

Social networks

1

Listening and Vocabulary focus

Speaking ► CB page 6

Aim

- to introduce the topic of social networks and provide speaking practice

Warmer: Introductions

Put students in pairs. Explain that they are going to introduce their partner to the class. Allow a few minutes for students to interview each other. If there are no new students, instead ask them to find out what their partner finds easiest and most difficult about learning English.

- Put students into pairs to discuss the questions. Elicit answers to the first question, writing some ideas on the board.
- Ask students what it means to *keep in touch with someone* (to write to, telephone or meet a friend regularly so that you do not forget each other). Give students five to ten minutes to complete the questions individually before comparing with a partner. Finish by eliciting a few responses for each question.
- Read the rubric aloud. Play the recording, pausing after the first speaker. Elicit the question the speaker is answering. Then play the rest of the recording while students answer the questions. Students compare their answers in pairs. Then play the recording again, pausing after each speaker to elicit the answer.

Additional activity

Put students into small groups of three or four (they should not be working with anyone they compared survey answers with in Activity 2). Students take turns to give their answer to one of the questions from the survey, and the other students guess the question.

Answers

1–2 Students' own answers

3 1 question 2 2 question 3 3 question 6 4 question 1

Listening ► CB page 7

Multiple choice

Aim

- to complete an exam-style multiple-choice listening activity (Paper 3, Part 1)

- 4** Refer students to the **Exam information** on p.5 of the Coursebook and ask them to read what is required for Paper 3, Part 1. Turn back to p.7 and focus students' attention on the **Exam tip** box. Elicit the difference between a monologue (one person talking to themselves) and a conversation (two or more people talking to each other). Tell students to underline key words in the questions to help them focus their listening and ensure they know what is being asked before they listen. Demonstrate this with question 1 (annotating on ActiveTeach using the pen tool or rewriting the question on the board) and underline: *Why does the man use the internet to communicate?* Ask students to underline key words in the remaining questions. Play the recording. Ask students to compare their answers in pairs, then play the recording again if necessary. Elicit the answers from the class. If students found this task challenging, go through the audio script on p.104 or ActiveTeach, eliciting the parts where each question was answered and answering any questions about vocabulary. If students have copies of the Audio CD-ROM, remind them that they can listen to the recording again at home.

Answers

- 4** Suggested key words: The woman uses her social networking site; What is one of the man's most important reasons for using a particular website?; How does the girl feel when she texts in class?
- 1 C 2 A 3 C 4 B

ADDITIONAL PRACTICE | Listening 1, **Maximiser** p.6 | Audio CD-ROM Extra activity

Vocabulary ► CB page 7

collocations: communication; family relationships

Aim

- to expand and consolidate knowledge of collocations related to communication and family relationships, and to practise using them while speaking

- 5** Elicit the meaning of *collocation* (the way in which some words are often used together). Students complete the collocations and compare their answers in pairs. Play the recording again and elicit the answers, writing them on ActiveTeach using the pen tool.
- 6** Students work with their partner to match the words/phrases and meanings. Elicit the answers and a few example sentences for each word (e.g. *related to: They look so similar that I thought they were related! I'm related to someone famous.*).

- 7** Give students a few minutes to write their list individually before comparing with a partner. Elicit these, writing them on the board. If necessary, elicit additional words by asking about reciprocal relationships, e.g. *I am your aunt, you are my _____ (niece or nephew).*

- 8** Students discuss the questions in small groups of three to four.

Answers

- 5** 1 keep 2 go 3 get 4 face, face 5 lost 6 out
6 1 F 2 E 3 A 4 B 5 D 6 C
7-8 Students' own answers

Additional activity: Writing a paragraph

Ask students to write a paragraph describing a family member. Students share their writing in pairs. They could also share any pictures they have, e.g. on their mobile phone. Collect in the writing to inform your teaching, particularly the amount of support to give during Writing focus at the end of each unit.

ActiveTeach interactive activity:

Communication and family relationships vocabulary

Open the additional interactive activity on ActiveTeach. Students look at the words for each sentence and discuss in pairs what they think the correct order of the words is. Invite a student to come to the board and drag the words into the correct order while the class makes suggestions. Then reveal the answers.

ADDITIONAL PRACTICE | Vocabulary 1, **Maximiser** p.6 | Audio CD-ROM Extra activity | **ActiveTeach Game:** Sheep out

Grammar focus

Speaking ► CB page 8

Aim

- to provide speaking practice on the topic of keeping in touch and to prepare students for the grammar presentation

- 1** Put students into pairs to discuss the questions. If most students have already left school, ask them if they keep in touch with old school friends. Elicit a few answers from the class.

Answers

- 1 Students' own answers

Present simple and present continuous ▶ CB page 8

Aim

- to review the form and use of present simple and present continuous

- Before completing the activity, give students one minute (on the ActiveTeach timer if using) to read the interview with Jane Turner to find out what job she does. Explain that students do not need to complete the gaps yet. Elicit what Jane does (she is a teacher and she also produces an online magazine for ex-students). Read the rubric with the class, then focus on the first gap as an example, magnifying on ActiveTeach if using. Look at the verb in brackets (*talk*) and elicit the answer. Ask students to complete the remaining gaps in pairs before checking as a class. Don't worry too much about the verb uses at this stage, as these will be covered in Activities 3–5.
- Read A as a class, and ask students to find an example in Activity 2 of a regular repeated action (*produce, write*). Ask students to work with their partner to match the remaining uses with examples in Activity 2. Go through the answers as a class.
- Students copy and complete the table and the rule, then compare in pairs before checking as a class.
- Students add the verbs in the box to the table in Activity 4. Encourage them to think of at least two more verbs for each column. Students compare with a partner then check as a class. Elicit any extra verbs and check they are in the appropriate column. Refer students to the **Grammar reference** on p.145. If your students need additional help with grammar, talk through the notes and examples in class. If you have a strong class, they could read it independently or for homework.
- Read the rubric aloud and then look at the first sentence as an example with the whole class. Ask students: *Is this a state or action verb?* (state). *Should we use the present simple or continuous?* (present simple). Write *think* in the gap. Students complete the remaining gaps then compare their answers in pairs before checking as a class.
- Elicit a few responses to the question.

Answers

- 2 1 am talking 2 produce 3 write 4 are working
5 goes 6 is getting 7 are getting
3 A 3 B 2 C 1 D 7 E 5 F 4 G 6

- State: think, have, love, know, like
Action: help, work, send
State verbs are not usually used in the continuous form.
- State: hate, understand, belong, prefer, want, need
Action: write produce, receive, text
- 1 think 2 gets 3 'm looking 4 has 5 are doing
6 want 7 is 8 is going 9 is looking 10 think
- Students' own answers

ADDITIONAL PRACTICE | Photocopiable 1A *All present and correct*
Teacher's Book p.116/131 | **ActiveTeach Game:** Connection (*students connect four words in a row*)

ActiveTeach interactive activity:

Present simple and present continuous

Open the additional interactive activity on ActiveTeach. Work through each sentence with the class. Click on the drop-down menu and ask students to read the sentence and options. Invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

Teaching tip

Keep the **Grammar reference** displayed on ActiveTeach while students complete the exercises that follow.

ADDITIONAL PRACTICE | Grammar 1–4, **Maximiser** p.7

Speaking ▶ CB page 8

Aim

- to consolidate the accurate use of present simple and present continuous in speaking practice

- Students read the task on p.140. Put students into pairs and ask each student to choose one of the jobs then write six questions to ask their partner. Elicit some example questions e.g. *Where are you working at the moment? What do you like about being a babysitter? What sorts of things do you do in your job with the elderly?* Circulate checking question forms. Students should also plan some details of their 'own' job before role-playing the interviews.

Answers

- Students' own answers

Alternative activity: Recording interviews

Students record their interview on their mobile phone. This allows them to reflect on what they sound like. They can also save it to listen to later in the course to monitor their progress.

Use of English focus

Speaking ► CB page 9

Aim

- to introduce the topic of problems with mobile phones and computers and to provide speaking practice

Teaching tip

If possible, swap pairs and seating arrangements around regularly so that students get the opportunity to work with different people.

- Put students into pairs to discuss the questions. Elicit a few answers for each question.

Answers

- Students' own answers

Use of English ► CB page 9

Multiple-choice cloze

Aim

- to complete an exam-style multiple-choice cloze (Paper 1, Part 1)

- Turn to the **Exam information** on p.4 for students to read what is required in the multiple-choice cloze activity in the exam (Paper 1, Part 1). Then read the first sentence aloud and ask students to predict words that could fit in the gap (e.g. *strange, long, short, odd, confusing*). Then go through each option. Tell students that all the words have a similar meaning but only one can be used correctly in this sentence (C). Students complete the remaining sentences, then compare in pairs before checking as a class.
- Students work in pairs to decide why the other choices in Activity 2 are wrong and match each sentence with A–E. Check as a class.
- Students read the text to find out what the title refers to without attempting the gaps yet. Elicit what *NoMo* refers to (NoMophobia: a fear of being without a mobile phone), and ask if students are afraid of this.
- Read the rubric and the **Exam tip** aloud. Look at the first gap (0) as a class. Students predict what might fit in the gap before looking at the options and selecting the best one (B). Students work through the remaining gaps and then compare their answers in pairs before checking as a class.
- Elicit a few *gadgets* (e.g. mobile phone, tablet, laptop, MP3 player). Then put students into small groups of

three to four to discuss the question.

Answers

- 1 C 2 D 3 B 4 B 5 D
- A sentence 2 B sentence 3 C sentence 4
D sentence 5 E sentence 1
- The title refers to NoMophobia, a fear of being without your mobile phone.
- 1 B 2 D 3 B 4 D 5 A 6 C 7 B 8 B
- Students' own answers

ADDITIONAL PRACTICE | Use of English 1, **Maximiser** p.7

Reading focus

Speaking ► CB page 10

Aim

- to prepare students for the reading text by activating their prior knowledge about visiting new places

Warmer: Discussion

Tell students to think of a new place they have visited, e.g. on holiday. Put students into pairs to share their experience. If necessary, write some questions on the board, e.g. *Where did you go? What did you do there? Who did you go with? Would you go back?*

- Ask students to work in pairs and discuss whether they agree with each comment and why. For each statement ask for a show of hands of who agrees and elicit some reasons. Then ask some who disagree to share their reasons.

Answers

- Students' own answers

Teaching tip

Make it easier for shy students to participate in class discussions by giving them advanced warning, e.g. *Talk with your partner for five minutes then we will share ideas as a class.*

Reading ► CB page 10

Multiple choice

Aim

- to complete an exam-style multiple-choice reading activity (Paper 1, Part 5)

2 Turn to the **Exam information** on p.4 and ask students to read the section on the multiple-choice cloze activity (Paper 1, Part 5). Focus students' attention on the text title and elicit the meaning of *greet* (to say 'hello' to someone or welcome them). Students compare their answers in pairs, then check as a class.

3 Read the rubric and the **Exam tip** box aloud. Look at the first question as a class. Ask students to look for the sentence in paragraph 1 which tells us whether people pay for the greeter service. (In most places it is a completely free service.) Students read the remainder of the article and answer the questions. Circulate and encourage them to underline sections of the text which give each answer.

4 Students compare their answers in pairs then check as a class.

ActiveTeach interactive activity: Verbs, adjectives and prepositions

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Invite a student to come to the board and drag the correct preposition into each gap while the class makes suggestions. Then reveal the answers.

Additional activity

Students discuss in pairs which of the cities they would prefer to experience and why.

Answers

- 2** 1 a volunteer who shows people around an area
2 It is non-commercial; you don't pay.
3 You go online and see if there is a greeter network in the place you wish to visit.
- 3** 1 B (In most places it is a completely free service.)
2 B (Nick hopes he may bump into a distant cousin or uncle.)
3 A (Haroula thinks they might learn something from one of the old men playing *tavli* ...)
4 A (Pablo always takes his guests to the extraordinary El Palacio de las Aguas Corrientes and its strange collection of toilets!)
5 B (Both Sylvie and Stéphane are keen on tango so this evening they are meeting up with another volunteer. This is another tango fan ...)
6 A (The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up.)
7 B (Carmen Mascaro works as a psychiatrist so they are going on a special visit to Sigmund Freud's home ...)
8 B (She texts her husband Lewis to come and pick her up.)
- 4** Students' own answers

ADDITIONAL PRACTICE | Reading 1–4, **Maximiser** p.8

Vocabulary ► CB page 10

phrasal verbs in context

Aim

- to review the meaning of phrasal verbs and expand phrasal verb vocabulary

Warmer: Discussion

Ask students to discuss in pairs what they think a phrasal verb is and elicit some ideas (a verb with an adverb or preposition after it: for example, 'set off' or 'look after'). There are many phrasal verbs in English, and the meaning is sometimes very different from the stand-alone verb. Elicit some phrasal verbs.

5 Read the rubric aloud then focus on the first question. Tell students that *find out* can mean both *discover by chance* (e.g. *I mentioned that it was my birthday yesterday, and I found out we actually have the same birthday.*) or *learn information* (e.g. *By reading the book, I found out all about the history of Rome.*). Ask students to locate *find out* in the article (paragraph 1). Elicit the correct meaning (to learn information). Students complete the remaining questions then compare their answers in pairs before checking as a class.

Answers

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

Additional activity

Students work in pairs to write three gap-fill sentences using three of the phrasal verbs from Activity 4. Each pair swaps their gap fill with another pair to complete.

Speaking ► CB page 10

Aim

- to provide spoken practice

6 Students discuss the question in small groups of three to four.

Answers

6 Students' own answers

Additional activity: Planning an itinerary

Ask students to plan an itinerary for greeting an overseas visitor to their home town, concentrating on experiences tourists might not normally know about. Students share their itineraries in groups of four to five.

Grammar focus

Verb patterns

► CB page 12

Aim

- to compare verb patterns *-ing*/infinitive with or without *to*, and to practise using them accurately

- Students discuss the question in pairs. Elicit a few ideas.
- Give students one minute (use the ActiveTeach timer) to find out why Mark and Annie want to use a greeter. Elicit the answer.
- Write the verb *to learn* on the board and tell students that this is the infinitive form and point out the *to*. An *infinitive without to* is *learn*. The *-ing* form is *learning*. Focus on the first underlined example (*glad to learn*). Focus students on the reasons why we use the infinitive with *to* (rules 4–8). Elicit what sort of word class *glad* is (*adjective*), and the reason it is followed by *infinitive with to* is: (6) *after adjectives*. Give students time to match the remaining underlined examples with reasons and compare in pairs before checking as a class.
- Ask students to read each list of phrases and choose the correct heading. Check as a class. Make sure students understand *can't stand* (hate), *keen on* (like something). Note that if someone is keen on *someone*, it means that they like them romantically. Read the **Language tip** box aloud. Elicit some examples using *I'd better*, e.g. *I'd (I had) better go home now, it's getting late; That's a nasty cough, you'd (you had) better see a doctor*. Refer students to the **Grammar reference** on p.145. If you have a strong class, students could read it independently or for homework. If your students need additional help with grammar, talk through the notes and examples as a class.
- On the board, write the first expression from Activity 4 (*I would love*) and elicit several ways to finish the phrase using the infinitive with *to*, e.g. *I would love to visit New Zealand one day; I would love to have more time in the day*. Write them on the board. Ask students to write out and complete the remaining sentences so that they are true for them. Students compare their answers in pairs. Elicit an example for each phrase, checking the correct verb pattern has been used.
- Students choose the correct option, then compare in pairs before checking as a class. Check students understand *coach* (a bus for long or intercity journeys) in sentence 3.
- Students discuss with their partner whether each phrase is true for them.

Answers

- Students' own answers
- They want to find out about places in Paris that appear in the musical *Les Misérables*.
- 2 Meeting you 3 After staying 4 hope to have 5 to find out 6 glad to learn 7 like you to show 8 'd rather go
- 4 1 *to* infinitive 2 infinitive without *to* 3 *-ing*
- Students' own answers
- 6 1 to improve 2 going 3 travel 4 to learn 5 arranging 6 Going, going
- Students' own answers

ActiveTeach interactive activity: Verb patterns

Open the additional interactive activity on ActiveTeach. Students read the sentences and discuss in pairs how they think the gaps should be filled in. Then work through each sentence with the class. Click on the drop-down menu and invite suggestions from the class and select the answer most students agree is correct. At the end, reveal the answers.

ADDITIONAL PRACTICE | Grammar 1–2, **Maximiser** p.10 |
Audio CD-ROM Extra activity

Speaking focus

Speaking ► CB page 13

giving personal information

Aim

- to discuss appropriate questions to ask when meeting someone for the first time

Cultural notes

In Britain, when people meet for the first time in a business context, they usually shake hands. In social situations, people sometimes shake hands, although it is also common to smile or wave instead.

- Students brainstorm questions in pairs and then take turns to share with the class. Write the questions on the board, correcting as necessary.
- Ask students to read through the list of questions and to tick any they mentioned in Activity 1.
- Give students a few minutes to read each question again and decide whether it is too personal to ask on a first meeting. Students compare answers with a partner.

Answers

- 1 Students' own answers
- 2 Students' own answers
- 3 Sentences 6, 9, 10 and 12

interview

Aim

- to practise an exam-style speaking activity (Paper 4, Part 1)

- 4 Turn to the **Exam information** on p.5 for students to read what is required for Paper 4, Part 1. Read the **Exam tip** aloud. In pairs, students read the questions and candidates' answers and choose the best one. Elicit answers and reasons, referring back to the **Exam tip**.
- 5 Give students time to read the questions first. Then play the recording while students complete the questions. Elicit the answers.
- 6 Play the recording again and ask students to make notes about each candidate's answer. Discuss as a class whether each one was a good answer and why.

Teaching tip

While students do speaking activities, note any patterns of error or weaknesses for future teaching.

- 7 Ask students to do the task on p.134. Students could work in threes as in the exam, taking turns to role-play the examiner and the candidates. The 'examiner' should ask three questions from the list in any order for each turn. The 'candidates' should not have the questions open.

Additional activity: More speaking practice

Ask students to work in pairs to change a few words in each question from the Activity 7 task to form a new one, e.g. *How do you like to spend your ~~weekends~~ evenings? What's your favourite ~~programme on TV~~ type of music?* Students swap partners, and take turns to be the examiner and candidate again with their new partner, using their new questions.

ADDITIONAL PRACTICE | Photocopiable 1B *Question and answer bingo*
Teacher's Book p.116/132

Answers

- 4 1 The best answer is B. A is too long and detailed and C is too short.
- 2 The best answer is A. B is inappropriate and C does not answer the question.

- 5 1 Where are you from?
- 2 What do you like about living in ...?
- 3 What do you enjoy doing in your free time?
- 4 Are you interested in sport?
- 5 Could you tell us something about your family?
- 6 Do you prefer to see people face to face?
- 6 1 I'm from Spain. From Mataro. It is on the coast, about 30 kilometres north of Barcelona. I'm from Aquila. It's a town north of Rome in the centre of Italy.
- 2 Well, it is a very nice place to live. It is also easy to get to Barcelona. Well, it is cool nearly all the year because it is in the mountains. It is also a lovely historic town with many old buildings. But unfortunately we sometimes have serious earthquakes.
- 3 Well, I like playing beach volleyball in the summer, and in the winter I go skiing.
- 4 Well, I am a keen tennis player. I train two evenings a week. And at the weekend I usually have a match.
- 5 Well, I have a big family and we get together every few weeks, uncles and aunts, my cousins. Or else I contact them on a social networking site.
- 6 For me, I prefer to see people face to face. But I have some friends who live a long way away, so the internet is a good way of keeping in touch.
- 7 Students' own answers

ADDITIONAL PRACTICE | Speaking 1, **Maximiser** p.10

Writing focus

Speaking ► CB page 14

Aim

- to introduce the essay task and provide speaking practice

Warmer: Discussion

Students discuss the question in pairs: *Is it better to learn more about your own country rather than travel abroad on holiday?*

- 1 Students read the task and discuss the question in pairs. Elicit a few ideas.

Answers

- 1 Students' own answers

Writing (Part 1)

► CB page 14

Essay

Aim

- to write an essay using appropriate features (Paper 2, Part 1)

Refer students to the **Writing reference** on p.164 and ask them to read the task. Students read the two sample essays on p.165 and then share with a partner which point of view is closest to their own. Talk through the DOs with the class. Tell students that there will be an exam-style writing task in every unit. Then ask students to turn to the **Exam information** on p.4 and talk them through Part 1 of the Writing paper of the exam.

- 2 Students read the answer. Elicit the writer's own idea.
- 3 Students reread the answer and tick the advice that the writer has remembered. Check as a class, and ask students to give examples.
- 4 Students underline words or phrases, then compare their answers in pairs before checking as a class. If you are using ActiveTeach, remember that you can use the pen tool to underline. Then focus students' attention on the **Exam tip**.
- 5 In pairs, students discuss what they could include in their essay.
- 6 Students make notes for their essay. Remind students to separate their paragraphs clearly; missing a line between paragraphs is a good way of doing this.
- 7 Remind students to use the advice and language from Activities 3 and 4. Refer students to the Useful language for writing essays in the **Writing reference** on p.164. This task could be completed for homework then collected in to provide individual feedback.

Teaching tip

There are some general tips for writing tasks on p.161 of the Coursebook.

Answers

- 2 The writer thinks that both types of communication are good but for different reasons.
- 3 The writer remembered all the advice.
- 4 1 Personally, I think ...; for me ...; I would say ...
2 Firstly ...; Secondly ...; Finally ...;
3 On the other hand ...
4 For example ...
5 So, to conclude ...

7 Sample answer:

In today's busy world, people often need to make choices about who they would rather spend their precious free time with: friends or family. For me personally, keeping in touch with my family is more important although there are arguments for both.

Firstly, some people think friends are more likely to have common interests as they are often at the same age and stage of life. However, in my experience, families also often enjoy similar activities. For example, my whole family enjoys hiking, music and board games because this is what we grew up with.

Secondly, it depends on how busy your family is. If your family has a lot of other commitments or lives far away, it may be easier to spend time with friends.

Finally, it depends on how well you get along. I think sometimes family relationships can be more stressful than friendships especially if money is involved.

In conclusion, I would like to say that in an ideal world, people would not need to decide between friends and family.

ADDITIONAL PRACTICE | Writing 1–4, **Maximiser** p.11

Review ► CB page 15

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 1

- 1 – 5 Ask students to complete the exercises, circulating to provide assistance. Ask students to check in pairs before checking as a class on ActiveTeach. Alternatively, set as a homework activity and then go through the interactive activities on ActiveTeach to check.

Answers

- 1 1 are you doing 2 'm meeting up with, Do you want
3 works, 's showing 4 are you using, belongs
5 does the next train to Glasgow leave
6 don't understand, spends
- 2 1 mobile 2 internet 3 text 4 website 5 online
6 networking
- 3 1 D 2 F 3 B 4 E 5 A 6 C
- 4 1 A 2 B 3 C 4 A 5 B 6 B
- 5 1 very often 2 all the time 3 sometimes
4 quite often 5 hardly ever 6 never

ADDITIONAL PRACTICE | Unit 1 Test, **Testmaster** online and on **ActiveTeach** | **Audio CD-ROM** Extra activity