

1A Grammar

Keeping happy

The present: simple, continuous and perfect aspects

Sts mingle as a class to ask and answer questions about ways to keep happy. The aim is to revise the present: simple, continuous and perfect aspects.

PREPARE

Make a copy of the resource sheet for each student.

PRACTISE

- 1 Give each student a copy of the resource sheet.
- 2 Explain the activity. Sts move around the class and ask each other questions formed from statements 1–12. They need to find people who answer 'yes' to the questions.
- 3 Do the first question as an example. Explain that they have to choose the correct aspect: simple or continuous. Elicit that the continuous aspect can show that an action is not completed, it is in progress. The simple aspect can express routines and facts. Elicit the correct aspect and the question sts will ask. Also elicit questions they could ask after this, e.g. *What are you learning? How long have you been learning it?* Elicit possible answers, e.g. *I'm learning to drive. I've been learning for about a month.* Pre-teach *socialize, step out of your comfort zone* (do something that makes you feel slightly nervous and uncomfortable because it's not what you normally do).
- 4 Sts move around the classroom asking the questions. They should ask each question to a different person, if possible. They note down answers under Name and Details. Set a time limit for this part of the activity. Monitor and help.
- 5 When sts have finished, get some feedback on what they found out about their classmates.

Answers

- | | |
|-------------------|-------------------------|
| 1 is learning | 7 has been sleeping |
| 2 has had | 8 socializes |
| 3 goes | 9 has stepped |
| 4 is feeling | 10 has been developing |
| 5 has been making | 11 is looking |
| 6 asks | 12 has recently created |

PERSONAL BEST

Sts work in pairs and talk about something they often do, something they're doing that's in progress, something they've been doing this week and something unusual they've recently done. They say if these activities are in their comfort zone or not, and how they feel about doing them.

EXTRA PRACTICE

Fast finishers write some new questions to ask a partner about what he or she does, or has done, to keep happy. They then ask and answer these questions in their pairs.

Keeping happy

Choose the correct options in the sentence endings below. Make questions from the endings 1-12. Then ask your classmates the questions.



Find someone who ...

- 1 ... learns / is learning a new skill.
- 2 ... has / has had some fun this week.
- 3 ... often goes / is going for a walk.
- 4 ... is feeling / has been feeling pleased about something at the moment.
- 5 ... is making / has been making an effort to be more active in the past month.
- 6 ... asks / is asking for help when they need it.
- 7 ... sleeps / has been sleeping well this week.
- 8 ... socializes / is socializing with their friends at least once a week.
- 9 ... is stepping / has stepped out of their comfort zone recently.
- 10 ... develops / has been developing some new relationships in the past few months.
- 11 ... is looking / looks forward to something nice.
- 12 ... recently creates / has recently created something they're proud of.

Name

Details

Name	Details
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Personal Best

With a partner, talk about something you often do, something you're doing that's in progress, something you've been doing this week and something unusual you've recently done. Say if these activities are in your comfort zone or not.

1A Vocabulary

Strong emotions

Attitudes and emotions

Sts play a game in pairs or small groups. The aim is to revise adjectives, verbs and idioms that describe attitudes and emotions, e.g. *open-minded, feel down, be over the moon*.

PREPARE

Make one copy of the resource sheet for every pair of sts.

PRACTISE

- 1 Sts work in A/B pairs or groups of four if you have a large class. If you have an odd number of sts, you can put three sts together and two can work as a team against a stronger student. Give each pair or group a copy of the resource sheet and ask them to find a small coin and a small object each to use as a counter (such as another coin or a rolled up piece of paper). Explain that one side of the coin means that they can move onto the next sentence and the other side will mean that they can't move. Ask them to agree in their pairs or groups which side of the coin means 'move'.
- 2 Explain that the aim of the game is to get to 'FINISH' in their column with fewer penalty points than the other player(s). As they move down their column, they have to say if each sentence is correct or incorrect. If it is incorrect, they have to correct it. The sts make a note of the correction for the checking stage at the end of the game.
- 3 Sts spin or toss the coin. The first player whose coin lands with the 'move' side visible starts. He/She moves to sentence 1 in their column and decides if it is correct. The second player then spins or tosses the coin. If it lands on the 'move' side, he/she can move to sentence 1 in their column. If it doesn't land on the move side, he/she can't move.
- 4 Sts play the game. They take turns to spin or toss the coin and to move their counter to the next sentence when they can.
- 5 When everyone has finished, go through the answers with the class. An incorrect answer means that a student gains a penalty point. The player with fewer penalty points is the winner. Find out which student got the fewest points in the class.

Answers

Corrections

Student A

- 1 ~~sarcastic~~ open-minded
- 2 correct
- 3 ~~grey~~ green
- 4 ~~eonscientious~~
courageous
- 5 ~~through~~ into
- 6 ~~under~~ over
- 7 correct
- 8 ~~along~~ across

Student B

- 1 correct
- 2 ~~held~~ kept
- 3 ~~ever~~ into
- 4 ~~see~~ look
- 5 correct
- 6 ~~astonished~~ disgusted
- 7 ~~at~~ to
- 8 ~~across~~ up

PERSONAL BEST

Sts work with their partner or group. They describe three people they know using the language for attitudes and emotions in the game. The other sts ask questions about them.

EXTRA PRACTICE

Fast finishers write more sentences using some of the words and phrases for attitudes and emotions that have appeared in their column. They write some correct ones and some incorrect ones. They swap these with their partner and correct the incorrect ones. They check their answers with their partner.

Strong emotions

Spin or toss the coin. Move to the next sentence when you can and decide if the sentence is correct or not.

STUDENT A

START

- 1 He's very sarcastic because he listens to everyone's views and genuinely considers them.
- 2 She got carried away when she was planning her party and invited too many people.
- 3 I was grey with envy when I heard about their wonderful new house.
- 4 I think you're very conscientious the way you face all the things you're afraid of.
- 5 I've recently got through classical music, and am listening to lots of it.
- 6 I was under the moon when I heard that I'd won first prize in the art competition!
- 7 Everyone was pleased but also astonished at the news of her engagement.
- 8 He sometimes comes along as being uninterested in people, but I think he's just shy.



FINISH



STUDENT B

START

- 1 I'm very thankful that I have enough money and that I'm in good health.
- 2 Although a lot of people were shouting at him, he held his cool and didn't shout back.
- 3 My new colleague has thrown herself over her job with enormous enthusiasm.
- 4 When anything difficult happens, he always tries to see on the bright side.
- 5 I've been feeling quite down since my boyfriend broke up with me.
- 6 I couldn't sit near him because I felt so astonished by his dirty clothes.
- 7 Matt's very down at earth and would give you good advice about moving house.
- 8 If I feel sad, the thought of my children usually cheers me across.

FINISH

Personal Best

Tell your partner about three people you know. Use the language for attitudes and emotions in the game. When you listen to your partner, ask questions about these people.

1B Skills

Influential people

Past habits

Sts do a jigsaw reading in pairs. The aim is to practise the past simple, the past continuous, *would* and *used to* to talk about actions and situations that happened repeatedly in the past.

PREPARE

Make one copy of the resource sheet for every pair of sts. Cut or tear the sheet where indicated.

PRACTISE

- 1 Sts work in A/B pairs. Give each student one half of the resource sheet and tell them not to show their half to their partner.
- 2 Tell sts that they are going to read an online article about someone's main reason for becoming a teacher. Elicit some ideas about what these reasons might be, e.g. love of her subject, love of children, and where this article might appear, e.g. on a website for young people choosing careers. Then tell sts that some information is missing in the article, and that they have to ask their partner questions to find the missing information.
- 3 Demonstrate the activity. Ask Student As to look at gap 1 and think about the question that they will need to ask in order to get the missing information. Elicit: *What didn't her parents do?* Ask Student Bs to give the answer by looking at their text: *They didn't discourage her from thinking of university.* Explain that in their answers they may have to change personal pronouns and possessive adjectives from those in the text. Establish that this verb form is a way of describing an action that happened repeatedly in the past, and that the other answers will also use a mixture of verb forms that do this. Pre-teach *laid-back*, *put pressure on (someone)*, *sing along to* and *devote*.
- 4 Give sts time to read through their text and think about the questions they will need to ask. Sts take turns to ask and answer the questions. Tell them to write the answers in their notebooks. Monitor and help.
- 5 Sts compare their texts in their pairs to check their answers. Then ask sts to reconstruct as much of the text as possible from memory.

Answers

- 1 discourage me from thinking about university
- 2 exams
- 3 lots of interests outside school
- 4 the school orchestra
- 5 my homework on time
- 6 quite good marks
- 7 to stop
- 8 get annoyed with me
- 9 asking her questions about my homework
- 10 told me that I was good at Maths
- 11 my schoolwork
- 12 go out with my friends

PERSONAL BEST

Sts work in pairs and take turns to talk to their partner for three minutes about their lives as teenagers. They describe situations that often happened and what they and others often did. Listeners respond at the end of the three minutes with two or three follow-up questions.

EXTRA PRACTICE

Fast finishers write more sentences about what Susanne and her sister repeatedly did in the past, using a different structure in each: the past simple, the past continuous, *would* and *used to*. They leave the main verbs out of the sentences and give their sentences to their partner to complete. They then show their answers to their partner.

Influential people

STUDENT A

Ask questions to complete the text.

My name's Susanne and I'm a maths teacher. I'm passionate about teaching and I want to write about what made me decide to become a teacher.

My parents were both quite laid-back people who just wanted me to be happy. They didn't ¹ _____, but they didn't encourage me either. They never used to put pressure on me about exams and encouraged me to have ³ _____. I used to play in the school orchestra and I played a lot of tennis.

I wasn't a bad student: I usually did ⁵ _____ and I often got quite good marks in tests. My sister and I used to do our homework in our bedroom, but this didn't work very well: she'd sing along to music and I'd tell her ⁷ _____. Or she'd get annoyed with me because I was always ⁹ _____.

At school, one of my teachers, Mrs Thompson, was very encouraging. She repeatedly told me that I was good at Maths. One day, she said, 'You could do Maths at university if you work hard enough.' Her remark had a great effect on me and I devoted much more time to ¹¹ _____. I still used to go out with my friends, but much less often. My parents were surprised – and impressed.

Without Mrs Thompson's belief in me, I would never have gone to university, and it's largely because of her that I became a teacher. I want to help other young people fulfil their potential.



Personal Best

Talk to your partner for three minutes about your life as a teenager. Describe situations that often happened, and what you and others often did. Listen to your partner and ask follow-up questions.

Influential people

STUDENT B

Ask questions to complete the text.

My name's Susanne and I'm a maths teacher. I'm passionate about teaching and I want to write about what made me decide to become a teacher.

My parents were both quite laid-back people who just wanted me to be happy. They didn't discourage me from thinking about university, but they didn't encourage me either. They never used to put pressure on me about ² _____ and encouraged me to have lots of interests outside school. I used to play in ⁴ _____ and I played a lot of tennis.

I wasn't a bad student: I usually did my homework on time and I often got ⁶ _____ in tests. My sister and I used to do our homework in our bedroom, but this didn't work very well: she'd sing along to music and I'd tell her to stop. Or she'd ⁸ _____ because I was always asking her questions about my homework.

At school, one of my teachers, Mrs Thompson, was very encouraging. She repeatedly ¹⁰ _____. One day, she said, 'You could do Maths at university if you work hard enough.' Her remark had a great effect on me and I devoted much more time to my schoolwork. I still used to ¹² _____, but much less often. My parents were surprised – and impressed.

Without Mrs Thompson's belief in me, I would never have gone to university, and it's largely because of her that I became a teacher. I want to help other young people fulfil their potential.



Personal Best

Talk to your partner for three minutes about your life as a teenager. Describe situations that often happened, and what you and others often did. Listen to your partner and ask follow-up questions.

1C Grammar

What you need

Adding emphasis (1): cleft sentences

Sts match sentence halves in pairs. The aim is to practise adding emphasis by forming cleft sentences with *It, What / The (main) thing* or *The person who*, etc.

PREPARE

Make enough copies of the resource sheet so that half of the class can have the Student A section, the other half can have the Student B section. Cut or tear the sheet where indicated.

PRACTISE

- 1 Sts work in A/B pairs. Give each student half of the resource sheet. Tell them not to show their sheet to their partner. They should fold their half of the sheet along the dotted line, and hold it with the heading *Listen and complete* facing their partner, with the fold line at the bottom, and so that their partner can't read their half.
- 2 Explain that sts are going to read out sentence beginnings and their partner is going to listen and reply with the best ending to complete the sentences. They can use each ending once only.
- 3 Demonstrate the activity with the class. Ask for a Student A volunteer to come to the front of the class and hold his/her folded resource sheet so that the heading *Listen and complete* is facing you. Ask him/her to read a sentence beginning and then complete the sentence with an ending that doesn't make sense. Elicit that it is wrong and then repeat, choosing the correct ending. Then swap roles – you read a sentence beginning from the Student B resource sheet, and the student completes it.
- 4 Sts take turns to read their sentence beginnings and to complete them. They should make a note of which endings they have chosen on a piece of paper so they don't use them again. Monitor the activity while they work.

Answers

Student A

- 1 – d What amazes me about my grandmother is how she brought up six children on her own.
- 2 – f It was one of her colleagues who realized she was ill and took her to hospital.
- 3 – a The best thing you can do is to tell him what happened and apologize.
- 4 – h What this photo shows is my family back in the 1990s.
- 5 – b The reason why I deleted my account was because I hardly ever used it.
- 6 – c It's all the great times we had together that I'll remember for ever.
- 7 – g The person who recommended this gym was a friend from work who's been going there for years.
- 8 – e What I love about this area are all the little shops and cafés.

Student B

- 1 – d What you need if you're going to take up running is a good pair of shoes.
- 2 – e The images that affected me most were those of children living on the streets.
- 3 – c It was my parents who gave me a love of wildlife.
- 4 – f All I want right now is to go home and go to bed!
- 5 – h The place that I'd love to visit is the Grand Canyon.
- 6 – a It was the first goal that was the most amazing!
- 7 – b The thing that I worry about most is finding a job.
- 8 – g It's my boss who irritates me, not my assistant.

PERSONAL BEST

In pairs, sts describe people or places that have been important in their lives, using *It, What* and *The person who / The place that*. When they are the listener, they respond by asking follow-up questions.

EXTRA PRACTICE

Fast finishers write six new sentence beginnings, two starting with *It*, two with *What* and two with *The reason why*. They exchange them with a partner and complete the sentences they now have. Then they compare their completed sentences.

What you need

STUDENT A

Take turns to read and complete the sentence halves.

Read

- 1 What amazes me about my grandmother
- 2 It was one of her colleagues
- 3 The best thing you can do
- 4 What this photo shows
- 5 The reason why I deleted my account
- 6 It's all the great times we had together
- 7 The person who recommended this gym
- 8 What I love about this area

----- FOLD -----

- a** is to tell him what happened and apologize.
- b** was because I hardly ever used it.
- c** that I'll remember for ever.
- d** is how she brought up six children on her own.
- e** are all the little shops and cafés.
- f** who realized she was ill and took her to hospital.
- g** was a friend from work who's been going there for years.
- h** is my family back in the 1990s.

Listen and complete

Personal Best

Tell your partner about some important people or places in your life, using *It*, *What* and *The person who / The place that*. Listen and respond to your partner.

What you need

STUDENT B

Take turns to read and complete the sentence halves.

Read

- 1 What you need if you're going to take up running
- 2 The images that affected me most
- 3 It was my parents
- 4 All I want right now
- 5 The place that I'd love to visit
- 6 It was the first goal
- 7 The thing that I worry about most
- 8 It's my boss

----- FOLD -----

- a** that was the most amazing!
- b** is finding a job.
- c** who gave me a love of wildlife.
- d** is a good pair of shoes.
- e** were those of children living on the streets.
- f** is to go home and go to bed!
- g** who irritates me, not my assistant.
- h** is the Grand Canyon.

Listen and complete

Personal Best

Tell your partner about some important people or places in your life, using *It*, *What* and *The person who / The place that*. Listen and respond to your partner.

1C Vocabulary

Make nouns

Abstract nouns

Sts play a game in pairs. The aim is to revise abstract nouns, e.g. *freedom, patience, fairness*.

PREPARE

Make one copy of the resource sheet for every pair of sts.

PRACTISE

- 1 Sts work in pairs. Give each pair a copy of the resource sheet.
- 2 Explain that they are going to take turns to make abstract nouns from the words on the board and make sentences from the noun.
- 3 Explain that one person in each pair will use the words on the squares with odd numbers, and the other will use the words on the squares with even numbers. On each of their squares, they must write the abstract noun that can be formed from the word on the square. Then they must say a statement or question that uses the abstract noun correctly. They win one point for each correct word and another for each correct statement or question.
- 4 Sts toss a coin to decide who will start and who will go on the odd and even numbered squares. Set a time limit and sts play the game.
- 5 When sts have finished, check the answers to each square and ask for a sentence for each one. Discuss any sentences that are incorrect or interesting in other ways. Sts award themselves points and find out if one student in each pair has got more points.

Answers

1 friendship	13 selfishness
2 inconvenience	14 hatred
3 freedom	15 wisdom
4 loyalty	16 annoyance
5 awareness	17 curiosity
6 generosity	18 leadership
7 reliability	19 honesty
8 membership	20 fairness
9 tolerance	21 patience
10 kindness	22 sensitivity
11 pride	23 relationship
12 boredom	24 kingdom

PERSONAL BEST

Sts write five sentences that each include an abstract noun from the game. Instead of writing the abstract noun, they write a short line. They swap sentences with their partner and complete them. Then they show each other their answers and check them with each other.

EXTRA PRACTICE

Fast finishers write new words on their partner's squares on the resource sheet, which can be changed into abstract nouns. They can look in the Student's Book for abstract nouns or for words they know the abstract nouns for. Then they play the game again and say the new abstract nouns.

Make nouns

1 friend _____	2 inconvenient _____	3 free _____	4 loyal _____ 
5 aware _____	6 generous _____ 	7 reliable _____	8 member _____
9 tolerant _____	10 kind _____	11 proud _____	12 bored _____ 
13 selfish _____	14 hate _____	15 wise _____ 	16 annoyed _____
17 curious _____ 	18 leader _____	19 honest _____	20 fair _____
21 patient _____	22 sensitive _____	23 relation _____	24 king _____ 

Personal Best

Write five sentences including abstract nouns from the game, leaving a gap instead of writing the nouns. Swap sentences with your partner, and complete each other's sentences.