

1

It's personal!

Unit plan

Reading:

Vocabulary:

Grammar:

Listening:

Speaking:

Writing:

missing sentences, identifying language links in the text and the sentences
words related to people, collocations & expressions, phrasal verbs, word formation
present simple, present continuous, stative verbs, relative clauses
multiple matching, paying attention to what you hear rather than what you read
deciding on the best solution, talking about friends and family, showing understanding
email, reading the task carefully, using topic sentences and linking words

Unit Opener (SB page 5)

- Ask students to look at the picture and ask them who they think the people are (*a family*). Ask students how many generations of the family are in the picture (*two*). Then ask them how the people are feeling and why they are feeling this way (*They're all happy because they're outdoors on a nice day doing something fun.*).
- Ask students to read the title of the unit and explain what it means (*The title is 'It's personal!' and it refers to a person's private life, relationships and emotions.*).
- Ask them who they discuss personal issues with.
- Ask students to read the instructions and check that they understand what they have to do. Remind them that there are two parts to the task (*label the descriptions and decide which is most like their own family*).
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you.
- Ask individual students to read the descriptions out to the class and explain anything they don't understand.
- Students work individually to label the descriptions. Encourage them to read all the descriptions before writing any answers.
- They then check their answers in pairs before checking as a class.
- After you have checked answers, ask them which description is most like their own family.

Answers

- 1 traditional family
- 2 single-parent family
- 3 blended family
- 4 extended family
- 5 adoptive family

Background information

A *traditional family* is made up of a married couple and their children.

A *single-parent family* is made up of a mother or father and her/his children.

A *blended family* is a family composed of a couple and their children from previous marriages. It is also known as a *stepfamily*.

Your *extended family* is your family other than your mother, father and siblings. Cousins, aunts, uncles and grandparents make up your extended family.

An *adoptive family* is a family that is not a family by birth, but a family that has legally said they will

The children are known as *adopted* children and the parents as *adoptive* parents.

Another term that is commonly used is *nuclear family*. It refers to a couple and their dependent children, regarded as a basic social unit. The children can be biological or adopted.

TOP TIP

Make sure you are sensitive to students' individual situations. Not all children are happy to talk about their family status. If you believe that may be the case in your class, do not ask personal questions, but keep them general in nature. You might like to use TV or celebrity families to discuss this particular topic. For example, *The Simpsons* are a traditional family, but with the addition of Grandpa and Marge's sisters they are an extended family; Madonna's children are in a single-parent family, and are also an adoptive family; in the TV show *Modern Family*, the character Jay has married a woman who has a son, thus forming a blended family.

Let's talk about it!

- Do you prefer the company of your friends or your siblings?
- Do you see members of your extended family often?
- Do you have a good relationship with your grandparents?
- Do you want to have a large family when you are older?

DVD 1

The DVD activity is optional and can be done if time permits. The videos can be accessed by teachers from the IWB software, and students can access them from their e-book. There is a DVD question in the Student's Book at the bottom of the opening page in each unit. Don't worry if your students don't understand everything they hear on the video. They will be able to grasp the gist of the content.

Summary of DVD 1: Elizabeth talks about her family and her adopted sister, Megan. She says that having a sister has changed her life and that it is like a dream come true.

Answer

Elizabeth is from an adoptive family.

Reading (SB pages 6-7)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the items and explain anything they don't understand.
- Students work individually to decide whether a child or a parent should do the specified household chores and mark their answers.
- They then discuss their answers in pairs before discussing as a class. Students should justify their answers.

Answers

Students' own answers

2

- Ask students to discuss the question with their partner and to justify their answer.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

EXTENSION ACTIVITY

Ask students to work in pairs and write a dialogue between a child and a parent. Tell them that there is a disagreement about what chores the child does at home. Monitor and help with vocabulary and grammar. Once students have finished, ask one or two pairs to read out their dialogues for the class to hear.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the titles and explain anything they don't understand.
- Ask students to underline the key words in the titles (*tips*, *falls apart*, *treat*). Then ask them to skim read the text and look for these ideas.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answer as a class.

Answer

b

DOWNLOAD

Print out the Download box next to the

advice about how to approach the tasks.

- Explain to students what a missing-sentence task involves.
- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for dealing with a gapped text with students. Stress that they should always look for 'clues' such as definite articles and pronouns in the sentences that have been removed as these will link to something already mentioned in the text. In this instance the clues are pronouns.
- Ask students to answer the question in the box.
- Check answer as a class.

Answer

Sentence A: *they* refers to teenagers in general
Sentence E: *these* refers to the reasons parents don't ask teens to help

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task.
- Students work individually to fit the sentences to the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1D** Sentence D is linked to the sentence before the gap about roles in the household and how they have changed over time, *However, those days are long gone*, and the sentence following the gap in which *this change* refers to the new role of women.
- 2A** Sentence A is linked to the sentence before the gap, *teenagers should be careful not to make extra work for others*, and the sentence following the gap, *The truth is that no one is too busy to do these simple chores ...*. The pronouns *they*, *themselves* and *their* in sentence A refer to *teenagers* in the sentence before the gap. Also, *these simple chores* in the sentence after the gap refers to the chores mentioned in sentence A.
- 3F** Sentence F about Stilwell refusing to do the chores and not telling her children is linked to the sentence before the gap, *went on strike ...*, and the sentence following the gap, *... they didn't even notice ... until day three of the strike*.
- 4C** Sentence C in which *Her daughters complained about the 'disgusting' house ... hadn't offended them enough to clean it*, is linked to the sentence before the gap, *... dishes ... piled up ... dirty plates ... smelly socks*, and the sentence following the gap, *... the girls started to clean up the house*.
- 5E** The sentence before the gap gives the reasons why the mother hadn't asked her daughters to help and Sentence E states that these are the same reasons why other parents also do not ask for help.

▶ EXTENSION ACTIVITY

Refer students back to the article. Ask them to find and underline the following phrases: *However, those days are long gone* (middle of first paragraph) and *Are you one of those teens?* (end of first paragraph). Explain to students that words such as *this, that, these* and *those* can be used to refer back to a situation. Then ask students to read carefully to find out what 'those' refers to in both examples (*In the past, women stayed at home and did all of the household chores while men went out to work ... and ... many teenagers believe that their parents ... are the ones who should pick up, tidy, wash, clean and clear.*).

5

- Ask students to read the instructions and check that they understand what they have to do. Point out that some of the expressions may not be in the correct form and will need to be changed.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that the expressions in the orange box are in the article and ask them to find and underline them.
- Explain that when they don't know the meaning of a word or an expression they can often work it out by looking at the sentence it is found in.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------------------|------------------------|
| 1 do their fair share | 4 put your feet up |
| 2 running errands | 5 lend a hand |
| 3 am sick and tired | 6 didn't lift a finger |

6

- Ask students to read the instructions and check that they understand what they have to do. Stress that they must reach agreement on who will do what chores.
- Make sure they know how to talk about the chores by asking individual students to tell you what the pictures show (*dirty dishes in the sink that need to be washed, neglected plants that need to be watered, floors that need to be mopped, dirty laundry that needs to be washed, a bathroom that needs to be cleaned*).
- Monitor and help with vocabulary and grammar if necessary, making a note of any mistakes to go over with the class afterwards.
- Ask one pair to come to the front of the class and discuss the chores.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Ask students to discuss the importance of having a clean home. Tell them to consider how they feel when their room is a mess and how they feel once it has been cleaned. Ask students if they think Jessica Stilwell was right to go on strike. Elicit how

a-2 Vocabulary 1 (SB page 8)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must place the correct word in each sentence.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all people that we have relationships with.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|--------------|
| 1 relatives | 5 colleagues |
| 2 peers | 6 partner |
| 3 enemy | 7 strangers |
| 4 classmates | 8 coach |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain to students that they must use both words to complete the sentences.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Elicit that they are all verbs used to describe ways of speaking.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | |
|---------------------|
| 1 discuss, argue |
| 2 advise, criticise |
| 3 grumble, gossip |
| 4 accuses, praises |

▶ EXTENSION ACTIVITY

Ask students to write sentences about the people in 1 using the verbs in 2. For example, *My coach advises me so that I improve and when I do well, he praises me.*

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Explain to students that they must use only vowels to complete the words.
- Elicit that all of the words are adjectives.
- Do the first item together as a class. Copy the letters and gaps on the board and ask students to give you vowels. Once the word has been completed (*frustrated*) ask a student to explain what it means in his/her own

- Check pronunciation by saying each of the adjectives to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 u a e (frustrated)
- 2 a a e (ashamed)
- 3 e e u (respectful)
- 4 e e u (cheerful)
- 5 a (calm)
- 6 u i (guilty)
- 7 i e a e (miserable)
- 8 o u (proud)

Extra Task (for early finishers)

See photocopiable material on page 147.

Grammar 1 (SB page 9)

Before you read the Grammar box

- Revise the different forms of the present simple and the present continuous (affirmative, negative, question) and short answers for these two tenses with the class. Then elicit some adverbs of frequency and time expressions that are used with each tense.
- Revise stative verbs. Ask students to find and underline three stative verbs in the Reading text (*believe, seem, have*).

1

- Read through the grammar theory with the class.
- Ask individual students to give you sentences to show the different uses of the tenses.
- Remind students that stative verbs describe states, not actions, and that the most common stative verbs are used to describe feelings, emotions, states of mind and possession.
- Elicit that stative verbs cannot be used in continuous forms.
- Remind students that some verbs can be both stative and action verbs, depending on their meaning.

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the questions.
- Ask students to read the sentences quickly and tell you which clues will help them to choose the correct tense (sentence b, *right now* and sentence c *usually*).
- Then ask them to complete the sentences and answer the question.
- Check the answers as a class.

Answers

- a see/am seeing
 - b are discussing
 - c usually ask
- You can use both in sentence a.

Read 1.1-1.3 of the Grammar Reference on pages 161-162 with your students.

3

- Ask students to read the instructions and check that

anything they don't understand.

- Ask students to look at the first sentence and elicit what clues will help them to choose the correct tense (*understand* – a stative verb) and elicit that they will need the present simple here.
- Ask students to read the rest of the sentences carefully and to underline any time expressions or other clues in the sentences that will help them to choose the correct tense.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Do you understand
- 2 is always criticising
- 3 don't give
- 4 does water freeze
- 5 are having
- 6 sits
- 7 aren't working
- 8 Does your son ever talk
- 9 Do you cook

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the title of the text and the picture and to tell you what pocket money is.
- Ask students to read through the text once without circling their answers. Ask them to underline any words or clues that will help them choose the correct answers.
- Students work individually to circle the correct words.
- They then check their answers in pairs before checking as a class.

Answers

- 1 are always asking
- 2 get
- 3 increases
- 4 are becoming
- 5 often worry
- 6 usually have
- 7 seems
- 8 do
- 9 provide
- 10 want

Extra Task (for early finishers)

See photocopiable material on page 147.



Vocabulary 2 (SB page 10)

1

- Explain to students that in this exercise they will be looking at expressions with verbs.
- Write the following verbs on the board: *do, make*. Then write the following words below the verbs: *chores, a mess*.
- Ask students to look back at the Reading text in order to match the verbs with the words (*do chores, make a mess*).
- Ask students to read the instructions and check that

- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|--------|
| 1 make | 5 make |
| 2 do | 6 does |
| 3 makes | 7 do |
| 4 do | 8 make |

2

- Remind students what a phrasal verb is (*a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts*).
- Ask students to tell you any phrasal verbs they know and to use them in a sentence.
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- 1 get along
- 2 get together with
- 3 go away
- 4 fallen out
- 5 piled up

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 1 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

Answers

- 1 get back at
- 2 pile on
- 3 get by
- 4 fall apart
- 5 go out

Example sentences:

- 1 Linda hid her brother's iPhone to **get back at** him for gossiping about her.
- 2 My aunt **piled on** weight when she was pregnant with her son.
- 3 Seven hundred euros a month isn't enough for a family to **get by**.
- 4 The toy was very cheap and **fell apart** when Lucy started to play with it.

▶ EXTENSION ACTIVITY

Individually, students write three gapped sentences using the expressions and phrasal verbs from 1, 2 and 3. The missing word in each sentence must be a verb. They then swap with a partner who must write the correct verbs in the gaps.

4

- Books closed. Ask students to tell you some common suffixes (endings) for adjectives. Write them on the board and ask students to give you one example of an adjective for each ending (eg *-ful, careful; -able, comfortable; -al, traditional; -ing, interesting; -ic, terrific; -ous, generous; -y, noisy*).
- Ask students to open their books.
- Ask students to read the instructions and check that they understand what they have to do. Stress that they may have to make changes to the adjective before adding the suffix.
- Students work individually to form the adjectives and complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the adjectives to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 dusty
- 2 filthy
- 3 smelly
- 4 apologetic
- 5 fantastic
- 6 realistic
- 7 biological
- 8 optional
- 9 personal

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look at the table in 4 before writing their answers.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|-------------|
| 1 apologetic | 4 fantastic |
| 2 realistic | 5 filthy |
| 3 smelly | 6 optional |

Extra Task (for early finishers)

See photocopiable material on page 147.

Grammar 2 (SB page 11)

Before you read the Grammar box

door is a teacher. Ask students to identify the relative pronoun (*who*) and to give you examples of other relative pronouns (*which, that, whose, etc.*).

1

- Read through the grammar theory with the class.
- Ask students these questions about relative pronouns.

1 Which relative pronouns do we use for people? (*who, that, whom*)

2 Which relative pronouns do we use for things? (*which, that*)

3 Which relative pronoun do we use to show possession? (*whose*)

4 Which relative pronoun do we use for places? (*where*)

5 Which relative pronoun do we use for time? (*when*)

6 Which relative pronoun do we use for reasons? (*why*)

- Give individual students a relative pronoun and ask them for a sentence with a relative clause. Cover all of the relative pronouns and also ask for example sentences using non-defining relative clauses and prepositions with relative pronouns.

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

Sentence b means that the speaker has more than one brother and that the one who has written a book lives in Scotland.

Sentence a means that the speaker only has one brother and that he has written a book and lives in Scotland.

Students should underline: *who has written a book on personal relationships* in both sentences.

Read 1.4-1.7 of the Grammar Reference on pages 162-163 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|--------------|
| 1 which | 7 that |
| 2 who | 8 that |
| 3 why | 9 - |
| 4 which | 10 for which |
| 5 when | 11 whose |
| 6 where | 12 which |

EXTENSION ACTIVITY

Ask students to write a short paragraph about their closest friend. Tell them they must use relative clauses. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their paragraphs.

Extra Task (for early finishers)

See photocopiable material on page 147.

Listening (SB page 12)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the phrases and explain anything they don't understand.
- Tell students to look for words with similar meanings.
- Students work individually to match the phrases.
- They then check their answers in pairs before checking as a class.

Answers

1f 2c 3h 4a 5e 6i 7b 8j 9g 10d

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask a strong student to explain the meaning of *admire, admirable* and *qualities* in his/her own words.
- Ask students to read the qualities and explain anything they don't understand.
- Students work individually to complete the task then check answers in pairs before checking as a class.

Answers

1 ✓ 2 ✓ 3 X 4 ✓ 5 X 6 X 7 ✓ 8 X

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out the importance of paying close attention to the speaker and focusing more on the words heard rather than the words read. Students must match the meaning behind the words to the correct option.
- Ask students to answer the question in the box.
- Check answer as a class.

Answer

Item A, but it is wrong because Speaker 2 initially talks about her own lack of confidence before going on to describe her cousin, who is more confident. The task asks students what qualities each speaker admires in the person they are describing.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear five speakers and that they must choose from

statements in all, but they only have to choose five.

- Remind students to pay attention to the speakers' words and not to be led astray by the words they hear.
- Play the recording and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1C** ... it helps her too ... they both really enjoy their time together. I'm thinking about starting voluntary work too, as my aunt Linda seems to get a lot out of it.
- 2D** My cousin ... always planning activities with people and she gets so much more out of life. ... She's always got something going on.
- 3E** I really admire my uncle because he wasn't afraid to make big changes in his life. ... he decided to do the one thing that he'd always wanted to do: give up his job and travel round the world!
- 4B** ... it's amazing that she can see past their bad behaviour and focus on the good parts of their personalities and what they do well. I'm really proud of her for that.
- 5F** I really admired the way he dealt with it, though ... he stayed calm and carried on with his normal life because he doesn't believe in worrying.

See the recording script on page 139.



Speaking (SB page 13)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers



TOP TIP

Time permitting, these pair work tasks can be extended into a whole class discussion or class survey. Alternatively, students can be asked to report back to the class what their partner said.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must determine if the phrases used to express an opinion are polite or not.
- Ask students to read the phrases and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before

Answers

1X 2✓ 3✓ 4X 5✓ 6X 7✓ 8X

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Stress that there is no right or wrong answer, but that there are appropriate and inappropriate ways to show understanding.

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do. (*Student A has a problem and will use the information on page 188 to explain the situation to Student B. Student B will find out what the situation is by asking the questions on page 13. Student A must tell Student B three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student B has received all of the information from Student A, he/she must give Student A advice on the best solution and also say why it is the best solution. In addition, Student B must explain why he/she rejected the other solution.*) Make sure students understand the mechanics of the task as it is quite difficult to grasp at first. If necessary, ask a strong student to explain in L1.
- Stress the importance of listening carefully to Student A because the information Student B requires in order to do the task is provided by Student A.
- Point out to Student A that they will have to make slight changes to some of the information on page 188. For example, *Your friend ...* → *My friend ...*; *Tell her to start ...* → *I could tell her to start ...*; *tell her to join* → *I could tell her to join ...*
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that Student A will now play the role of Student B and vice versa. The pictures for the task are on page 188 and the information about the problem is on page 191. (*Student B has a problem and will use the information on page 191 to explain the situation to Student A. Student A will find out what the situation is by asking the questions on page 188. Student B must tell Student A three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student A has received all of the information from Student B, he/she must give Student B advice on the best solution and also say why it is the*

- Stress the importance of listening carefully to Student B because the information Student A requires in order to do the task is provided by Student B.
- Point out to Student A that they will have to make slight changes to some of the information on page 191. For example, *You and your sister ...* → *My sister and I ...*; *Go to the concert* → *I could go to the concert ...*; *Don't go to the concert and stay at home instead ...* → *I could stay at home instead of going to the concert.*
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

- 5**
- Ask students to read the questions and explain anything they don't understand.
 - Students work in pairs to ask and answer the questions.
 - Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
 - Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 14-15)

Email: Reading the task carefully

- Ask students to read the information on emails and reading the task carefully.
- Explain to students that the task will provide them with all the information they need to write their email and, for this reason, they should read it very carefully and make sure they understand it.
- Remind students that the most important points are the situation, the reason for writing, the topic to be written about and the type of language that should be used.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they have to read the task and complete the information about the details of the task.
- Ask students to read the writing task and answer any queries they might have about it.
- Students work individually to answer the questions.
- Check answers as a class.

Answers

- 1 my friend Mary
- 2 a class project
- 3 b
- 4 my most important relationship
- 5 who it is, what they are like, why the relationship is important to me
- 6 She is my friend.
- 7 informal

2

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they must read the task and analyse it using the same questions as in 1. They must also underline useful vocabulary and tick the two writing skills that they will need to reply to the email.
- Give students time to write their answers. Monitor and point out errors for students to self-correct.
- Students work individually to answer the questions.
- Check answers as a class.

Answers

- 1** Students should underline: *prepare a talk on what young people in different countries do when they are not at school; what it's like in your country?; What do young people do at home?; Where do they go out; what do they do there?*

The answers to the questions from 1 are:

- 1 my friend Billy
- 2 prepare a talk
- 3 b
- 4 what young people in different countries do when they are not at school
- 5 what young people do at home, where they go out, what they do there
- 6 my friend
- 7 informal

- 2** Students should tick: *explaining* and *describing*

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to choose the two most suitable phrases for ending the email.
- Ask students to read the email and explain anything they don't understand.
- Ask students to tick their answers.
- After the answers have been checked, ask students to explain why the other two options are not suitable (*I look forward to your reply* is not suitable because Tina is not expecting Billy to reply to her email; *Have a good time* is not suitable because there is nothing in either email about Billy going out or enjoying himself.).

Answers

Students should tick: *Good luck!* and *I hope I've helped.*

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read paragraphs 2 and 3 of the email in 3 again.
- Remind students that a paragraph should begin with a topic sentence that lets the reader know what the paragraph will be about.
- Explain that set phrases can be used to introduce a topic.
- Students work individually to complete the task.
- Check answers as a class.

Answers

Students should underline: *when teenagers are at home* in paragraph 2 and *going out* in paragraph 3.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Make sure students understand what linking words are and how they function by asking a strong student to name some or by providing some yourself.
- Students work individually to find the linking words in paragraphs 2 and 3.
- They then check their answers in pairs before checking as a class.

Answers

Students should circle: *though, also, too* in paragraph 2 and *otherwise, as well as that* in paragraph 3.

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide if the linking words are formal or informal.
- Explain to students that they should not use formal language in informal writing and vice versa.
- Remind students that linking words are necessary to make a piece of writing flow.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1F 2I 3F 4I 5I 6F



EXTENSION ACTIVITY

Students work individually to write pairs of sentences joined by linking words from 6. They must pay attention to the register and use formal linkers in formal sentences and informal linkers in informal sentences. Monitor as they write and help if necessary. Once students have finished their sentences, ask them to come to the board and write them as gapped sentences without the linking words. The rest of the class must find the correct linking words.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their emails.
- Remind them to use informal phrases in their email as they are writing to a friend.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write an email.
- Ask students the following questions in order to analyse the task:

Who has sent you the email? (my penfriend Tim)

What does he have to do? (a project for college)

Why are you replying? (to give him information)

What is the main thing you have to write about? (my normal family routine at home)

What relationship do you have with the person you are writing to? (my penfriend)

Is a formal or informal writing style best? (informal)

- Go over the *Plan* with the students. Stress the importance of introducing the paragraph topic and using linking words to make the email flow.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Tell students this box acts as a reminder for what they have to do.
- Remind them to look back at 3 for an example of a good email that covers all of the important details in the task.

Reload 1 (SB page 16)

Objectives

- To revise vocabulary and grammar from Unit 1.

Revision

- Explain to students that there will be a review at the end of each unit in *English Download*. Tell them that Reload 1 revises the material they saw in Unit 1.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for people in our lives by writing them all on the board and asking students to come to the board and write brief definitions next to them.
- 2: Write the verb pairs on the board and ask individual students to give you sentences using them.
- 3: Write an adjective for feelings on the board (eg cheerful) and ask a student to make a face or mime the feeling. Continue until all words from 3 have been practised.

Vocabulary 2

- 1: Practise collocations and expressions. Write the verbs *do* and *make* on the board. Read out the words that can go with these verbs one at a time. Each time, a student comes to the board and writes the word next to the correct verb. Practise all of the verb/word combinations.
- 2 and 3: Practise phrasal verbs. Write these phrasal

on, pile up. Then ask individual students to come to the board and write sentences using the phrasal verbs.

- 4 and 5: Practise word formation. Write these nouns on the board and ask students to write the adjective forms: *apology, biology, dust, fantasy, filth, option, person, reality, smell*.

Grammar Revision

Grammar 1

Practise the present simple and the present continuous.

- Ask students to tell you when we use the present simple and the present continuous. Elicit that the present simple is used to talk about facts and permanent situations, general truths and natural laws, habits and routines, timetables and programmes in the future, reviews, stories and sports commentaries; the present continuous is used to talk about actions happening at the time of speaking, temporary or changing situations, annoying habits often with adverbs like *always*, plans and arrangements for the future.

- Ask students to tell you which time expressions we use with each tense. Write them on the board in two columns. Or, write the time expressions on the board (in mixed up order) and ask students to tell you which are used with each tense.

- Ask students to give you examples for each of the uses of the tenses.

Practise stative verbs.

- Remind students that stative verbs are used to talk about states and not actions. Also, remind them that some verbs can be both stative and action verbs, but with a change in meaning.
- Ask students to name some stative verbs. Write them on the board.
- Ask students for example sentences using the verbs.

Grammar 2

Practise relative clauses.

- Write these sentences on the board and ask students to complete them with the correct relative pronoun. Explain that sometimes the pronoun can be omitted.

1 *Is this the house _____ you grew up? (where)*

2 *The party, _____ was for Grandad, was really fun. (which)*

3 *She can't stand her cousins; that's _____ she never visits them. (why)*

4 *This is the information _____ I found about my ancestors. (that, which, -)*

5 *The people to _____ we sold our house are from Germany. (whom)*

6 *Jack is the coach _____ team won the championship. (whose)*

7 *Aunt Barbara is the one _____ is researching our family tree. (who/that)*

8 *I'll never forget the day _____ I got married. (when)*

- Students are now ready to do Reload 1.

- Set a time limit and let students know every so often how much time they have left to complete the questions.

- Check answers as a class.

Answers

Vocabulary

1d 2b 3b 4a 5a 6d 7a 8c 9c

Grammar

1b 2a 3b 4d 5a 6b 7c 8c 9b