

Identity

1

Speaking & Grammar focus Speaking

Aim

- to meet classmates, get to know them better and develop speaking skills

Warmer: Name mingle

If the students in your class are new to each other, you may want them to introduce themselves to each other and learn each other's names. Ask students to mingle, telling each other their names until they are able to stand in a line or circle in alphabetical order. When they have finished, go round the class and elicit the name of each student from the other students in the class.

- 1 Model the activity by answering the questions yourself and telling the students about your own name. Put students into pairs to discuss the questions. Elicit any interesting or surprising information from each pair in open class.

Answers

- 1 Students' own answers

Reading

Aim

- to develop reading skills and see different question forms in context

- 2 Write the title of the article *What's in a name?* on the board or zoom to the heading on ActiveTeach if you are using it. Students discuss the meaning of the question in pairs/small groups and then read the article to find out if they are correct. Check the answer in open class.
- 3 Ask students to read the questions and check they understand them. Then ask them to read the text again to find the answers. Put students into pairs to compare their answers, then check the answers with the whole class.
- 4 Put students into pairs to discuss the question. If students need help, ask them to think about gender, age, family background, educational background, job and personality. When they have finished, elicit answers from one or two students in open class.

Answers

- 2 The question asks what a person's name means and what effect it can have on the owner. This is what the article is about.
- 3
 - 1 People behave differently towards someone with a less popular name, e.g. teachers give different marks.
 - 2 People are more likely to choose a job or a place to live that begins with the same letter as their first name.

4 Students' own answers

Question forms

Aim

- to review *yes/no* questions and *wh-* subject and object questions, and practise using them

- Focus students on the three different question types in the chart, on ActiveTeach if you are using it. Put them into pairs and ask them to complete the chart with the correct bold question in the article. Refer students to the **Grammar reference** on p.124 (or on ActiveTeach) to check their answers.
- Play the recording for students to listen and answer the questions. To play the recording via ActiveTeach, click on the recording icon in Activity 6. Check answers with the class.
- Elicit the first question from the whole class to demonstrate the activity. Read out the **Language tip** and then ask students to work alone and write the other four questions. Put students into pairs to compare and discuss their answers.
- Play the recording from Activity 6 again so students can check their own answers. Check answers with the whole class, asking students to identify each question type.

ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to discuss the answers and then invite a student to order the words to make questions. Alternatively, ask students to work through the activity on their Audio CD-ROMs.

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

Answers

- 1 Have 2 unusual names 3 appeared only recently?
4 How 5 does 6 your name 7 affect your life?
8 Who 9 knows 10 the reason for this?
- 1 Destiny 2 No, it's common in New York.
- 1 How do you spell that?
2 Have you been to New York before?
3 Who gave you that name?
4 Why did she choose it?
5 Do you know your parent's reason for choosing your name?
- 9 Students' own answers

Additional activity: Guess the question

Ask students to draw eight large circles on a blank piece of paper. Dictate the eight questions below. Students then write a one- or two-word answer for each question in the circles, in a random order. Put students into pairs and ask them to swap papers. They take it in turns to point to an answer and ask the question that they think it relates to. If their question is grammatically correct and their partner answers the question with the same answer that is in the circle, they get one point. The student with the most points in each pair after all the questions have been asked wins.

- Which person calls or texts you every day?
- Which country attracts you the most?
- What do you enjoy doing on Friday evenings?
- What's your favourite place to visit?
- What's your favourite activity?
- Who has cooked you a meal recently?
- Have you ever played an unusual sport?
- Who are you going to spend time with at the weekend?

Useful resources: The web genius

A fun website/mobile app that gives exposure to *yes/no* questions is <http://en.akinator.com>. Choose a real or fictional person who is internationally well known and answer a series of questions until the web genius guesses the person. After students have tried this out, get them to play the game orally with each other so that one person in each pair becomes the web genius and produces the questions themselves.

Additional practice | Grammar, Maximiser p.6

Speaking

Personal questions (Part 1)

Aim

- to introduce an exam-style speaking task and practise answering personal questions

- Refer students to the **Exam focus** on p.159 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 1 of the speaking exam. Play the recording then put students into pairs to discuss their answers. Check answers with the whole class. Read out the **Exam tip** and make sure students understand it.

Functions bank: Giving personal information

Use this section of the Functions bank on p.152 of the Coursebook to give students useful phrases and practice in giving personal information, either in class or for homework. There is a table showing how the letters of the alphabet are pronounced. This will help students to spell their names correctly as they will need to do in the Cambridge English: Preliminary speaking exam. See p.108 of the Teacher's Book for the answer key.

Additional activity

To give students practice in spelling their names, put them into small groups. Each student tells the group their first name and surname while the others just listen. They must not write anything until all students have given their names. Students then write down the names of the other students in their group with the spelling they think is correct. Finally, each student tells the group how to spell their names while the others check if they have written the names correctly. The student who made the fewest mistakes in each group wins.

- 11** Put students into pairs. Ask them to brainstorm questions for each of the four topics, either in pairs or as a whole class. The pairs then ask each other at least two questions for each topic and assess each other's answers according to the information in the **Exam tip**. While they are speaking, monitor and note down any errors. When they have finished, ask students to give each other feedback and then elicit how they found the task in open class. Elicit corrections to any errors.

Answers

- 10** Speaker 2 gives the better answers because he answers the questions and then gives more information about himself.
- 11** Students' own answers

Alternative activity: Mingle

Ask the class to brainstorm ideas for questions for each of the four topics and write them up on the board. Ask students to move around the class, asking at least two questions to each student. Encourage students to ask a variety of questions as they change partners. This will give them the chance to answer some of the questions more than once so they can improve their answer each time. It also gives them a chance to get to know their classmates better.

Additional practice | Maximiser p.7 | MyPreliminaryLab

Listening focus

Listening

Multiple choice (Part 1)

Aim

- to complete an exam-style listening task (Paper 2, Part 1)

- Refer students to the **Exam focus** on p.158 and turn to it on ActiveTeach if you are using it. Read it through with the students, making sure they understand what happens in Part 1 of the listening paper. Put students into pairs to discuss the questions. Elicit answers from one or two pairs in open class and check students understand the meaning of *fair* and *dark* in preparation for Activity 2.
- Ask students to read question 1 in Activity 4. Play the recording so students can answer the question in Activity 2. Put students into pairs to compare and discuss their answer and then check the answer with the whole class.
- Read out the **Exam tip** to students and make it clear they must listen to the whole recording, as there will be distracters in the recording which they need to avoid. Play the recording for students to answer the questions. Put them into pairs to compare and discuss their answers before checking with the whole class.
- Give students time to read questions 2–7. Check students understand *toothpaste*, *towel*, *sun cream*, *dolphin*, *dentist*, *dry cleaner*. Play the recording twice, allowing students time to discuss their answers in pairs before they listen for a second time. Check answers with the whole class and discuss what information gave the answer in each.

ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct word in each sentence and then check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

- Put students into pairs to discuss the questions. Elicit answers in open class and invite students to share their ideas for question 1 in particular.

Answers

- 1 1 Girl A has short, fair hair and sunglasses. Girl B has long, fair hair. Girl C has long, dark hair and glasses.
2 Girls A and B both have fair hair but Girl C has dark hair. Girls B and C have long hair but Girl A has short hair. Girl C is wearing glasses but Girl A is wearing sunglasses and Girl B is not wearing glasses.
- 2 We learn that she's got a sister who used to have dark hair but is now fair.
- 3 1 B
2 She was going to get it cut shorter / I'm glad she decided against it / ... the glasses. They've gone too.
- 4 1 B
2 C I packed the sun cream for you. You'll thank me for remembering that later.
3 C I love it, though – can you put some in mine? / I'll pick some up for you.
4 C I woke up too late for the early morning trip, but the other one was brilliant.
5 A ... rain ... will stay with us overnight and into the next morning ...
6 A He's got a good voice, though, so I'll probably choose him in the final.
7 B If I leave now, I'll be able to get to the library ...
- 5 1 Students' own answers. See *Useful resources* box for a suggestion.
2 It's important to understand the key words. These words are often stressed so can be easier to listen for.

Useful resources

www.ello.org is a fantastic online listening library. It has over 2,000 recording clips with people talking about many different kinds of topics. The clips are graded according to level and most have a recording script with accompanying listening and vocabulary activities.

Additional practice | Maximiser p.8 | MyPreliminaryLab

Vocabulary focus

Reading

Aim

- to develop reading skills and see adjectives that describe character in context

Warmer: Adjective brainstorm

Put students into pairs or small groups and ask them to brainstorm as many words that describe character as they can in two minutes. The pair/group with the most adjectives wins.

- 1 Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students in open class.
- 2 Make sure students understand *conscientious*, *extroverted*, *anxious*, *agreeable*, *tidy*, *responsible* and *tick*. Students work alone and follow the instructions to complete the quiz.
- 3 Put students into pairs to discuss the questions. Elicit answers from a few different pairs in open class.

Answers

Students' own answers

Describing people

Aim

- to understand and use adjectives describing character and appearance

- 4 Focus students on the adjectives in bold in the quiz and ask them to work in pairs and share knowledge about which words they know and which they can guess the meaning of. If students have access to a dictionary, they can look up the words they are not sure of. Students complete the letter with the adjectives. Check answers, and check that students understand all of the words and can pronounce them.
- 5 Students categorise the underlined words/phrases in the email, either in pairs or on their own. Check answers with the whole class, making sure that students understand all of the vocabulary. Check their pronunciation of the words/phrases, especially *beard* and *bald*.

Answers

- 4 1 punctual 2 organised 3 shy 4 cheerful
5 reliable 6 honest 7 ambitious 8 sensitive
- 5 Age: middle-aged, in his twenties
Looks: bald, have a beard, smartly dressed, good-looking
Size: overweight, medium-height, well-built

ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the adjectives to their definitions. Check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

Teaching tip: Spidergrams

Encourage students to draw a spidergram to categorise the words/phrases that describe appearance. Put them into pairs and ask them to talk about the benefits of organising vocabulary this way and whether they think it will help them to remember groups of words better.

Speaking

Aim

- to practise using adjectives to describe character and appearance

- 6** Put students into pairs to discuss the questions. Encourage students to discuss why they are similar or different to the people they talk about and to use character and appearance adjectives. Elicit answers from one or two students in open class.

Answers

- 6** Students' own answers

Additional activity: Match the word stress

Ask the class to tell you how many syllables the word *adjective* has. Elicit which syllable is stressed and which syllables are unstressed. Write the stress pattern on the board, i.e. Ooo. Check that students understand what this pattern means. Put students into pairs and ask them to match the adjectives in bold in the quiz that have the same stress, and find which two words are in a category alone. Check answers, and drill the correct word stress.

Answers: shy/strange; curious/organised/sensitive/generous; punctual/cheerful/nervous/honest. Ambitious and reliable are the odd ones out.

Additional practice | **Photocopiable** 1A *Who's your friend?*
Teacher's Book p.132 | **Maximiser** p.9

Reading focus

Speaking

Aim

- to develop fluency and introduce the topic of social networking profile photos

Warmer: Picture prediction

Students work in pairs and look at the social networking photo. They discuss what kind of person they think the man in the photo is. Elicit feedback from two or three pairs and compare students' ideas.

- 1** Check that students understand what a *social network* is. Then put them into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

Answers

- 1** Students' own answers

Reading

Matching (Part 2)

Aim

- to identify key information and complete an exam-style reading task (Paper 1, Part 2)

- 2** Refer students to the **Exam focus** on p.156 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 2 of the reading paper. To demonstrate the activity, read the first description (Jacob) with the class and underline the key points. Students work alone to underline the key information in the other descriptions. Check answers, and check students understand *stressful* and *to break the rules*. Establish that there are usually two or three pieces of key information.
- 3** Ask students to read the title of the article and predict the content of the article in pairs. Elicit ideas from one or two students in open class. Students then work alone and read the article in order to find the most suitable photo for Jacob. Put students into pairs to discuss their answer. Check the answer in open class. If you are using ActiveTeach, bring up the parts of the text that match the key points in Jacob's description.
- 4** Read out the **Exam tip**, and bring it up on ActiveTeach if you are using it. Make sure students understand it. Students apply the same technique they used in Activity 3 to match the other people to profile photos. Put students in pairs to compare and discuss their answers before you check them in open class.

Answers

- 2** 1 likes moving around the country; learning to do interesting things he's never done before; proud of his many artistic and sporting talents

2 finds her work very stressful; good imagination; spends a lot of time thinking about living in a more relaxing place

3 active; loves having fun; doesn't like rules; gets into trouble for breaking them

4 loves her boyfriend very much; wants to get married; hopes that they will grow old together

5 enjoys teaching at a primary school; his students say he always listens to them; he and his wife want to have own children one day

3 E

likes moving around the country = you don't want to stay in the same place for too long

learn to do interesting things he's never done before = often try new and exciting activities

proud of his many artistic and sporting talents = think your many creative and athletic abilities are important

4 2 G 3 B 4 C 5 A

Teaching tips: Peer checking

Asking students to check their answers in pairs can encourage students to collaborate and share knowledge. By explaining answers to each other, they help to consolidate their knowledge and strengthen their memory of the language and of exam techniques. It also gives them confidence when nominated to answer questions in open class.

Additional practice | Maximiser p.10 | MyPreliminaryLab

Vocabulary

Deducing words in context

Aim

- to practise guessing the meaning of unknown vocabulary in context

- 5 Read out the **Language tip** and elicit what kinds of things can help you to guess the meaning of a word. These questions can help: *Is it a noun, adjective, etc? Is the meaning positive, negative or neutral? Do you understand part of the word? Is it similar to another word you know? Do the other words in the sentence explain the meaning?* If you have stronger students in the class, ask them to underline the words/phrases in the text and to guess the meaning without seeing the two choices. Once students have chosen the correct definitions, ask them to compare their answers in pairs and then check answers with the class.

Answers

5 1 A 2 A 3 B 4 A 5 B

Additional practice | Maximiser p.11

Speaking

Aim

- to personalise the reading text and practise giving opinions

- 6 Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

Answers

- 6 Students' own answers

Grammar focus

Speaking

Aim

- to develop fluency and introduce the topic of meeting new people

Warmer: Saying hello

Write these categories on the board: close friends, close family, colleagues, new people. Using the photo as inspiration, put students into small groups to discuss how they greet each of the types of people on the board. Ask one or two groups to feed back on whether they greet people in the same way or not.

- 1 Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students in open class.

Answers

- 1 Students' own answers

Listening

Aim

- to develop listening skills and hear indirect questions in context

- 2 Ask students to read the two questions. Play the recording and then put students into pairs to compare their answers. Check answers with the class.

- 3 Ask students to read the questions and then play the recording from Activity 2 again. Put students into pairs to compare and discuss their answers and then check answers with the class.

4 Elicit the answer to question 1 to demonstrate the activity. Students then complete the other questions. Play the recording from Activity 2 again for students to check their answers.

5 Put students into pairs or small groups to discuss the questions. If you have a multilingual class, ask students to feed back any particular differences to the whole class. If you have a monolingual class, ask students if they think that conversation topics with people you meet are similar or different in other parts of the world.

Answers

- 2** Melanie is trying to find out what topics you shouldn't talk about with someone you've just met. She speaks to three people.
- 3** 1 weight; salary; age
2 Speaker 1: 'I'd rather not say.' Speaker 2: 'That's none of your business.' Speaker 3 doesn't answer and asks Melanie a question instead.
- 4** 1 if there's a 2 where I can 3 do you do
4 telling me how much 5 if it's okay 6 Have you got
- 5** Students' own answers

Indirect questions

Aim

- to discover the rules for forming and using indirect questions, and practise using them

6 Put students into pairs and ask them to discuss the answers to the questions. With weaker classes, you may wish to work together as a whole class. Once finished, go through the **Grammar reference** on p.124 (on ActiveTeach if you are using it) and check answers. Make sure students have fully understood the question forms. For question 6, you could play the recording from Activity 2 again so that students can listen and mark the stressed words. Finally, read out the **Language tip** and check that students understand it.

7 Elicit the first question from the whole class to demonstrate the activity. Check that students understand why *if* is used, and why the word order is different from the direct question. Students work alone to complete the other questions. Put them into pairs to check their answers and then check answers with the whole class. Drill the indirect questions so that students can pronounce them with the correct word stress.

Answers

- 6** 1 direct: 3, 6; indirect: 1, 2, 4, 5
2 indirect questions
3 In indirect questions, the subject comes before the verb.

4 No, you don't need an auxiliary verb.

5 with *yes/no* questions

6 1 idea / toilet / here; 2 where / get / drink; 3 What / do / living; 4 telling / how much / earn; 5 okay / sit / here; 6 got / girlfriend / single

- 7** 1 if you are/if you're 2 where you 3 if you pay
4 how much you 5 how you spend 6 old you are
7 what you do 8 much you earn

ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct words in each question and then check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

Additional practice | **Maximiser** p.11

Speaking

Aim

- to practise using indirect questions

8 Put students into new pairs and tell them to imagine they have just met. Elicit a situation from the class as to who they are and what their relationship is, e.g. two people in a queue; two new colleagues; two people introduced at a party. Students now ask and answer questions in Activities 4 and 7 to find out what questions students are happy to answer. Monitor and note down any errors related to the target language. Elicit feedback from two or three different students in open class and then elicit corrections to any errors noted down.

Answers

8 Students' own answers

Additional practice | **Maximiser** p.11

Alternative activity: Party simulation

Ask students to imagine they are at a party and do not know each other. Allocate one question from Activity 7 to each student in the class, with the questions repeated as many times as necessary. Students mingle, chatting to each student for a minute or two. During that time they should ask their question to find out if their partner is happy to answer it. Discuss the results in open class.

Useful resources: BBC World Service

The BBC World Service Learning English website has a section called Grammar Challenge. Grammar Challenge 36 focuses on indirect questions and includes a recording about the grammar and provides practice. <http://www.bbc.co.uk/worldservice/learningenglish>

Writing focus

Speaking

Aim

- to develop fluency and introduce the topic of famous parents

- Check students understand *leather pants*, *feather boa* and *chores*. Put students into pairs and ask them to read quotations A–C (on ActiveTeach if you are using it) and discuss what we learn from each daughter about her father. Students then discuss the two questions. Elicit answers from one or two students in open class. Steven Tyler is the lead singer of American rock band Aerosmith but more recently he spent two years as a judge on *American Idol*, a TV singing competition in the US. Alice Cooper is an American rock musician who has been singing since the 1970s. Lenny Kravitz is a singer songwriter who had hits in the 1990s and early 2000s.

Answers

We learn that Steven Tyler is popular and so everyone wants to talk to Liv Tyler about him; Alice Cooper is very different but Calico didn't realise this until she was in high school; Lenny Kravitz dressed in an unusual way but was still a strict dad.

- Students' own answers

Writing

Informal letter (Part 3)

Aim

- to practise dividing a letter/email into paragraphs and complete an exam-style writing task (Paper 1, Part 3)

- Focus students on the exam task and ask them to underline what they have to do. Refer students to the **Exam focus** on p.157 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 3 of the writing exam.
- Check students understand *old-fashioned*. Students read the email and answer the questions. Ask them to check their answers in pairs and discuss question 3. Check answers.
- Students match the main ideas with the paragraphs in the email. Ask students to check their answers in pairs and then check answers with the whole class. Read out the **Exam tip** (and bring it up on ActiveTeach if you are using it) and check that students understand it.

Writing reference:

Paragraphing your writing

Use Section 2 of the Writing reference section on p.135 of the Coursebook to give students more help with organising their writing, either in class or for homework. See p.106 of the Teacher's Book for the answer key.

- Ask students to turn to p.114 and divide the letter into sensible paragraphs. Ask them to discuss their decision in pairs and then check answers with the whole class.
- Ask students to write a plan for their letter. With weaker classes, build up a plan together on the board to provide additional support and offer suggestions. Emphasise how important this is for the exam as it will help students to organise their ideas better. Encourage them to use a spidergram or a table with the key points that they are going to include in each paragraph. When they have finished, students work in pairs and show each other their plans, explaining what they are going to include in their letters.

Functions bank: Starting and finishing a letter/an email / Say why you are writing

These sections of the Functions Bank on p.154/155 of the Coursebook give students useful phrases for starting and finishing a letter/email and saying why you are writing. Do the activity either in class or for homework. See p.109 of the Teacher's Book for the answer key.

- Students now write their letters. This can be done in class where you can monitor and prompt corrections as students write or where students can read each other's letters and provide peer feedback. Alternatively, it can be done for homework.

Answers

- Write a letter to Becky, answering her question. Write your letter in about 100 words.
- 1 He's a rock star.
2 He used to have long hair and wear leather trousers; he is old-fashioned.
- 1 B 2 D 2 A 2 C
- Suggested answers:
Para 1: Thanks . . . fun.
Para 2: In my family . . . though.
Para 3: He's really good-looking . . . funny!
Para 4: Anyway . . . time.
- Students' own answers

Additional practice | Photocopiable 1B *The main idea*, | Teacher's Book p.132 | Writing reference CB p.150, | Maximiser p.11 | MyPreliminaryLab