

# 1 Let's talk

Student's Book p6–p15

## 1A Make a good impression

### Preview 1 Past Simple and Present Perfect

This Preview section revises some of the time expressions used with the Past Simple and Present Perfect in preparation for the Help with Grammar box later in the lesson.

- 1 a)** Focus students on prompts 1–7. Remind students that we use the Present Perfect and Present Perfect Continuous to talk about things that connect the past and the present, and that we use the Past Simple for a single completed action in the past, a repeated action or habit in the past, a state in the past, and with certain time expressions.  
Students make questions from the prompts.

- b)** Put students into pairs. Students take turns to ask each other the questions. Encourage students to ask follow-up questions.

Students check their answers in Language Summary 1

**G1.1** SB (Student's Book) p118.

- 2 How old were you when you had your first English lesson?
- 3 Have you seen any films in English recently?
- 4 When was the last time you spoke English outside class?
- 5 Did you have to write anything in English last month?
- 6 Have you ever read a novel that was written in English?
- 7 How long have you been coming to this school?

### Vocabulary Communicating

- 2 a)** Focus students on sentences a)–j). Students work on their own and check the meaning of unknown words in **V1.1** SB p117.

Note that in **face2face** Advanced only the meanings of **new** words and phrases are shown in the Language Summaries. These words and phrases are highlighted by an asterisk (\*) and the meanings are given in a dictionary box . Also point out that only the **main** stress (•) in phrases is shown in vocabulary boxes and Language Summaries.

Check that students understand the difference between *overhear* and *hear*, and *chat* and *chat up*.

Point out that *witter on* is usually used in a disapproving way: *I'll go mad if I have to listen to him witter on all day*.

Highlight that *gossip*, *grumble* and *chat* can also be used as nouns and all collocate with the verb *have* (*have a gossip/grumble/chat*).

Point out that *chat-up* can also be used adjectivally, as in *chat-up line*.

**Vocabulary** communicating

**Grammar** time expressions with Past Simple and Present Perfect

Finally, point out that several of the phrases are quite informal: *butt in*, *have a row*, *witter on*, *chat* and *chat (sb) up*. Pay particular attention to the pronunciation of *row* /rau/.

- b)** Students do the exercise on their own.  
**c)** Put students into pairs. Students compare their ideas and see if they agree. Ask each pair to share one or two of their ideas with the class.

### Listening and Grammar

- 3 a)** Introduce the topic by asking students what they understand by the word *popular* (liked by many people). Ask students to think of someone they know who is popular and to write five personal qualities that make him/her popular.

#### EXTRA IDEA

- Before doing **3a**), brainstorm with the class personal qualities that might make someone popular. For example, *kindness*, *generosity*, *gregariousness*, *sense of humour*. Write them on the board.

- b)** Students do the exercise in pairs and tell each other about the person they have chosen, comparing the personal qualities that make him/her popular.  
**c)** Ask students to agree on the three most important qualities. When students have finished, elicit their suggestions and write them on the board.

- 4 a)** Focus students on the book cover and introduction. Be prepared with definitions, examples, etc. to pre-teach *print run* and *runaway success*. Students do the exercise on their own.  
Check the answer with the class.

They initially thought that very few people were going to be interested in the book.

- b)** Focus students on the photo of Ann, Sy, Dean and Amy. Check students understand what a *book club* is (a club where members all read the same books and meet periodically to discuss their thoughts and opinions on them).

Tell students they are going to listen to part of a book club meeting where the members are discussing Carnegie's book.

**R1.1** Play the recording (SB p148). Students listen and answer the question.  
They compare answers in pairs.  
Check answers with the class.

Smile at people.  
Make the other person feel important.  
If you want people to like you, you've got to learn to really pay attention to what they're saying.  
Encourage the other person to talk about themselves, by asking questions – showing you're interested in them.  
Remember people's names.  
If you don't feel like smiling, force yourself to.

EXTRA IDEA


- Before doing **4b)**, ask students to make a list of things that they think can help you 'win friends and influence people'. Students then listen to the recording and see how many of their ideas are mentioned.

**c)** Play the recording again. Students listen and answer the questions.  
They check their answers in pairs.  
Check answers with the class.

- 1 a) Her brother has been telling her to read it for ages.  
b) Because the advice it contains is quite basic.
- 2 a) No. This is the first time he's read a book like this.  
b) That, as a rule, we aren't good listeners.
- 3 a) No, he didn't.  
b) Because John is very good at remembering people's names.
- 4 a) Smiling at everyone you come into contact with for a week.  
b) Very positively – he's been really chatty ever since.

**d)** Students discuss the questions in pairs. Ask each pair to share their ideas with the class.

EXTRA IDEAS

-  Write these words from the recording on the board: *self-help, attentive, whatsoever, loo, scowl, chatty, mindset*. Ask students to look at R1.1, SB p148 and guess the meaning of the words from the context. Ask what helped them guess.
- Ask students to look at R1.1, SB p148 and underline all of the instances of *I mean*. Point out that people often say *I mean* before they start or continue a sentence in informal speech. The expression has no real meaning; it is used as a filler.

Help with Grammar Time expressions with Past Simple and Present Perfect

- Help with Grammar boxes help students to examine examples of language and discover the rules of meaning, form and use. Students should usually do the exercises on their own or in pairs, then check their answers in the Language Summaries. You can then check the main points with the class as necessary. For more information on the **face2face** approach to Grammar, see p5.  
Remind students of Preview 1, SB p6 if necessary.

**5 a)–d)** Students do the exercises on their own or in pairs and check their answers in **G1.2** SB p118.  
Check answers with the class.

- **a)** All of the sentences are talking about time up to and including now. The **Present Perfect Simple** (sentences 1, 2, 4) and **Present Perfect Continuous** (sentence 3) are used.
- **b)** 2 I've read about 150 pages so far.  
3 During the last couple of weeks I've actually been trying out some of Carnegie's suggestions.  
4 Up until now, I've never really had any contact with the guy in the ticket office.
- Remind students that we use the Past Simple with definite time expressions in the past (*yesterday, a few weeks ago, last year, etc.*).
- Remind students that the following time expressions are used with both the Present Perfect Simple and the Present Perfect Continuous: *for, since, just, yet, already, still, ever, never, recently and lately*.
- **c)** 2 Speaker A uses the **Past Simple** because the event (reading the book) was completed at a definite time in the past (during the summer holidays). Speaker B uses the **Present Perfect** because the time period (during the last month) is still continuing.  
3 Speaker A uses the **Past Simple** after *since* because the event (Ann's suggestion) was completed at a definite time in the past. Speaker B uses the **Present Perfect** because the event (being unemployed) is continuing to happen.  
4 Speaker A uses the **Past Simple** because the event (reading the book/magazine, etc.) was completed at a definite time in the past. Speaker B uses the **Present Perfect** because the event (reading the book) started in the past but is continuing to happen.
- Remind students that after *as soon as* the **Present Perfect** refers to future events.
- Point out that we can replace *as soon as* with *once/when/after*: *I'll lend it to you once I've finished it*.
- Tell students that we can use *during* or *in + the last few days/weeks, etc.*
- Highlight that we can use *up until now* and *until/till/ up to + now*: *I've written four pages up to now*.

1A

- Also highlight that we use *it's (not) the first time* with the Present Perfect to talk about the first instance of something happening: ***It's the first time I've read a book like this, really.***
- Point out that we can also say *This is (not) / That's (not) the first (second, etc.) time ...* : ***This is the fourth time I've written a review of a book.***

EXTRA IDEA

- ✍ Write these time expressions on the board: *this week/month/year, during, since, as soon as*. Ask students to write a pair of sentences for each time expression, using both the Past Simple and the Present Perfect.

- 6 a)–b) Students do the exercises on their own and compare answers in pairs.  
Check answers with the class.

- 1 Both are possible. *I spoke to him this morning* = the speaker considers the period of time (this morning) as finished – that is, it's now the afternoon or evening; *I've spoken to him this morning* = the speaker considers the period of time (this morning) as continuing – that is, it's still morning.
- 2 Both are possible. *I've seen her during the last few months* = the speaker considers the period of time (the last few months) as continuing; *I saw her during the last few months* = the speaker considers the period of time (the last few months) as finished (e.g. the period of someone's life or someone's stay somewhere). This is less likely than the Present Perfect, but possible.
- 3 Only *I'll call you as soon as she's arrived* is possible. After *as soon as* the Present Perfect, not the Past Simple, is used to refer to future events.
- 4 Only *She came here a lot last month* is possible. We use the Past Simple with a definite time in the past (last month).
- 5 Only *During last night's performance, several people walked out* is possible. As the event (last night's performance) is definitely completed, the Present Perfect is not possible here.
- 6 Both are possible. *There have been a lot of changes since I worked for them* = the event (working for them) was completed at a definite time in the past – that is, the speaker doesn't work for them any more; *There have been a lot of changes since I've worked for them* = the event (working for them) is continuing to happen – that is, the speaker still works for them.
- 7 Only *Once I met her, I really liked her* is possible. As the event (meeting her) is definitely complete, the Present Perfect is not possible here.
- 8 Only *I've been skiing twice since I saw you last* is possible. As the event (seeing you last) is definitely complete, the Present Perfect is not possible here.

Reading

- 7 a) Introduce the topic by asking students what they understand by *good/bad service* (being treated well/badly in customer service situations, such as shops or restaurants). Students do the exercise in pairs.  
✍ When students have finished, elicit their suggestions and write them on the board.
- b) Focus students on the article. Be prepared with definitions, examples, etc. to pre-teach *fake, pushy, perfectly disgusting* and *turn-off*. Students do the exercise on their own or in pairs.  
Check answers with the class.

Because she doesn't think that their niceness is sincere; she thinks that it's fake.

EXTRA IDEA

- Before students read the article, ask them to read the title and predict what they think it will be about. After students have read the article, they compare their predictions with the actual article.

- c) Students do the exercise on their own or in pairs. Check answers with the class.

- 2T  
3F She thought that it was 'perfectly disgusting' – that is, 'absolutely disgusting'.  
4F She thought that it would make her friend feel uncomfortable if she told the waitress what she thought about the food.  
5F She mentions other studies which have the same view as hers – that is, that customers find being treated as a friend by shop assistants a turn-off.  
6T

EXTRA IDEA

- ✍ Write these words and phrases from the article on the board: *blissfully, every bit as (rude), perky, gritted teeth*. Ask students to guess the meaning of the words and phrases from the context. Ask what helped them guess.

- 8 a) Focus students on the words and phrases in bold in the article. Ask students what words are missing from each phrase. Check answers with the class and write them on the board.
- In informal written and spoken English, unstressed words can be missed out at the start of a sentence, as long as the meaning is still clear; this is called *ellipsis*. Some of the most common words which can be left out are personal pronouns and auxiliary verbs, as shown in most of the examples from the article (*Having a good day? Been shopping all morning?*). Unstressed forms of *be* are sometimes left out, too (*Fine.*).

1A and 1B

**Are you** having a good day?  
**Have you** been shopping all morning?  
So, **have you** got anything planned for this afternoon?  
**Is** everything all right with your meal?  
**It's** fine.  
**Do you** need any help?  
**I'm** just looking, thanks.

b) Check answers with the class.

- 9 Put students into groups. Students take turns to ask each other the questions. Encourage students to ask follow-up questions if possible.

Get ready ... Get it right!

- There is a Get ready ... Get it right! activity at the end of every A and B lesson. The Get ready ... stage helps students to collect their ideas and prepare the language they need to complete the task. The Get it right! stage gives students the opportunity to use the language they have learned in the lesson in a communicative (and often personalised) context. These two-stage activities help students to become more fluent without losing the accuracy they have

built up during the controlled practice stages of the lesson. For more information on the **face2face** approach to Speaking, see p5.

- 10 a) Focus students on the list of topics. Ask students to write three topics they would like to talk about.  
b) Put students into pairs. Ask students to swap papers and then write six questions to ask their partner on one of the three topics.
- 11 Students do the activity in pairs. Encourage students to ask follow-up questions if possible. Finally, ask each student to tell the class one interesting thing they have found out about their partner.

EXTRA PRACTICE AND HOMEWORK

**Ph** **Class Activity** 1A Getting to know you p133 (Instructions p118)  
**1 Review** Exercises 1, 2 and 3 SB p14  
**CD-ROM** Lesson 1A  
**Workbook** Lesson 1A p4

1B Friends – the new family?

QUICK REVIEW ●●●

Quick Reviews begin lessons in a fun, student-centred way. They are short activities which review previously taught language and are designed to last about five or ten minutes. For more information on the **face2face** approach to Reviewing and Recycling, see p5.


This activity reviews time expressions used with the Past Simple and Present Perfect. Students do the first part of the activity on their own. Remind students that they should write a mix of true and false sentences. Put students into pairs. Students take turns to tell each other their sentences. They guess if their partner's sentences are true.

Listening and Grammar

- 1 Introduce the topic by asking students who would be the first person they talked to if they had a worry or problem. Focus students on sentences 1–4. Students check the meaning of the phrases in bold. Be prepared with definitions to give students if necessary.

Students discuss the questions in pairs.  
Point out that the underlined expressions are useful for making generalisations. Encourage students to use the expressions in other activities throughout the book.

**Vocabulary** prepositions and phrases  
**Grammar** cleft sentences: *what* and *it* clauses  
**Review** time expressions with Past Simple and Present Perfect

- 2 a) Put students into pairs. Focus students on the photos and ask them how old they think the people in them are. (Dave and Helen are fortyish, Andrea is in her early twenties and Alex is a teenager.) Ask them who they would expect these people to confide in.  Elicit ideas from the class and write them on the board.  
b) Pre-teach *meaningful*, *put up with*, *degenerate into* /dɪˌdʒenəreɪt 'ɪntu/ and *break up with* (someone).  
**R1.2** Play the recording (SB p148). Students listen and check their answers to 2a).

**Dave** friends, especially older friends  
**Helen** both friends and family  
**Andrea** someone else (her hairdresser)  
**Alex** friends

Point out that when Dave refers to *older friends*, he means friends he has known for a long time.  
c) Play the recording again. Students listen, tick the true sentences and correct the false ones.



1B

Check answers with the class.

1F They usually start by talking about current affairs, but then talk about something much less serious, for example lists of favourite cars or films. 2T 3F They tend to meet about once a week. 4T 5T 6F She's unhappy that he's started confiding in her. 7T 8T

d) Students discuss the questions in pairs. Elicit ideas from the class.

EXTRA IDEA

- ✍ Write these words and phrases from the recording on the board: *snatch (about half an hour), go through, get in a flap*. Ask students to look at R1.2, SB p148 and guess the meaning of the words from the context. Ask what helped them guess.

Help with Grammar Cleft sentences: *what* and *it* clauses

Go through the introductory bullet with the class and check students understand what a cleft sentence is.

3 a)–c) Students do the exercises on their own or in pairs and check their answers in G1.3 SB p119.

- a) 1 (We'll have a drink and talk afterwards.) **What** we talk about **isn't** deep and meaningful, though. 2 *be/isn't*
- Highlight that in cleft sentences with *what*, the information that we already know comes after the word *what*, and the new information follows the verb *be*. If students are finding this concept difficult, underline the word *talk* in the example sentences. This will help highlight that we already know that they talk (it's explained in the first sentence); what we don't know is what they talk about.
- Point out that cleft sentences can focus on an action, using *what* + subject + *do* + *be* (+subject) + infinitive clause: *What I do if I get stressed is talk to my friends*.
- Point out that in order to focus on a whole sentence, we use *what* + *happens* + *be* + subject + infinitive clause: *What happens is we bottle things up*.
- Go through the **TIPS!** in the **WHAT CLAUSES** section in G1.3 SB p119 with the class and check students understand them.
- b) 1 The speaker emphasises the information in the *it* clause.  
2 The verb that follows *it* is *be*.
- Go through the **TIPS!** in the **IT CLAUSES** section in G1.3 SB p119 with the class and check students understand them.

4 a) Students do the exercise on their own or in pairs.

2 It was after leaving my last job that I began to work freelance. 3 What you should do is write a letter and refuse to pay. 4 It's Tim who's/that's the problem, not Jo. 5 The person (who/that) I wanted to speak to was Ben. 6 What happened was I forgot the map.

b) R1.3 Play the recording (SB p148). Students listen and check their answers.

Check answers with the class.

c) Play the recording again. Students listen and practise the sentences.

5 a) Do the first question as an example, using information about yourself. Students do the exercise on their own.

b) Put students into groups. Students take turns to say their sentences. Encourage students to ask follow-up questions if possible. Ask groups to share one or two of their sentences with the class.

EXTRA IDEA

- If the class know each other well, ask each student to write one sentence on a piece of paper and give it you. Read the sentences out loud and see if the rest of the class can guess who wrote the sentence.

Reading and Vocabulary

6 a) Introduce the topic by asking students who their close friends are and where they met (at school, at work, etc.). Put students into pairs and ask them to make a list of different types of friends they could meet at different stages of their life.

Ask students to share some of their ideas with the class.

b) Students discuss the questions in pairs.

✍ Elicit ideas from the class and write them on the board.

c) Tell students they are going to read an article called 'Friendship overload'. Be prepared with definitions, examples, etc. to pre-teach *mate*, *confidant*, *second division* and *keep track of*. Pay particular attention to the pronunciation of *confidant* /kɒnfɪdənt/.

Students read the article and compare their ideas from 6b).

'Friendship overload' means having too many friends. The writer thinks that friendship overload might be a problem because it's impossible to keep in contact with everyone; some 'friendships' won't last long; other friends you barely ever meet; some you like a lot more than others; some are not really friends, just people you meet out of habit; you can feel out of your depth, or over-committed; your closest friends might be the people you see the least.

d) Students do the exercise on their own before checking in pairs. Check answers with the class.

1 Because we often live too far away from our families.  
2 We see them regularly, help each other, are on the same wavelength, have kids at the same school and have a lot in common. 3 Friends we are not so close to, who are not our 'best' friends. 4 Because we travel more, and move jobs and houses more frequently.  
5 They are split between people you see a lot in phases and those that you see regularly; those that you see regularly might include people that you like less than other friends, but who live very close.  
6 Because a real friend recognises how stressful it is having so many friends and won't put pressure on you to see them.

e) Students do the exercise in pairs. Encourage students to give reasons.  
Ask pairs to share some of their ideas with the class.

EXTRA IDEA

- Turn this topic into a class debate. Create two teams and leave some of the class as the audience. The teams will debate the motion 'People these days have too many friends'.
- The rest of the class will be asked to vote at the end of the debate.
- Give the teams ten minutes to prepare their arguments. While they are doing that, the audience discusses the motion among themselves.
- The teams take turns to put forward their arguments. Set a time limit for each speaker. At the end, ask the audience to vote on the motion. The team with the most votes is the winner.

Help with Vocabulary Prepositions and phrases

- Help with Vocabulary boxes help students to explore and understand how vocabulary works, often by focusing on aspects of lexical grammar. Students should usually do the exercises on their own or in pairs, and then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on the **face2face** approach to Vocabulary, see p5.

Go through the introductory bullet with the class. Remind students what chunks are (groups of two or more words).

7 a) Students do the exercise on their own or in pairs and check their answers in **V1.2** SB p117.  
Encourage students to try and guess the meaning of the phrases from the context of the article before looking at the definitions.  
Check answers with the class.

1 on purpose 2 out of habit 3 in the long run  
4 on the same wavelength 5 in phases  
6 out of your depth

b) Students do the exercise on their own or in pairs and check their answers in **V1.2** SB p117.  
Check answers with the class.


on	in	out of
good terms	control	control
a regular basis	fashion	fashion
average	touch	necessity
	common	touch
	contact	

c)–d) Students do the exercise in pairs and check their answers in **V1.2** SB p117.  
Check answers with the class.

**out of fashion** being unpopular at a particular time, especially clothes, hair, etc.  
**on a regular basis** happening or doing something often  
**in common** sharing interests, experience or other characteristics with someone or something  
**on good terms** have a good relationship with one another  
**on average** typically  
**in touch** in communication (with)  
**out of control** not under the authority or power of someone  
**out of necessity** because of a need  
**in contact** communicating with someone

- Highlight that the following pairs of phrases are antonyms: *in control/out of control*, *in fashion/out of fashion*, *in touch/out of touch*, *on good/bad terms*. Also point out that *in touch/in contact* are synonyms.
- Check that students understand the difference in meaning between *on a regular basis* and *in phases*. (*I go to the gym on a regular basis* = I go to the gym regularly, e.g. once a week; *I go to the gym in phases* = I go to the gym regularly for periods of time and then don't go again for a while.)

EXTRA IDEA

-  Draw three circles, containing *in*, *on* and *out of*, on the board. Draw two lines radiating from each circle, and then write the phrases next to the lines; for example, *the long run* next to the *in* circle. Encourage students to record phrases with prepositions like this in their vocabulary notebooks.

8 a) Students do the exercise on their own before checking in pairs.  
Check answers with the class.

1 in 2 in 3 out of 4 in 5 on 6 out of  
7 out of 8 on

b) Students do the activity in pairs. They take turns to ask each other the questions. Encourage students to ask follow-up questions if possible.

1B and 1C

Get ready ... Get it right!

- 9
- Focus students on the list of sentences. Students do the exercise on their own.
- 10
- a) Put students into groups. Ask students to discuss what they have written and to give reasons. Encourage students to ask follow-up questions if possible.
- b) Finally, ask each group to tell the class three things that they agreed on.

EXTRA PRACTICE AND HOMEWORK

- Ph** **Class Activity** 1B Student survey p134 (Instructions p118)
- Ph** **Vocabulary Plus** 1 Vague language p172 (Instructions p169)
- 1 Review** Exercises 4 and 5 SB p14
- CD-ROM** Lesson 1B
- Workbook** Lesson 1B p6

1C Favourite sayings

QUICK REVIEW ●●●

This activity reviews phrases which use the prepositions *in*, *on* and *out of*. Students do the first part of the activity on their own. Tell students that they should write at least five sentences, but that they can write more if they have time. Set a time limit of five minutes. Put students into pairs. Students take turns to tell each other their sentences without saying the preposition(s). Their partner has to say the sentence using the correct preposition(s).

- 1
- a)–b) Introduce the topic by asking students what they think a *saying* is (a well-known statement, which often has a metaphorical meaning). Ask students if they know any sayings in English and if they can explain what they mean. Students do the exercise on their own before comparing their answers in pairs. Ask students what they think the sayings mean. Students check their answers in **V1.3** SB p117. Check answers with the class.
- Point out that one good way of remembering sayings like this is to visualise them; for example, students could visualise the city of Rome being built.

2f) 3h) 4d) 5e) 6a) 7c) 8g)

- c) Put students into pairs or groups. If you have a multilingual class, group students of the same nationality together. Ask students to think of a saying from their country and write down how they would explain it to a British person.
- Ask each pair/group to explain their saying to you.
- 2
- a) Focus students on pictures A–E. Tell students they are going to listen to five people talking about sayings they like, which are illustrated by the five pictures. Check that students understand *crow*, *peanuts* and *bark*. Pay particular attention to the pronunciation of *crow* /krəʊ/.
- R1.4** Play the recording (SB p148). Students listen and put the pictures in order. They compare answers in pairs. Check answers with the class.

- Vocabulary** sayings; idioms
- Real World** explaining and paraphrasing
- Review** prepositions and phrases

Point out that Claire says *even if you were wrong when she meant to say even if you weren't wrong*. Tell students that this is an authentic example of stumbling – saying the wrong thing without realising it. The correct word (*weren't*) is shown in brackets in R1.4, SB p148.

1B 2C 3A 4D 5E

- b) Students do the exercise in pairs.
- c) Play the recording again. Students listen and check their answers. Check answers with the class.
- 1B 2E 3D 4A 5C
- d) Students discuss the sayings in pairs. Ask pairs to share their ideas with the class.

Real World Explaining and paraphrasing

- Real World boxes are designed to help students with functional language that they can use in real-life social situations, often by teaching fixed and semi-fixed phrases. Students should usually do the exercises on their own or in pairs, and then check their answers in the Language Summaries. Check the main points with the class as necessary. For more information on Real World boxes, see p5.
- Introduce the topic by asking students what they understand by *paraphrasing* (repeating something using different words, often in a simpler way). Ask students when they might have to paraphrase something (if the listener hasn't understood what you've said, if you are explaining something new or complicated, etc.).
- Go through the introductory bullet with the class and check students understand it.

**3 a)–d)** Students do the exercises on their own or in pairs and check their answers in **RW1.1** SB p119. Check answers with the class.

- **a)** 1 Which 2 what 3 What 4 which 5 What 6 Which
- Ask students which word (*what* or *which*) can be replaced by *that* in the answers. (*which*)
- Point out that *it* and *this* can also precede *basically means*.
- **b)** 1 simply 2 That 3 way 4 other
- **c)** The speakers explain and paraphrase their ideas in the following ways:  
**It basically means that** you can't always plan ahead and you can't control everything. Well, **to put it simply**, you can't really worry about things that are way in the future. My favourite expression is "You pay peanuts, you get monkeys", **which kind of basically means that** the less money you pay, the worse the service. And, **what it means is that** if you hang about with the wrong crowd, ... And **this basically means** there's no need to bother doing something difficult if someone around you can do it better than you.
- Go through the **TIP!** in **RW1.1** SB p119 with the class or ask them to read it for homework.

**4 a)** Students do the exercise on their own or in pairs.  
**b)** Students do the exercise in pairs. Check answers with the class.

- 2 by 3 which 4 which 5 words 6 simply  
1d) 2a) 3b) 4e) 5f) 6c)

**5 a)** Introduce the topic by asking students what *bluff* means (pretend). Tell students that they are going to listen to two teams playing a game called *Bluff*. Ask students to guess what they think the game will involve. Give students time to read the questions.  
**R1.5** Play the recording (SB p149). Students listen and answer the questions. Check answers with the class.

- 1 The game is about sayings, or expressions.  
2 Each person has to give a definition of an expression; however, only one of the three definitions is true.  
3 The second team has to guess which of the three definitions is true.

**b)** Students discuss the question in pairs. Check answers with the class.  
**c)** **R1.6** Play the recording (SB p149). Students listen and check their answers. Check answers with the class.

It means don't worry, everything will be alright.

**6** Put students into two groups, A and B. Focus students on the idioms for their groups. Ask students to try and guess the meaning of the three idioms. Don't elicit answers.

**EXTRA IDEA**

- If any of the idioms are already known to students, suggest alternatives; for example, *it's a no-brainer* (= it's a decision or dilemma to which the answer is really obvious) or *it's gone pear-shaped* (= it's gone wrong).

**7** Group A turn to SB p108. Group B turn to SB p111.  
**a)** Check that students understand the meaning of the idioms. With group A, pay particular attention to the pronunciation of *rave* /reɪv/.  
**b)** Put students in group A into groups of three, and do the same with group B. Check that students understand that they have to write two false definitions and three example sentences (one correct and two false) for each idiom, so nine sentences in total.  
**c)** Ask students to decide who is going to give each of the definitions. Ask them to practise giving their definitions, remembering that they are each trying to convince the other group that their definition is correct.  
**d)** Put groups of three from each main group together. Ask students to follow the instructions 1–3.  
**e)** Ask each group to tell the class how many correct definitions they got. The group who guessed the most correct definitions is the winner.

**EXTRA IDEA**

- Ask students to rate each other: did they come across as persuasive and convincing? If so, what were they good at? If not, how could they improve?

**EXTRA PRACTICE AND HOMEWORK**

**Ph** **Class Activity** 1C In other words ... p135 (Instructions p119)  
**Help with Listening** 1 Monologues p189 (Instructions p182)  
**1 Review** Exercise 6 SB p14  
**CD-ROM** Lesson 1C  
**Workbook** Lesson 1C p8  
**Workbook** Reading and Writing Portfolio 1 p54  
**Progress Test 1** p204  
**Preview 2** Exercises 1 and 2 SB p15



# 1 Review

- The Review section reviews the key language taught in the unit. It includes communicative and personalised speaking stages as well as controlled grammar and vocabulary practice.
- This section is designed to be used in class after students have finished lesson C, but individual exercises can be used as 'fillers' if you have a few minutes left at the end of a lesson. The Extra Practice and Homework boxes list which exercises are relevant to each lesson.
- The icons refer to the relevant sections in the Language Summary. Students can refer to these if they need help when doing the exercises.
- For more information on the **face2face** approach to Reviewing and Recycling, see p5.

1a) 2 butt in 3 chat 4 bicker 5 come into contact with 6 overheard  
2 1b) 2a) 3b) 4a) 5a) 6b) 7a) 8b)  
3 2 moved 3 have seen 4 have already come 5 bumped into 6 worked/has been working/has worked 7 has always preferred/always preferred 8 was recently offered/has recently been offered 9 has tried 10 has moved  
4 2 What they did was sell the house. 3 It was us who were responsible. 4 The reason she's tired is because she didn't go to bed until 2 a.m. 5 It wasn't until I reached 40 that I started exercising. 6 It's fried food that I can't stand. 7 What really annoys me is when people talk during a film. 8 It was Julie who was brought up in Scotland.  
5 1 in 2 on 3 out of 4 out of 5 in 6 in  
6 1 day 2 shy 3 speak 4 meat 5 gained 6 late

## Progress Portfolio

- Progress Portfolio boxes encourage students to reflect on what they have learned and help them decide which areas they need to study again. Note that the *I can ...* statements reflect communicative competences as set out in the *Common European Framework of Reference for Languages* (CEF) for level C1. For more information on the CEF, see p15.
- a) Students work through the list of *I can ...* statements on their own and tick the things they feel they can do. They can refer to Language Summary 1 if they wish. Students can also work in pairs or groups and compare which statements they have ticked.
- b) Students work on their own or in pairs/groups and decide which areas they need to study again. Encourage students to use the CD-ROM lessons 1A–C to help them improve in these areas. For more information on the CD-ROM, see p11.  
There is also further practice of all the key language taught in the Student's Book in the **face2face** Advanced Workbook.

# Accurate Writing

CONNECTING WORDS: addition  
SPELLING: homophones

- The Accurate Writing section helps students to fine-tune their writing, by focusing on discourse markers and common mistakes of spelling and punctuation.
- This section follows a 'test-teach-test' approach, which differs from the other grammar and vocabulary boxes in the course, which follow a guided discovery principle. Students do an initial exercise (the test) before reading a summary of the rules of that area (connecting words or spelling/punctuation) in the Language Summary (the teaching). They then do a final exercise, where they find and correct mistakes in a piece of student's work (the test).

1 Introduce the topic by asking students what the words in the box have in common (they are all connecting words used to add information).

Students do the exercise on their own or in pairs and check their answers in **AW1.1** SB p119.  
Check answers with the class.

Point out that we do not usually use *also*, *too* or *as well* in negative clauses. Instead we use phrases such as *either*:  
*I haven't read the Harry Potter books either.*

1 as well/too 2 as well/too 3 Besides/What's more/Also  
4 also 5 not only 6 Besides/What's more/Also

### EXTRA IDEA

- Once students have read **AW1.1** SB 119, ask them to close their books. ✍ Write these headings on the board: *Used at the end of a clause*, *Used at the beginning of a clause* or *Used in the middle of a clause*. Students copy the headings onto a piece of paper and list the connecting words from **1** in the correct columns.

Accurate Writing and Preview 2

- 2 Focus students on the words in italics in sentences 1–5. Ask students if they notice anything about the pairs of words. Explain that the words are *homophones* – words which sound the same but have different spellings and different meanings.
- Drill the homophones in sentences 1–5 chorally and individually.
- Students do the exercise on their own or in pairs and check their answers in **AW1.2** SB p119.
- Check answers with the class.

1 who's 2 they're 3 've 4 your 5 their

EXTRA IDEA

- Divide the class into teams. Give each team five minutes to list as many homophones as they can. The team which lists the most is the winner. A fairly exhaustive list of English homophones can be found here: <http://www.bfroest.demon.co.uk/misc/homophones-list.html>

- 3 a) Focus students on the extract. Explain that in addition to the two underlined mistakes, there are five common spelling mistakes involving homophones. Students do the exercise on their own and check their answers in pairs. Check answers with the class.

1 Besides/What's more/Also 2 as well/too

- b) Students do the exercise on their own and check their answers in pairs. Check answers with the class.

~~there~~ they're the kind of people ...  
about ~~you're~~ your problems.  
~~They're~~ Their names are ...  
might ~~of~~ have/ve lost contact ...  
It's Jess ~~whose~~ who's my oldest friend ...

EXTRA PRACTICE AND HOMEWORK

Workbook Accurate Writing Exercises 1 and 2 p84

Preview 2

RELATIVE CLAUSES  
GRADABLE AND NON-GRADABLE ADJECTIVES; ADVERBS  
VERB+ING AND PAST PARTICIPLES

The Preview section helps students prepare for some of the grammar and vocabulary which appear in the unit. It revises language from earlier levels of **face2face** with controlled grammar and vocabulary practice.

The Extra Practice and Homework boxes at the end of each lesson list which exercises in the Preview section relate to the following lesson. For example, the box in lesson 1C (p31) refers to **1** and **2** in Preview 2 as these exercises revise areas of grammar and vocabulary which are then covered in more depth in lesson 2A. The reference in the Extra Practice and Homework box in lesson 2A (p36) is to **3** in Preview 2 as this topic is covered in lesson 2B.

The icons refer to the relevant sections in the Language Summary for the unit. Students can refer to these if they need help when doing the exercises.

RELATIVE CLAUSES

- 1 Students do the exercise on their own or in pairs and check their answers in **G2.1** SB p121. Check answers with the class.

a) 1 what → that/who 2 who → that/which  
3 at where → where/at which 4 her → whose  
5 his 6 Jones, 7 that → which  
b) 1, 2

GRADABLE AND NON-GRADABLE ADJECTIVES; ADVERBS

- 2 Students do the exercise on their own or in pairs and check their answers in **V2.1** SB p120. Check answers with the class.

1 interesting 2 terrified 3 surprised  
4 difficult/impossible 5 tired

VERB+ING AND PAST PARTICIPLES

- 3 Students do the exercise on their own or in pairs and check their answers in **G2.3** SB p122. Check answers with the class.

2 leaving 3 trying 4 spoiling 5 opening 6 built  
7 written 8 bored