

C SPEAK Work in pairs. What should Stella do? Move home or find somewhere else to live?

A: I think she should definitely ...

B: I'm not sure she should ...



2.2 The boomerang generation

LEAD-IN

Write *boomerang* vertically down the board. Ask students if they know the meaning of the word. In groups of four, students attempt to come up with the longest word that begins with each letter of the word *boomerang*. Ask groups to read their words. They should cross out repeated words. Give each team a point per accepted word.

LISTENING

A Read the questions with the whole class and clarify any questions students have. Students discuss the questions in pairs. Monitor and assist as necessary. Take feedback from one or two pairs and encourage the other students to respond to one another's ideas. Can they think of a relation between the word *boomerang* and the questions they are discussing?

B Focus students on the glossary. Explain that it contains key words that they might need to understand the audio. Ask students to look at the pictures and elicit the relationship between the people in each photo. Explain the task. Students read the questions. Play the audio. Students discuss their answers in pairs and check with the whole class.

C Go through the task with the whole class. Play the audio. Ask some questions to check understanding (e.g. *Whose parents are happy their child is living at home? Whose parents aren't happy?* etc). Allow students time to answer. Students can check their answers in pairs. Play the audio again for students to check. Check answers with the whole class.

D Students discuss the question in pairs. Encourage them to use information from the *Listening* to support their ideas. Monitor and assist as necessary. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

VOCABULARY

A Focus students on the vocabulary box. Elicit the differences in meaning shown by the examples. Play the audio. Allow time for students to complete the sentences. Play the audio again for students to check their answers. Check answers with the whole class. Elicit other examples from the radio programme.

B Students complete the email individually and check their answers in pairs. Number 1 has been done as an example. Use the **Vocabulary Worksheet** on W10 for extra practice.

C Ask what the purpose of the email is (*Stella's parents are suggesting that she should move back home to save money*). Model the conversation with a stronger student. In pairs, students discuss the question using information from the radio programme and their own opinions to support their answers. Monitor and assist as necessary. Take feedback from one or two pairs and encourage students to respond to one another's opinions.

AUDIOSCRIPT

2.3

Listening, Exercise C

P = Presenter R = Richard G = Gordon

A = Alice C = Carla

P: More and more of the world's young people are going home to live with their parents after college or university. Why? And what is it like living at home again as an adult? How do parents feel about the situation? Today, we talk to members of 'The boomerang generation' and their parents about the advantages and disadvantages of living together again. Let's start with Richard ...

Ex B Q1

R: I'm Richard Woodman, from the UK. I'm 25 years old and at the moment, I'm living at home with my mum and dad. I ... er ... graduated two years ago, but I'm still looking for a permanent job. I love my parents, but we ... er ... well, they are difficult to live with. We argue about the rules all the time. I'm sleeping in my old room and living with the people who took me to the park when I was little! I know I'm lucky to be here, but it's ... you know ... it isn't easy.

Ex B Q2

Ex B Q3

Ex C Q3

Ex C Q8

Ex B Q4

G: My name is Gordon Woodman. I'm Richard's dad. Of course, Richard's mum and I are, well, we're happy he is staying with us ... most of the time. We're his parents and he can always rely on us, but we er ... we hope he finds the right job and, well, moves out as soon as possible. I want to make his bedroom into my home office. And his music, it's ... well you know, thump, thump, thump all day and night. It drives me crazy! Anyway, we think he needs to be more independent. We love him, but he's unhappy, and he isn't learning about adult life living here with us.

Ex C Q5

Ex C Q2

A: Hi, I'm Alice Melo from Portsmouth, in England. I'm 28 years old and I graduated last year. I work as a dentist and, at the moment, I'm living with my parents to save money for my own place. Well, I'm trying to save money anyway, ha ha! I studied in Scotland, but I ... er ... couldn't find a job there, so, you know, I came back home. More and more of my friends are moving back home. It's great! Mum cooks and does all my washing. She won't take any money from me ... I tried, but ... er ... so I'm not paying any bills. Of course, I help ... sometimes ... I help with the housework and the garden, I mean, now and again, you know. One day, I will do something special to thank them.

Ex C Q6

Ex C Q4

C: I'm Carla Melo, Alice's mum. We're very happy our daughter is home again. She's working hard and she wants to get her own place, but I always tell her she can live here with us forever! She's an adult now, I know, but she's still my baby! This year, my husband is travelling a lot for work, for his job, you know, so I'm very happy Alice is here with me. I don't like being on my own. I can talk to her, and she can save money and enjoy her mum's cooking.

Ex C Q1

Ex C Q7

2.2 The boomerang generation

GRAMMAR

- A** Read through the instructions and do the first sentence as a whole class. This activity could be done in pairs to support slower students and make the activity more communicative. Check answers with the whole class. Elicit how each tense is formed (present simple: infinitive [+s for 3rd person singular] / present continuous: *be* + infinitive + *-ing*).
- B** Students work together to complete the rules in the grammar box. Remind them to use the examples from Exercise A to help. Discuss answers with the whole class.
- C** Direct students to the **Grammar Hub** on pages 124 and 125 (see below). Use the **Grammar Worksheet** on W9 for extra practice.
- D** Model the exercise by completing the first two or three sentences on the board with information about your own country. Then, give students time to complete the sentences themselves, before discussing their ideas in pairs. If you are teaching a multilingual class, students could do this activity in pairs or small groups of different nationalities. Monitor and encourage discussion.

PRONUNCIATION



- 2.5 A** Highlight the activity. Explain these consonant pairs are commonly found at the start of words. Play the audio. Students listen and complete the table. Give feedback as a class.
- B** Students work with a partner to practise saying the words from Exercise A. Encourage students to listen carefully to their partners and correct each other's pronunciation. Monitor students and drill more natural pronunciation when necessary. Students add one more word to each column. Check with the whole class.

SPEAKING

- A** Focus students on the activity. Students work on writing a question for each prompt individually. Monitor and assist when necessary.
- B** In pairs, students take it in turns to ask and answer each other's questions from Exercise A. Monitor and assist with pronunciation when necessary. Encourage them to ask follow-up questions to extend their conversation. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

GRAMMAR HUB

2.2 Present simple and present continuous

	Positive	Negative
I/you/we/they	They love their house.	I don't live in a big city.
he/she/it	She loves her family.	He doesn't cook every evening.

	Positive	Negative
I	I'm studying at the moment.	I'm not studying at the moment.
he/she/it	She's living with her parents.	She isn't living with her parents.
you/we/they	We're moving to the city.	We aren't moving to the city.

Question	Positive short answer	Negative short answer
Does he love cooking?	Yes, he does .	No, he doesn't .
Are they working ?	Yes, they are .	No, they aren't .

- We use the present simple to talk about routines and things which are always or generally true.
- We use the present continuous to talk about temporary actions happening now or around now.
- We also use the present continuous to talk about trends.

2.2 Present simple and present continuous

A Correct the mistakes in each sentence. Use contractions where possible.

- 1 ~~We be~~ ^{We're} living in Rome at the moment.
- 2 ~~I stay~~ ^{I'm staying} at my parents' house this week.
- 3 ~~She likes~~ ^{She's liking} doing the washing very much.
- 4 They're usually ~~helping~~ ^{help} with the housework on Sundays.
- 5 ~~Paul's doing~~ ^{Paul does} the cooking most of the time.
- 6 ~~I travel~~ ^{I'm travelling} a lot for work at the moment.
- 7 We both ~~look~~ ^{are looking} for a permanent job right now.

B Complete the sentences with the correct form of the verb in brackets. Use contractions where possible.

- 1 I 'm studying (study) French history this year.
- 2 My mum still does (do) all my washing.
- 3 I don't need (not / need) you to help me look for a new place.
- 4 What are you arguing (you / argue) about now?
- 5 They 're / are saving (save) money to buy a house.
- 6 She doesn't always cook (not / always / cook) for herself.
- 7 He 's / is talking (talk) to his cousin right now.

➤ Go back to page 15.



GRAMMAR

Present simple and present continuous

A WORK IT OUT Read the sentences from *The boomerang generation*. Are they present simple (PS) or present continuous (PC)?

- I love my parents. PS
- I'm sleeping in my old room. PC
- Mum cooks and does all my washing. PS
- More and more of my friends are moving back home. PC

B Complete the rules with *simple* or *continuous*.

Present simple and present continuous

- We use the present simple to talk about routines (events that happen every day) and things which are always or generally true.
- We use the present continuous to describe what is happening now and to talk about trends.
- We do not usually use the present continuous with state verbs like *be, like, want, understand, believe, know, mean, need, cost*.
- We often use the present continuous with time expressions like *at the moment, now, today, this year*.

C Go to the **Grammar Hub** on page 124.

D SPEAK Work in pairs. Complete the sentences with information about your country and discuss with your partner.

- Recently, more people are living in apartments in the big cities.
- People love _____, but they don't like _____.
- Everyone's talking about _____ at the moment.
- Many young people are studying _____ at the moment.
- Some people are happy because _____.

PRONUNCIATION

Consonant pairs at the beginning of words

A Listen to the words and add them to the correct consonant group.

2.5

sl	sm	sn	sp	st	sw
sleep	small	snack	speak	start	swim

B SPEAK Work in pairs. Practise saying these words. Can you add one more example to each group?

SPEAKING

A You are going to ask your partner about his/her life and routine. Use the prompts to make present simple or present continuous questions.

- think about / moving back home again?
Are you thinking about moving back home again?
- save money / for anything this year?
Are you saving money for anything this year?
- like / cooking for yourself?
Do you like cooking for yourself?
- know / your neighbours?
Do you know your neighbours?
- your own question

B Work in pairs. Take turns to ask and answer your questions.

A: *Are you thinking of moving back home?*

B: *I'm not sure. I need to save some money, so maybe!*

— Talk about your life and routine

G – past simple – regular and irregular verbs

P – Past simple irregular verbs /ɔ:/, /e/ and /eɪ/

V – life events

S – skimming for key words

READING

A Work in pairs. Read the sentence from the article and discuss the questions.

When I was young, ... a year was such a long time. Now I'm an adult, time passes so quickly.

- 1 Do you agree with this sentence? Why/Why not?
- 2 Can you think of an example when time passed quickly or slowly for you?

B READ FOR MAIN IDEA Read *When did the years get shorter?* quickly and match the headings (a–e) with each theory in the text (1–4). There is one heading you do not need. Use the information in the box to help you.

Skimming for key words

When you read an article for the first time, look for clues to help you understand the main idea of each paragraph.

- Look for key words. These could be numbers or the same words repeated.
- Look for words connected to the main topic.
- Look at the first sentence of each paragraph to help you understand the topic.

- | | |
|----------------------------------|------------------------------|
| a The race against time | d It's all about the numbers |
| b From spring to winter | e Counting the days |
| c New experiences slow down time | |

C READ FOR DETAIL Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Time moved more quickly when the writer was a child. T/F (F)
- 2 As we grow old, every year becomes a smaller percentage of our life. T/F (T)
- 3 Many adults feel they have too much free time. T/F (F)
- 4 Time slows down if we are looking forward to an event. T/F (T)
- 5 New experiences can help to slow down time. T/F (T)
- 6 All the theories agree that adults and children experience time differently. T/F (T)

D SPEAK Work in pairs. Which theories in the article best explain why time seems to fly as we get older? Why? Give examples from your own life.

A: I like the one about ...

B: I think Theory 3 is best because ...

When did the years get shorter?

By Stefan Nyberg

10th January 2019

Glossary

- routine (n)** your usual way of doing things
stressful (adj) involving or causing a lot of pressure or worry
theory (n) an idea that explains how or why something happens

When I was young, the school summer holidays were six weeks long – it felt like forever. A year was such a long time! Now I'm an adult, time passes so quickly. Why does time seem to fly as we get older? Psychologists have several theories about this. Here are the most popular ones:

Theory 1: d

The first theory is mathematical. When you were 5 years old, a year was 20 per cent of your life, so it seemed like a long time. When you are 50 years old, a year is only 2 per cent of your life, so it seems much shorter. Time can feel very different if you are a child or an adult.

Theory 2: a

As children, we didn't have as much to worry about – we went to school and studied, then we came home and played with our friends. Adult life is fast, busy and stressful – it's difficult to do everything we want to do. Days can be tiring. Many of us feel that there isn't enough time in the day. Time seems to pass very quickly because as adults we tend to rush to do something and then move on to the next job with no time to stop and think.

Theory 3: e

As children we knew exactly how many days it was until our next birthday or holiday. All that counting and waiting made the days seem to pass much more slowly. Some psychologists suggest adults don't notice time passing because they are focused on 'boring adult stuff', like shopping or housework. The days, weeks and months pass quickly. Suddenly, another year is over and a new one is beginning.

Theory 4: c

The routines of work and family life mean that, for many adults, the days all feel the same. This is different from our early lives, which were full of exciting first-time experiences. Back then, we started school and studied new things. Then we took exams, went on our first dates and learnt to drive. When we look back on all these first-time experiences, we feel that the years were much longer because so many new things happened.

All these theories have something in common: there is a clear difference between the way adults and children experience time. Perhaps we need to learn from children and slow down a bit more. Stop, look around, notice the blossom on the trees in spring and the leaves changing colour in autumn. The earth will keep spinning, but we are only here for a short time. Let's enjoy it!

2.3 Time flies

LEAD-IN

Write the following gapped sentences on the board: 1 I first _____ a long time ago; 2 I last _____ three months ago; 3 I _____ last week and it was horrible. Tell students to complete the sentences with true information. Then, nominate students to read out only the gapped part of their sentences and try to guess as a class which sentence they're completing.

READING

A Ask students to read the lesson title. Ask *Does anyone know what 'time flies' means? (time goes by quickly)*. Read the sentence from the article with the whole class. Ask a couple of students whether they agree. Focus students on the glossary. Remind them it contains key words they might need for their answers. Students discuss Questions 1–3 in pairs. Monitor and assist with grammar and vocabulary when necessary. Take feedback from one or two pairs and encourage students to respond to one another's ideas.

B Read the skills box as a class, giving further explanation where necessary. Students then read the text to match Headings a–e with the four theories described. Set a time limit to ensure students only have time to skim the paragraphs to do the task. Check answers with the whole class.

C Explain the task to students. Give them time to read the passage again, this time paying attention to detail. They work in pairs to decide whether the sentences are true or false. Help slower students by telling them that they will find the answers in the text in the same order as the sentences.

D Model the activity for the class giving an example about yourself. Give students time to think of the answer. Students work in pairs taking turns to explain to each other the theory they prefer and give their examples. Monitor and assist as required. With a stronger class, you might want to tell students to find an answer they both agree with. Take feedback from one or two pairs and encourage students to respond to one another's opinions.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: Memory

Use this activity to practise conversation.

Ask students to raise their hands if they think they have a good memory. Ask them to take a pen and paper and dictate the following list to the class:

- passwords and pin numbers
- new people's names
- the words to songs
- your phone, keys and wallet
- what you did two weeks ago
- things that happened when you were a child

Ask students to decide whether they are good (✓) or bad (✗) at remembering these things. Ask students to work with a partner to discuss their answers and decide who has a better memory.

TEACHING IDEA by David Seymour and Maria Popova

Grammar: My childhood

Use this activity to practise the past tense.

Arrange students in pairs. Students ask and answer questions about each other's childhood using the prompts below. If students have got children, they might want to talk about them instead.

- the day you were born
- the time of day you were born
- the month you were born
- the season you were born
- the year you were born
- the decade you were born

METHODOLOGY HUB by Jim Scrivener

Getting useful feedback – some starting points

- Don't think of feedback as a once-a-term thing or just as a formal requirement from your school. Visualise it as a moment-by-moment need to find out whether you and the class are on track.
- Clearly, you can overdo it – you don't want the class to groan at being asked *How useful was that activity?* again and again – but don't let this worry prevent you from even starting to explore their reactions and responses.
- Whether you go for oral or written feedback, vary it. Don't turn it into a ritual.


- Some common feedback opportunities: feedback at the start of a lesson, at the end of a lesson, at the end of a week, at the start of a new coursebook unit, at the end of a unit, before the class does an activity, after an activity, as the core topic of an activity, written at home.
- Ask small questions (e.g. *Which activity today was most difficult for you?*) as well as big ones (e.g. *How useful is the course for you?*). They are easier to answer.
- Ask simple, factual questions (e.g. *How many words today were new for you?*) as well as evaluative questions (e.g. *Which activity did you enjoy most?*).
- Design a simple feedback form. Photocopy and hand it out (or dictate it to students). You could allow them class time to discuss the questions before they write, or ask them to fill it out at home.

2.3 Time flies

GRAMMAR

- A** Students work in pairs reading *When did the years get shorter?* again and completing each sentence with the missing verbs. They then match each sentence to the words in the box.
- B** Focus students on the rules in the grammar box. Tell students to choose the correct word to complete the rules, using the sentences in Exercise A to support them. Students check their answers in pairs before checking with the whole class.
- C** Direct students to the **Grammar Hub** on pages 124 and 125 (see below). Use the **Grammar Worksheet** on W11 for extra practice.

PRONUNCIATION

-  **A** Play the audio while students write the irregular verbs into the corresponding group.
- B** Students write questions alone, using the grammar box for help. Then, they work in pairs to ask and answer each other's questions. Monitor and assist where necessary.

VOCABULARY

- A** Give students time to find the events in the text and match them to Pictures a–d. They then decide what age they were when they experienced these events. Encourage discussion during class feedback.
- B** Direct students to the **Vocabulary Hub** on page 146. Use the **Vocabulary Worksheet** on W12 for extra practice.
- C** In pairs, students discuss the age at which people generally do each of the bulleted activities and how this compares to their grandparents' generation. Give feedback as a class.

SPEAKING HUB

- A** Students choose the experiences they want to talk about using the ideas in the box or their own ideas.
- B** Students answer the questions about the experiences they chose in Exercise A. Monitor and help as required.
- C** In groups, students take turns to tell their experiences and guess whether they are true or false. Encourage students to ask follow-up questions to extend their conversation.

GRAMMAR HUB

2.3 Past simple – regular and irregular verbs

Subject	Positive	Negative
I/you/he/she/it/we/they	He talked to Jim yesterday.	He didn't talk to Jim yesterday.

Question	Positive short answer	Negative short answer
Did you talk to Jim yesterday?	Yes, I did.	No, I didn't.

- We use the past simple to talk about finished actions in the past.
- We often use the time phrases *yesterday, an hour ago, on Monday, in 2015*, etc. with the past simple.

	Infinitive	Past simple positive
Add <i>-ed</i> .	ask	asked
Add <i>-d</i> after verbs ending <i>-e</i> .	decide	decided
Add <i>-ed</i> after verbs ending in a vowel + <i>-y</i> .	play	played
Change <i>-y</i> after a consonant to <i>-ied</i> .	study	studied
For verbs ending in a vowel and a consonant, double the consonant before adding <i>-ed</i> .	stop	stopped
For verbs ending <i>-l</i> , double the <i>l</i> and add <i>-ed</i> .	travel	travelled

2.3 Past simple – regular and irregular verbs

A Put the verbs into the past simple. Use contractions where possible.

- 1 They (*go*) to Amsterdam yesterday. went
- 2 She (*not / visit*) her parents at the weekend. didn't visit
- 3 I (*buy*) a new laptop. bought
- 4 (*you / bring*) your bag with you? Did you bring
- 5 Dan (*take*) the train to work this morning. took
- 6 I (*not / leave*) work until 10 last night. didn't leave
- 7 We (*not / be*) worried when we took our exams. weren't worried

B Complete the conversation with the past simple form of the verbs.

- Will** (1) Did you enjoy (*you / enjoy*) your childhood?
- Rebecca** Yes, my friends and I (2) went (*go*) to the cinema a lot, and we played on our bikes. What sort of things (3) did you do (*you / do*)?
- Will** I (4) didn't have (*not / have*) a good time. My school (5) was (*be*) terrible. I (6) took (*take*) my exams three times before I passed.
- Rebecca** Oh dear! So you didn't have much free time, I imagine.
- Will** Exactly!
- Go back to page 17.

GRAMMAR

Past simple – regular and irregular verbs

A WORK IT OUT Complete the sentences (1–4) from *When did the years get shorter?* Then match them with the correct past simple forms in the box below.

- As children we started school and studied. **regular**
- We knew exactly how many days it was until our next birthday or holiday. **irregular**
- As children, we didn't have as much to worry about. **negative**
- When did the years get shorter? **question**

negative regular question irregular

B Choose the correct options to complete the rules.

Past simple regular and irregular verbs

Past simple positive

- To talk about **finished / unfinished** actions in the past.
- For most regular past simple verbs, we add **-ed / -ing**.

Past simple negative

- We make the past simple **negative / positive** with subject + **didn't** + infinitive without **to**.

Past simple questions

- We **make / don't make** questions with **Did** + subject + infinitive without **to** + ?
- Question words (*What, Where, When, Why* and *How*) come **before / after** **did**.
- After **yes/no** questions, we use **did/didn't** in **short / long** answers.

C Go to the **Grammar Hub** on page 124.

PRONUNCIATION

Past simple irregular verbs /ɔ:/, /e/ and /eɪ/

A Complete the table with the words in the box. Listen and check.

ate bought fought made
paid said sent taught

/ɔ:/	bought, fought, taught
/e/	said, made, paid
/eɪ/	ate

B SPEAK Make questions about your childhood using the prompts. Ask and answer them with a partner.

- Where / meet / your best friend? **Where did you meet your best friend?**
- What / your parents / teach you? **What did your parents teach you?**
- You / a happy teenager? **Were you a happy teenager?**
- Your idea.



VOCABULARY

Life events

A Look at *When did the years get shorter?* again. Find four important life events and match them with the pictures (a–d). How old were you when you did these things?

B Go to the **Vocabulary Hub** on page 146.

C SPEAK Work in pairs. At what age do people generally do these things in your country? At what age did your grandparents' generation do these things? Tell your partner.

- learn to swim
- get married
- have a baby
- retire

SPEAKING HUB

A Work in groups. You are going to tell your group about three first-time experiences. Two should be true and one should be false. Use the ideas in the box or your own ideas.

first holiday without your parents
first child first important exams first job
first romantic relationship getting your own place
learning to ride a bike or drive leaving home
starting school, university or college

B ORGANISE Answer the questions. Make notes.

- Where and when did you have this first-time experience?
- Who else was part of the experience?
- What happened? What went well? Were there any problems?
- How did you feel? Did you learn anything from the experience?

C DISCUSS Tell the group about your first-time experiences. Take turns. Can you guess which experiences are true and which are false?

Talk about life events



COMPREHENSION

A SPEAK Work in pairs. Describe your neighbours to your partner. What are they like? Use words in the box to help you or your own ideas.

friendly noisy old quiet unfriendly young



B Look at the picture. Why do you think Neena, Gaby and Zac are going to see their neighbour like this? Make notes.

Neena's problem	The advice	The decision

C ▶ 00:00–03:40 Watch the first part of the video and check your ideas in Exercise B. What do you think the neighbour is like?

D ▶ 03:40–04:04 Watch the second part of the video. Why does everybody laugh? **Relief. They were expecting problems – possibly somebody aggressive. In the end it was a neighbour with hearing loss.**

FUNCTIONAL LANGUAGE

Ask for and give advice

A Complete the sentences with the correct verb forms. Then decide who said each sentence, Gaby (G), Neena (N) or Zac (Z).

- What do you think I should do / to do? N
- You could ask / to ask them to turn the volume down. G
- How about to use / using some earplugs? G
- Let me help / to help you out here. Earplugs. Z
- What do / are you suggest? N
- Why don't you go / to go upstairs and talk to them? Z
- I think you should go / to go and talk to them. Z
- And why don't we come / coming with you? Z

B ▶ Watch the video again and check your answers to Exercise A. Write the sentences in the correct place.

Ask for advice

What should I do?

- What do you think I should do?** _____
- What do you suggest?** _____

Give advice

You should/shouldn't ...

- You could ...** _____
- How about + -ing?** _____
- Let me help you out.** _____
- Why don't you ...** _____
- I think you should ...** _____
- Why don't we ...** _____

Reply

That's a good idea.
Thanks, I'll try them.
I'm not sure it's a good idea.



MILLY



SAM



NEENA



ZAC



GABY

C Complete the job interview advice for Neena with one word in each gap. Which do you think is the best piece of advice?

- You should leave plenty of time to get there.
- I think you should read about the company before the interview.
- Here's one idea: you could practise a few typical interview questions with a friend.
- Nervous? Why don't you do some breathing exercises to relax?
- I think you should dress for success.
- You shouldn't have your phone on during the interview.
- I don't think you should ask about salary first.

USEFUL PHRASES

A Match the useful phrases (1–6) with the phrases that come after them in the video (a–f). Then watch the video again and check your answers.

- | | |
|-----------------------|---|
| 1 Seriously?! | a No, it's not cool. |
| 2 What's wrong? | b All of us. |
| 3 Cool! | c Cool, thanks, Gaby. |
| 4 Here you go. | d Someone's playing dance music in the flat above my bedroom. |
| 5 What's the problem? | e (very loud dance music playing) |
| 6 You can rely on us. | f Oh Zac, the people upstairs are playing loud music. |

B How do you say these useful phrases in your language?

PRONUNCIATION

Disagreeing

A ▶ 00:38–00:49 Watch the scene where Neena disagrees with Gaby again. Read out the conversation at the same time as Gaby and Neena. Copy the word stress and intonation.

Gaby: Really? Cool!

Neena: No, it's not cool. I need to get to sleep.

B SPEAK Work in pairs. Make similar conversations. Take it in turns to comment, disagree and say why. Use the comments in the box or your own ideas.

That's cheap/expensive! That's fair/unfair!
 That's funny/serious! That's good/bad!
 That's lucky/unlucky!

A: That's cheap!

B: No, it's not cheap. It's really expensive.

SPEAKING

A Work in pairs. Choose one of the problems and write a conversation with one friend giving advice to another one.

- I often forget my door keys.
- My neighbour's dog barks all day.
- The children in the apartment upstairs are very noisy.
- My flatmate spends too much time in the bathroom.
- I'm the only person who does the washing up.
- My flatmate's always hot and I'm always cold.

B Practise your conversation. Take turns to give advice. Then perform it for the rest of the class.

A: I often forget my door keys.

B: Why don't you leave a key with your neighbour?

A: That's a good idea.

Ask for and give advice

▶ Turn to **page 159** to learn how to write an email of complaint.

2.4 Noisy neighbours

COMPREHENSION

- A** Model the task for students by describing your own neighbours. Then, give students time to discuss their neighbours in pairs. Monitor and assist as necessary.
- B** Look at the picture and elicit some ideas about what might be happening. Give students time to complete the exercise alone (or in pairs/groups if they're finding it difficult).
- C** ▶ **00:00–03:40** Play the first part of the video so students can check their ideas from Exercise B. Give feedback as a class and elicit ideas about the neighbour.
- D** ▶ **03:40–04:04** Play the second part of the video and ask why everyone laughed. Encourage students to share their ideas.

FUNCTIONAL LANGUAGE

- A** Students work alone to complete the sentences with the correct form of the verb, before deciding who said them.
- B** ▶ Play the full video for students to check their answers to Exercise A. Then, ask students to complete the table before giving feedback as a class.
- C** Students complete the sentences alone. Students share with the class their ideas about which the best advice for Neena is. Encourage them to give reasons and respond to one another's ideas.

VIDEOSCRIPT

Café Hub 2.4 Noisy neighbours

N = Neena G = Gaby Z = Zac S = Shirley

- N:** Seriously?
G: Oh, hi, Neena. What's wrong?
N: Someone is playing dance music in the flat above my bedroom.
G: Really? Cool!
N: No! It's not cool, Gaby! I need to get to sleep! I've got another interview tomorrow ... What do you think I should do?
G: Hmm. You could ask them to turn the volume down?
N: I guess I could ... But who listens to loud dance music on a Sunday night? Maybe they're crazy.
G: You're right, I'm not sure it's a good idea ... Hmm ... How about using some earplugs?
N: That's a great idea, but I don't have any.
G: I do! Here you go.
N: Thanks, Gaby. I'll try them. Goodnight!
G: Good luck!
N: Aargh!
Z: Enter! Hi, Neena. What's the problem?
N: Oh, Zac, the people upstairs are playing loud music and I need to sleep!
Z: Let me help you out here – earplugs.
N: I tried. They didn't work. I don't know what to do. What do you suggest?
Z: Why don't you go upstairs and talk to them?
N: Really? I'm not sure Zac ...
Z: I think you should go and talk to them. And why don't we come with you? You can rely on us. All of us. Let's prepare.
N: Shall I go first?
S: Oh hello! Let me turn the music down. You'll have to speak loudly as I'm quite deaf in this ear! And that ear, too!

USEFUL PHRASES

- A** ▶ Students do the task individually and check their answers in pairs. Play the video again for students to check their answers.
- B** Students look at the useful phrases from Exercise D and translate them into their own language. In a multilingual class, you may want to pair students from different countries. Take feedback from different students and encourage them to respond to one another's ideas.

PRONUNCIATION

- A** ▶ **00:38–00:49** Play the conversation between Neena and Gaby so students can copy the word stress and intonation.
- B** Model a new conversation with one of the ideas in the box. Then, give students time to practise their own conversations. Monitor and assist as required.

SPEAKING

- A** Students write a conversation around one of the six problems listed. Monitor and assist as required.
- B** Allow students time to practise their roleplays and ask them to try reading both roles. When the students are confident, encourage the pairs to act out their roleplays for the class.

TEACHING IDEA

by David Seymour and Maria Popova

Grammar: What you should do is ...

Put students into groups, and explain they will take turns to give one another advice for different situations using *should* and *ought to*, e.g. A – My car doesn't start. B – You should check the battery. C – You ought to get a new one.

Write the following on the board:

I'm bored. My husband/wife snores. My boss shouts at me. The roof is leaking. I'm going skiing. I feel very tired these days. I want to learn to speak Arabic. I'm losing a lot of weight. The neighbours are always arguing. I want to get fit.

Monitor and give feedback as necessary.

Speaking: Flat share problems

Put students into pairs and ask them to imagine they are flatmates. Students should roleplay a discussion and give each other advice about how to change their behaviour, e.g. A – You shouldn't leave your bike in the hall, it makes it dirty. B – Why don't you relax more? It's easy to clean up later. Explain that Student A is very tidy, likes peace and quiet, studies hard, doesn't go out very much, usually pays the bills on time and does most of the cooking and housework. Student B is very untidy, likes loud music/TV, can't be bothered to study, likes parties, is always broke and hates cooking and housework. Model the activity with a stronger student.

Speaking: Bad habits

In two groups, brainstorm a list of adjectives to describe someone who is unbearable to live with. Write a piece of advice next to each one:

e.g. *Lazy – You should tidy up the kitchen more often.*

Take turns to read your advice to the other group and see if they can guess the adjectives.

2 Writing

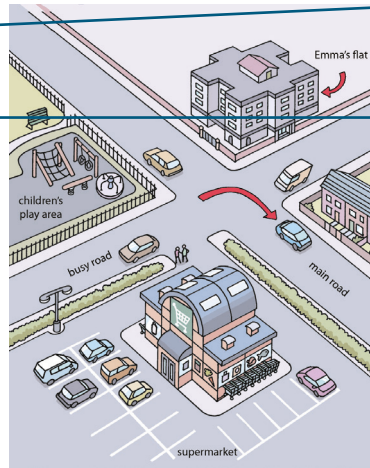
Write an email of complaint

W-linking words

A Read Emma's email about a problem in her neighbourhood. What is she complaining about?

To: Mr Black
Re: Road safety complaint

Dear Mr Black,
I'm writing to complain about the dangerous roads outside my block of flats.
My main complaint is that the roads are dangerous **because** there are no crossing points or traffic lights outside my block of flats. This is a problem for a number of reasons. First of all, the traffic is very fast on the main road **and** this makes crossing difficult for older people and mothers with young children. The second problem is that there is a popular children's play area opposite the main road, **but** the children have no way to cross the road to use the play area. The last problem is that the supermarket car park entrance is on the corner of two busy roads, **so** it makes it more difficult to cross the road.
I would like to offer you two solutions for this problem. First of all, I think you should make a crossing point on the busy road between the supermarket and the children's play area. I also think you need to make a second crossing point across the main road from the block of flats to the play area. You could put traffic lights on this crossing to make it safe for children to use.
I hope you will make this dangerous road safer for the older people and children in our neighbourhood. I'm looking forward to hearing from you.
Yours sincerely,
Emma Lopez



Answer

the roads outside her flat are dangerous

Refer students to this email as a model for the writing task.

B Read again and answer the questions.

- How many problems and solutions does Emma mention? **Emma mentions three problems and two solutions.**
- Do you think Mr Black will do what Emma wants him to do?
- What tense does she use to begin and end her email? **Present continuous**

C Look at the words in **bold** in Emma's email. Then complete the rules in the box with *and, but, or, so, or because*.

Linking words

We can join sentences and link ideas with *and, but, or, so* and *because*. This helps you to write longer and more interesting sentences.

- We use ¹ **and** to add more information.
We use ² **or** to give contrasting information.
We use ³ **but** to give a negative alternative.
We use ⁴ **so** to give a result.
We use ⁵ **because** to explain why.

D Complete the sentences with *and, but, or, so* or *because*.

- The air is dirty **because** there are too many cars.
- There should be more green spaces for children **and** teenagers.
- We shouldn't drop litter **or** play loud music.
- We like the play area, **but** it's too small.
- More children are living here, **so** the neighbourhood should be safer.

WRITING

A PLAN You are going to write an email of complaint. Think of a problem in your neighbourhood and two or more solutions to your problem.

B WRITE Write your email of complaint.

- Use Emma's email and the Writing skills box to help you.
- Check your writing for mistakes with grammar, vocabulary and spelling.

C REVIEW Work in groups. Read your emails and decide which one will be the most successful.

Students can do this in class or for homework.

WRITING

- Students read the email and decide what she is complaining about. Discuss answers with the whole class.
- Read Questions 1–3 as a class. Students read Emma's email again and answer the questions individually. Ask some students to share their answers with the whole class. Encourage students to respond to one another's ideas.
- Focus students' attention on the *Linking words* box. Students complete the rules using the linking words in Emma's email. Check answers with the whole class.
- Ask students to read Sentences 1–5 and complete them with the correct linking word. Remind them to use the information in the Writing skills box to help them. Students check answers with the whole class.

WRITING TASK

- Read the rubric with the whole class. Brainstorm some typical neighbourhood problems as a class and write the students' ideas on the board. Students choose one problem and think of two or more solutions for it.
- Focus students on the task. Give them time to write their email and check their writing for mistakes with grammar, vocabulary and spelling.
- In groups students read their emails to one another. Encourage them to listen to one another and then decide as a group which email will be the most successful. Take feedback from each group and encourage students to respond to each other's ideas.

VOCABULARY

A Complete the advert with the correct prepositions.

Samaritans is a UK charity that helps
 1 with personal problems.
 Every six seconds, someone calls looking
 2 for support. Callers can talk
 3 to volunteers 24 hours a day
 and can rely 4 on them to listen
 and help. Many callers don't want to talk
 5 about their problems with people
 they know well or live 6 with.
 Samaritans volunteers keep all conversations
 private and are always there to help.
www.samaritans.org

B Complete the profile with the past simple forms of the verbs in the box.

change fall get go to have leave

David Attenborough

1926 – born in London
1945 – 1 left school and
 2 went to Cambridge University
1946 – met and 3 fell in love with Jane
 Ebsworth Oriell
1950 – 4 got married to Jane; the
 couple later 5 had two children, Robert
 and Susan
1952 – joined the BBC
1965 – became the head of television channel
 BBC Two
1973 – 6 changed jobs and became the
 writer and presenter we know and love today

GRAMMAR

A Choose the best adverb of degree to complete the sentences. Use the information in brackets to help you.

- The idea of a vertical forest building sounds *quite* / *really* interesting. (STRONG)
- It's *almost* / *totally* impossible to add trees to every high-rise building. (WEAK)
- The builders worked *extremely* / *a bit* quickly. (STRONG)
- The problem with buildings like this is they can be *very* / *quite* expensive. (WEAK)
- The trees are *almost* / *so* healthy because of rainwater. (STRONG)

B Complete the paragraph with the present simple or present continuous form of the verbs in brackets.

Dreaming of Tokyo

Friends Tatsuo and Daisuki shared a small flat in Tokyo for three years. Tatsuo 1 speaks (speak) French and recently left for a temporary job in Paris. He 2 's working (work) there as a tour guide for the summer. Apartments 3 cost (cost) a lot in Tokyo and Daisuki can't afford to stay. At the moment, he 4 's living (live) with his parents outside the city. They get on well, but Daisuki 5 doesn't like (not like) the two-hour daily train journey into Tokyo. He is not the only one in this situation. More of his friends 6 are leaving (leave) the city these days because it's so expensive. Every morning, the train Daisuki 7 catches (catch) is full of young people, making the long journey to work and dreaming of their own place in the city.

C There is one mistake with the past simple in each sentence. Correct the mistake.

- I ~~fallen~~ fell in love when I was 18.
- I ~~weren't~~ wasn't good at sports when I was a teenager.
- I ~~didn't thought~~ didn't think money was important when I was a child.
- When I was young, my parents always ~~knewed~~ knew when I wasn't telling the truth.
- I ~~leaved~~ left home when I was 19.
- My father ~~taught~~ taught me how to drive.
- I ~~wasn't~~ didn't meet my partner at work.

FUNCTIONAL LANGUAGE

A Complete the missing words in the conversation.

Sophie: Peter, I can't stand the course I'm studying at university. ¹ W h a t d o you t h i n k I s h o u l d do?

Peter: ² M a y b e you s h o u l d wait and see if things improve.

Sophie: ³ I s u p p o s e s o, but I'm pretty sure the course is not for me.

Peter: ⁴ W h y d o n' t you t a l k to your tutor about it?

Sophie: ⁵ T h a t' s a good i d e a.

Peter: ⁶ D o you w a n t me t o go with you?

Sophie: No, that's OK, but thanks.