

# 1 A family affair

## Unit objectives

**Topic:** family life

**Reading and Use of English Part 6 (gapped text):** understanding text structure

**Reading and Use of English Part 2 (open cloze):** phrases for common household chores

**Writing Part 1 (an essay):** technology and family life; expressing opinions; using *although*, *however*, *despite*, *that being said* and *whereas*

**Listening Part 1 (multiple choice):** people talking about friends and family

**Speaking Part 1 (interview):** talking about yourself, your friends and your family; giving extended answers

**Pronunciation:** word stress; stress in words with two or more syllables

**Vocabulary:** phrasal verbs to describe relationships; collocations with *make* and *do*

**Grammar:** present perfect simple and continuous

## Starting off SB page 8

### Lead in

With books closed ask students to think about their family. Ask students to write three adjectives, e.g. *honest*, *hard-working*, *quiet*, to describe one member of their family. Students tell a partner about their family member for one minute.

Look at the photos with the students. Elicit the different aspects of family life, e.g. siblings arguing over a tablet, a family sharing a meal together, a dad playing with his daughter, a family giving gifts. Elicit ideas from different pairs after they have discussed the questions.

## Listening Part 1 SB page 8

Read the information with the students, reminding them to listen to each extract individually as there is no connection between the eight recordings. Tell students they will hear the audio twice and should use the second listening to check their answers.

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- 1 Elicit the answer to question 2 and point out that the main idea may be more than one phrase. Ask students to underline the main idea in questions 3 to 8 on their own before comparing their answers in pairs. Set a time limit of three minutes for this task.

### Answers

- 2 sale of his family home / upsets him / parents' decision  
3 her childhood / remembers / bedtime routine  
4 working from home / how / feel about it  
5 an article / family life / what point / making  
6 new job / feel pleased about  
7 buying presents / annoyed because  
8 presentation / agree about the presenter

- 2 Before students listen, point out that candidates can be distracted by hearing words or phrases in the recording which appear in one of the incorrect options. As this is an exam task, set a time limit of 45 seconds for students to look at the questions before they do the listening exercise. Play the recording twice.

### Answers

- 1 C 2 A 3 C 4 C 5 C 6 C 7 B 8 A

## Track 2

**Narrator:** One. You hear a woman talking to her brother about an old family photo.

**Woman:** Hey! Look what I just found!

**Man:** No way! When was that taken?

**Woman:** About fifteen years ago, I reckon. You haven't changed a bit!

**Man:** Very funny – I can't believe our parents made us wear matching jumpers. We look ridiculous.

**Woman:** Ah, it's not that bad. It does help us to look more like brother and sister, I suppose, which is probably why they did it.

**Man:** You're right about that!

**Woman:** It would be so much better if you weren't sticking your tongue out, though.

**Man:** Yeah, I remember Mum and Dad not being too pleased about that.

**Narrator:** Two. You hear a man talking to a woman about the sale of his family home.

**Woman:** So I heard your parents are selling the house?

**Man:** Yeah, they're downsizing. I'd already cleared out my old room and moved everything to my flat, so I doubt I'll get sentimental about that. The one thing I might shed a tear over is the doorframe of the kitchen. Our parents used to mark our heights on it every six months, and it's quite sweet. I guess I'll just have to take a picture. My sister, on the other hand, is fairly upset about the location of the new house. It's only a one-hour drive to the city, but it does make it trickier to hang out with her friends who live there.

<b>Narrator:</b>	Three. You hear a woman talking about her childhood.
<b>Woman:</b>	The fondest memory I have of my childhood is playing football with my dad every evening before bed. Normally children get bedtime stories, but not me! My dad would grab a worn-out football made of foam and play with me in the tiny hall of the flat. We'd carry on playing for ages! I can't begin to tell you how many vases and other fragile objects we managed to break – it used to drive my mum mad! It was extremely effective though – I was exhausted after playing and I slept like a log. I guess I did get stories every now and again, but for some reason I found them more annoying than anything else.
<b>Narrator:</b>	Four. You hear a woman talking about her experience of working from home.
<b>Woman:</b>	I've been working from home for just over two weeks now. I certainly don't miss having to commute for two hours every day, waking up early to catch my train, that sort of thing. I thought I'd be more easily distracted than working in the office, but, amazingly, my productivity has actually gone up. I'm conscious of the fact I'm spending more time on my own, though, so I've organised daily virtual coffee breaks with people in the office, just to keep in touch, which has worked out really well.
<b>Narrator:</b>	Five. You hear a journalist talking about an article he has written on family life.
<b>Man:</b>	So my article on family life has been out in the public domain for about a week now. I didn't know if anyone would even read it at first, but it seems to have caused quite a stir online. Hardly surprising, I suppose, given the subject matter. Quite a few people have got in touch to say how helpful they found it, which is what I was counting on really, because a lot of the insights I gained into family life were based on other people's accounts rather than my own.
<b>Narrator:</b>	Six. You hear a woman talking to her father about her new job.
<b>Man:</b>	So, how's the new job?
<b>Woman:</b>	I can't believe it's been three months already! The hours are long, but that's to be expected, really, as we're working on some really important projects at the moment.
<b>Man:</b>	How are you getting on with your new colleagues?
<b>Woman:</b>	They've been really supportive and have helped me get to grips with the new systems and processes. I couldn't have hoped for a nicer atmosphere in the office, either. I just hope I'll get the chance to book some time off for a holiday when the work starts to settle down. I'll have definitely earned it by then!
<b>Narrator:</b>	Seven. You hear part of a conversation about buying presents.
<b>Man:</b>	I'm so stressed out about having to buy all these presents. My family is way too big and it's such a hassle every year.
<b>Woman:</b>	Tell me about it.

<b>Man:</b>	I guess I've made some progress, but I'm still nowhere near done. The most irritating bit is having to get stuff for relatives who might not even be there. There are a few people in my family who think it's hilarious to say they're not coming, then turn up for lunch and go: 'Surprise!' They've caught me off guard a few times, so now I have to have a few extra presents, just in case, to avoid it turning into an embarrassing situation.
<b>Narrator:</b>	Eight. You hear two friends talking about a presentation they've just attended.
<b>Woman:</b>	What did you think about the presentation today, Sam? The presenter was good, wasn't he?
<b>Man:</b>	Absolutely! The data he presented was so surprising; I thought he was making it up at first. I struggled to keep up with the more complex arguments, though. They could have been clearer.
<b>Woman:</b>	Yeah, a lot of people have said the same. I personally thought he was quite easy to follow. And he was so passionate about the topic, you could see how interested everyone was.
<b>Man:</b>	I couldn't agree more! It's just a shame he ran out of time at the end. I had so many questions to ask him.
<b>Woman:</b>	That's true. We can always email him, I guess.

#### Extension activity

Students either listen again or use the audioscript to spot why the incorrect options are wrong. This will help students to understand how distractors are used in Listening Part 1. For example, Q1 C is correct because the woman says, 'It would be so much better if you weren't sticking your tongue out'; A is incorrect because it is the man who is making fun of the matching jumpers while the question asks what the woman is doing. B is incorrect because the woman says the jumpers made them 'look more like brother and sister', not that they had similar personalities (*alike*). Note that *alike* in the option is a 'word spot' for *more like* in the audioscript: remind students to be careful not to choose an option because they hear words or phrases in the recording which appear in one of the incorrect options.

- 3 Elicit the answer to question 1. Before students answer questions 2 to 7, remind them to think about word order for questions, question words and auxiliary verbs.

#### Answers

- 1 Do you have / Have you got any embarrassing family photos?
- 2 Have you ever moved house with your family?
- 3 What did your family use to do to make you fall asleep when you were a child?
- 4 What's the best present you have ever received from your friends or family?
- 5 Is there anything you do with your family every week?
- 6 Does anyone in your family have a really interesting job?
- 7 Did you use to fight with your siblings when you were children?

## 1

- 4 Students ask and answer the questions in pairs. For additional speaking practice, students either change partners, or ask the questions in a mingling activity. After three minutes, elicit whole-class feedback.

## Vocabulary

### Phrasal verbs SB page 9

#### Lead in

With books closed, write *At weekends I hang out with my friends.* on the board. Elicit and underline the phrasal verb. If students say *hang out* instead of *hang out with*, remind them that some phrasal verbs have one particle, and some have two. Elicit the meaning of *hang out with* (spend time with) and ask, *Who do you usually hang out with at weekends?* Students briefly discuss who they hang out with and what they usually do.

- 1 Allow students to discuss the vocabulary in pairs if they are unsure. Elicit the answers.

#### Answers

1 e 2 a 3 c 4 f 5 b 6 d

- 2 Students work on their own and then compare their answers in pairs. Elicit the correct answers.

#### Answers

1 make up 2 carry on 3 hang out with 4 turn up  
5 count on 6 turn into

- 3 Students ask and answer questions in pairs. Encourage students to give reasons for their answers and to agree, disagree or ask questions about their partner's opinion. Listen for common errors and elicit corrections in whole-class feedback. Ask stronger students to present what they and their partner discussed.

### Reading and Use of English Part 6 SB page 10

#### Lead in

With books closed, ask students to think of three adjectives – two positive and one negative – that a close friend would use to describe them. Invite students to write the adjectives on the board. Elicit the reasons why students think their friend would describe them this way and whether they agree or disagree and why.

- 1 Students do the exercise in pairs. Elicit the answers. For adjectives which could be either positive or negative, elicit example sentences for each sense.

#### Answers

**usually positive:** bright, considerate, enthusiastic, hard-working, mature, organised, polite, responsible, wise  
**usually negative:** anxious, bad-tempered, bossy, dishonest, impatient, unreliable  
**could be either:** quiet, reserved, sensitive

- 2 Students work on their own and then compare their answers in pairs. Elicit the correct answers.

#### Answers

unconcerned, unenthusiastic, immature, disorganised, impolite, irresponsible, insensitive

- 3 Put students into groups of three or four and ask them to discuss the questions. After five minutes ask one person from each group to present the groups' ideas to the class.

#### Background information

A wedding reception is a party that takes place after a marriage ceremony. It is usually held for those who have attended the wedding. A wedding reception features many traditions and often includes eating and dancing.

- 4 Remind students to read quickly, ignoring the gaps and any unknown vocabulary. Set a time limit of two minutes. Elicit the correct answer.

#### Answers

She has a problem with the seating arrangement at her wedding reception.

Read the information with the students. Elicit parts of speech that will be useful in linking sentences in the text, e.g. pronouns and determiners such as *they, this, that*.

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- 5 Ask students to underline the pronouns and determiners in the list of sentences A–G. For example, in sentence A students underline *this*. Tell students to make sure they find the things that these words refer to when checking they have the correct answer. For example, in question 5 *this* (in sentence A) refers to Laura wanting to sit next to her mum: 'they can be next to each other'. As this is an exam task, set a time limit of ten minutes. Allow students to compare answers before eliciting the correct answer.

#### Answers

1 F 2 B 3 E 4 G 5 A 6 C

- 6 Set a time limit of five minutes. Put students into groups of three or four. Assign a note-taker in preparation for presenting their ideas to the class. Point out that students will need to justify their ideas and not simply present a list of who will sit where.

- 7 Remind students that they need to explain their ideas by giving reasons and examples and allow one more minute for students to make sure they have done this. Ask them to choose one member from the group to present their ideas. The whole class vote on which group has come up with the best arrangement.

#### Extension activity

Put students into new groups. Write *our end-of-course dinner* on the board and ask students to imagine they are organising this event and to come up with a seating arrangement for the class. After five minutes, ask one person from each group to present their ideas. Students could recycle adjectives from page 10 Exercises 1 and 2 when giving reasons, e.g. *Paolo is quite quiet so we decided to sit him next to Sonya, who is sensitive and will make him feel comfortable*. Students decide which group came up with the best seating arrangement, and why.

## Grammar

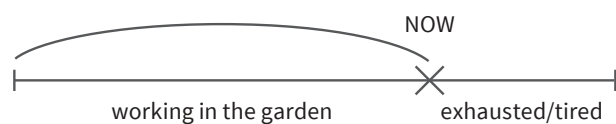
### Present perfect simple and continuous

SB page 12

#### ► Page 162 Grammar reference

#### Lead in

Write on the board *Why am I exhausted?* Tell students you are going to mime the answer and they must say the reason, using present perfect continuous. Mime why you are exhausted, e.g. working in the garden, sweeping the floor, cycling. Elicit the answer, checking for accurate use of the target grammar, and write it on the board (*You're exhausted because you've been working in the garden/sweeping the floor/cycling*). To prepare for the next exercise, draw a timeline under the sentence to show that the activity happened over a period of time.



- 1 If students find this exercise challenging, tell them to draw a timeline for each sentence to help them. Elicit the answers.

#### Answers

- 1 1 a 2 b  
 2 1 b 2 a  
 3 1 a 2 b

- 2 Tell students to look at the answers in Exercise 1 if they need help. After five minutes, ask students to check their answers in pairs. Elicit the answers. Look for any problem areas which could benefit from completion of Grammar reference Exercises 1–3 (you could set this as a homework task if you prefer).

#### Answers

- 2 've asked 3 've cleaned 4 's been playing 5 've passed  
 6 's only been working 7 've spent 8 've been cooking

#### Fast Finishers

Students write about a friend or family member using language from the unit so far, e.g. *I've been hanging out with my friend Tommy a lot more this year. We've been to a few football matches together ...*

- 3 Read the rubric with the students. Students correct the mistakes on their own and then compare their answers in pairs. Elicit the correct answers.

#### Answers

- 2 are = have been  
 3 learnt = 've been learning  
 4 I never met = I've never met  
 5 I've always been wanting = I've always wanted  
 6 read = 've been reading

- 4 Students complete the gaps on their own and then discuss their answers with a partner. Alternatively, put the students into pairs and ask them to turn the statements into questions and interview their partner, e.g. *What TV series have you been watching recently?* Listen for common errors with the target structures and write down some examples. After five minutes, stop the students, write the example sentences on the board and elicit error correction from the class.

#### Extension activities

Repeat the Lead in miming activity, but this time ask students to mime why *they* are exhausted. Alternatively, students work in pairs and write three sentences with one present perfect simple or continuous grammar mistake in each for another pair to correct. If you choose the second option, you will probably need to monitor and help students to produce an error-free sentence which they can then change to include one mistake that is specific to the target language.

## 1

## Reading and Use of English Part 2 SB page 13

### Lead in

With books closed, write *household chores* on the board. Elicit the meaning of *chore* (a job or piece of work that is often boring or unpleasant but needs to be done regularly). Put students into small groups and ask them to brainstorm as many household chores as they can in one minute. Write these on the board.

- 1 If students are not sure, ask them to say the phrases out loud to try to hear if they sound correct. Elicit the correct answers and check unknown vocabulary.

#### Answers

1 e 2 d 3 b 4 g 5 f 6 a 7 c

- 2 Students discuss the questions in small groups for three minutes. For extra vocabulary and speaking practice, students include the chores from the Lead in exercise. Listen for errors, e.g. *I make the kitchen clean*. Do not stop the discussion, but elicit corrections afterwards.

- 3 Remind students to read quickly and ignore the gaps. Set a time limit of one minute.

#### Answers

the difference between the amount of housework done by men and women

Read the information with the students. Remind them to read the word after the gap as well as the one before it. Tell the students that if they complete a gap with a verb it must agree with its subject.

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- 4 Students work on their own. They should think of a word for each gap, but should not complete the answers until they do Exercise 5. Set a time limit of three minutes.
- 5 Students work on their own and use the clues to complete the answers. After eight minutes, ask students to compare their answers with a partner. If they have different answers, ask them to decide who they think has the correct answer. Elicit correct answers.

#### Answers

1 because 2 so 3 on 4 been 5 would 6 as 7 be  
8 which

- 6 Students discuss in pairs. Tell students to give reasons and examples to support their ideas.

### Extension activity

Students write a paragraph about who does the chores in their home. Tell them to include pronouns, determiners, articles and other function words (*this, these, that, the, a, his, she, my*, etc.) to avoid repetition and improve the style of their writing, e.g. *My mum does all the cooking, but my sister helps her with the washing-up*. Monitor and help individual students with error correction. Then ask students to re-write their paragraph, this time removing five different function words, e.g. *My mum does all \_\_\_ cooking but \_\_\_ sister helps with the washing-up*. to create a task for a partner to complete.

## Vocabulary

### Collocations with *make* and *do* SB page 14

#### Lead in

With books closed, write *make* and *do* on the board. Put students into small teams and tell them to write down as many collocations with *make* and *do* as they can think of (provide an example for each first, if necessary). Set a time limit of one minute. Give each team a board pen and tell them to select one team member to come to the front of the class and write their team's collocations on the board. Elicit corrections to any errors before declaring the winning team with the most correct collocations. Leave the collocations on the board in case you wish to use them for follow-up to Exercise 1.

- 1 If students are unsure of any items, tell them it may help to say the phrases out loud. Elicit the answers, including pronouns (*do (someone) a favour*). Tell students to look at the board and add to the table any collocations from the Lead in which were not included in Exercise 1.

#### Answers

**make** = an appointment, an arrangement, the bed, a change, a choice, a decision, an effort, an excuse, friends, an impression, a mistake, money, a noise, a phone call, a plan, progress, a promise  
**do** = an activity, business, the cleaning, a course, (an) exercise, a favour, homework, housework, a job, the shopping, (a) sport, work

### Fast finishers

One student says a common collocation and their partner must use the collocation in a sentence, e.g. Student A: *do the cleaning*. Student B: *I don't enjoy doing the cleaning at home, so sometimes I make up an excuse*.



- 2 Students work in pairs. Elicit answers. For personalisation, ask students to change the sentences so they are true for them, e.g. *My older brother usually does a lot more housework than me.*

**Answers**

1 do 2 make; do 3 make; make 4 made; making  
 5 do; make 6 doing; do

- 3 Students work in pairs then mingle and tell another two or three students. Listen for common errors but do not interrupt. After four or five minutes, write the errors on the board and elicit corrections from the class.

**Extension activity**

Students use collocations from Exercise 1 and write questions for their classmates to answer, e.g. Q1: *How often do you make your bed?*; Q2: *When was the last time you made an excuse for someone else?*

**Speaking Part 1** SB page 14

## ► Page 204 Speaking bank

**Lead in**

Ask students to look at the photos and discuss where they would most like to live and why. *I'd prefer to live on the coast/at the seaside because ...*

- 1 Students work in pairs. Elicit the answers plus an example answer for each question. Remind students that in spoken English we usually only use the phrase *in my opinion* when speaking in formal contexts.

**Answers**

1 *What do you like about the place where you live?* asks for a personal opinion. *Where are you from?* asks for personal information.

2 *Where are you from?* can be answered with a short phrase; *What do you like about the place where you live?* needs a longer answer.

- 2 Tell students they will listen to the recording twice. The first time, they should just listen without writing anything. The second time they should listen and make notes. When eliciting answers, ask students to give examples to support their ideas.

**Suggested answers**

Irene: she answers in sentences, not single words; she gives some extra details.

**Track 3**

**Examiner:** So, Irene, where are you from?

**Irene:** I'm from Llanes. It's a small town on the north coast of Spain, which becomes quite a busy tourist resort in the summer.

**Examiner:** And what do you like about Llanes?

**Irene:** Well, it's a fairly quiet place in the winter, so it has quite a relaxed atmosphere, but it's got wonderful beaches nearby and it's surrounded by lovely countryside. Also, I've got lots of friends in the area, so I have a very active social life. And of course, most of my family and relations live nearby, too.

**Examiner:** And you, Peter, where are you from?

**Peter:** Bremen, in northern Germany.

**Examiner:** And what do you like about Bremen?

**Peter:** My friends, the shops, the sports centre ...

**Examiner:** Do you come from a large family?

**Extension activity**

Students improve Peter's answers.

- 3 Read the questions with the students and look at the photos. Elicit one or two examples of appropriate vocabulary, e.g. *a tourist destination*, *a bustling city centre*. Tell students it's important to use adjectives and noun collocations in the Speaking exam.

**Answers****1**

Photo 1: Bournemouth, England (b; c; l)

Photo 2: Stockholm, Sweden (e; f; g; h; i)

Photo 3: Mexico City, Mexico (a; f; g; i; j; k)

- 4 Weaker students can work in pairs. Monitor and help where necessary. Listen for common errors.

**Answers**

It is: a, c, d, e, f, k

It has: b, e, f, g, h, i, j, k, l

**/P/ word stress (1)**

- 5 Read the introduction with the students. If necessary, elicit the meaning of *syllable* (a single unit of speech) and remind students each syllable has a vowel sound. You may find that holding up your hand and using your fingers to count the syllables helps the students to understand. For example, *industrial* has four vowel sounds and therefore four syllables *in/dus/tri/al*. Hold up four fingers and say each syllable. Point to the second finger as you say the stressed syllable. Tell students to say the words out loud and, if they are unsure, to move the stressed syllable until they think it sounds correct.

**Answers**

industrial, relaxed, atmosphere, wonderful, important  
 business, impressive, historic, attractive, residential

**Track 4**

industrial	relaxed
atmosphere	wonderful
important	business
impressive	historical
attractive	residential

- Allow students two minutes to think about their answers and tell them to make notes if they want to. For extra support refer them to the audioscript on page 215 of the Student's Book.
- Students complete the task in pairs or, alternatively, work in groups of three with the third student observing and giving feedback to the 'candidate', e.g. *Well done for using the phrase 'a relaxed atmosphere' in your answer.* Set a time limit of five minutes.
- Remind students to use adjective and noun collocations and elicit some appropriate vocabulary, e.g. *I have three younger siblings.* Monitor and listen for common errors. Elicit answers and correct errors.

**Extension activity**

If feasible, students record themselves answering the questions using their smartphones. Then in pairs they listen to their pronunciation, focusing on word stress.

**Writing Part 1 (an essay)** SB page 16► **Page 192 Writing bank****Lead in**

Write on the board: *The piece of technology I cannot live without is ... because ...* Students discuss in small groups. Set a time limit of two minutes. Invite one or two students to share their ideas with the class.

- Divide the class in half. Half the class discuss advantages (positive impacts), the other disadvantages (negative impacts). Set a time limit of three minutes. Tell students for each impact, they must think of an example, e.g. *One advantage of technology is communication. These days we can communicate easily and quickly with family members we don't live with by using video, emails or messaging.* Elicit ideas and write them on the board. Make pairs so that each student is sat with someone from the opposite group (a positive with a negative). Tell students they must discuss the advantages and disadvantages, giving examples and supporting their ideas. After five minutes, stop the students and hold a class vote on whether technology has a more positive or negative impact on families overall.

Read the information with the students. Remind them they must write about three ideas (the two in the notes plus one of their own). Tell students that using an idea they are interested or experienced in will help them to write more effectively.

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- Read the task with the students. Ask: *Why is it important to underline the points you must include?* (to help them answer the question fully). Elicit the meaning of *largely positive* (almost completely positive). In pairs, students quickly brainstorm three ideas for the third note: *your own idea.*

**Suggested answers**

technology/positive impact/families/spending free time/  
talking together/own idea

- Put students in groups. Ask them to brainstorm ideas using a spider diagram. If students find this difficult, groups can share ideas. When eliciting ideas from the class, ask students to give reasons why an idea would be a good or bad choice.
- Students work on their own and then compare their ideas with a partner. Remind them to justify their ideas.
- Ask students why it is important to make a plan. (It will help them stay focused on the question, answer the question more fully and get higher marks). Weaker students can work in pairs. Elicit the correct answers.

**Answers**

1 a 2 d 3 b 4 c 5 e

- Ask students to underline the phrases. Students work on their own and then compare their answers. Elicit correct answers and ask: *Could these phrases be used in the speaking part of the exam?* (Yes.)

**Answers**

As far as I'm concerned (paragraph 1)  
In my opinion (paragraph 2)  
In my view (paragraphs 3 and 4)  
I believe (paragraph 5)

- Remind students to think about sentence structure and to read the sentence in full before making their choice. Weaker students can work in pairs.

**Answers**

1 Although 2 Whereas 3 That being said 4 Despite

- As students often find this sort of task challenging, answer the first question with the students and allow them to work in groups. Elicit the correct answers.

**Answers**

1 whereas 2 Although 3 However 4 Although  
5 whereas 6 However 7 Despite

- 9 As this is an exam task, set a time limit of 40 minutes. Ask students how long they should spend planning their answer (five to ten minutes). Tell students they should use four phrases to express their opinion, e.g. *as far as I'm concerned, ... In my view ...*; and four words to contrast ideas, e.g. *although, despite* in their essays.

#### Extension activity

In pairs, students read each other's essay and underline the four examples of phrases to express opinion and the four words to show contrasting points of view. Monitor to check if the target language has been used. If students have not included the target language, you could pair weaker with stronger students, tell them to choose one paragraph (from the weaker student's essay) and re-write (improve) it together.

## Vocabulary

### Phrasal verbs

hang out with	make (something) up
count on	carry on (doing something)
turn into	turn up

### Adjectives

bad-tempered	(im)mature
bossy	(dis)organised
bright	(im)polite
(un)concerned	quiet
(in)considerate	reserved
dishonest	(ir)responsible
(un)enthusiastic	(in)sensitive
hard-working	unreliable
impatient	wise

### Common household chores

do the ironing	hang the washing out to dry
do the washing-up	lay/set the table
dust the furniture	make the beds
get the dinner ready	sweep the floor

### Collocations with *make* and *do*

<b>make</b> = an appointment, an arrangement, the bed, a change, a choice, a decision, an effort, an excuse, friends, an impression, a mistake, money, a noise, a phone call, a plan, progress, a promise	<b>do</b> = an activity, business, the cleaning, a course, (an) exercise, a favour, homework, housework, a job, the shopping, (a) sport, work
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### Language to talk about the place where you live

a large industrial city	some impressive architecture
a relaxed atmosphere	a lot of historic buildings
a busy tourist resort	a lot of attractive buildings
in the middle of some lovely countryside	some pretty good shopping streets
a pleasant residential district	a busy city centre
an important business centre	wonderful beaches nearby

### Vocabulary activity 1

Put students into groups of three. Student A starts a story about any topic using words or phrases from the list. When Student A uses a word Student B ~~crosses it out~~. After one-minute, Student B must take over and continue telling the same story, using words from the list that Student A did not use. As Student B continues the story, Student C ~~crosses out~~ the words from the list that Student B uses. After one-minute, Student C continues the story and Student A ~~crosses out~~ the words that Student C uses. Telling the story may get harder as the words are crossed out and there are fewer words left to use, so if possible, choose a stronger student for C. The aim is for the group to use all the vocabulary items by the time they have finished their story (in three minutes). If Students A cannot think of story ideas, you could help with a few ideas: *A funny thing happened to me in my city recently. I met an interesting person while I was walking along the street. / A strange thing happened when I went to buy a washing machine with my mum.* Tell students that the stories do not need to be real and encourage them to be creative. Often, the more unrealistic the stories are, the more fun the students will have.

### Vocabulary activity 2

Put students in pairs. One student describes a household chore, without saying the word, and the other has to guess what they are describing, e.g. Student A: *You do it after you have eaten.* Student B: *The washing-up.*

#### DIGITAL CLASSROOM



**Practice Extra** Unit 1



**Test Generator** Unit 1 test

**Test and Train Exam Practice**



# 2 Leisure and pleasure

## Unit objectives

**Topic:** free-time activities

**Reading and Use of English Part 5 (multiple choice):** identifying main ideas in questions

**Reading and Use of English Part 4 (key word transformation):** exam techniques

**Writing Part 2 (an article):** how you spend your free time; writing compound sentences

**Listening Part 2 (sentence completion):** a talk by a vlogger; identifying the type of information required to complete each sentence

**Speaking Part 2 (long turn):** describing the benefits of different free-time activities; using discourse markers to structure answers

**Pronunciation:** sentence stress (1): stress on words carrying the most meaning

**Vocabulary:** phrasal verbs and expressions to talk about skills and hobbies

**Grammar:** making comparisons; adjectives with *-ed* and *-ing*

## Starting off SB page 18

Set a time limit of one minute for students to answer the first question. Then elicit what is happening in each photograph (gaming, surfing, taking photos, playing the guitar, window shopping, skydiving). As students discuss questions 2 and 3, listen for common errors (making comparisons) but do not correct them until the grammar section on page 19.

## Listening Part 2 SB page 18

### Lead in

Write the heading *social media* on the board. Put students into small groups and ask them to make a list of all the social media applications they use (e.g. Twitter). Write these on the board and tell students to order them from the most to the least useful. Put students back into groups and encourage them to give opinions, and agree and disagree with the opinions of others. After five minutes, tell the students to try to reach an agreement about which applications are the most and the least useful. Listen for examples of both good language use and errors. Write examples of both on the board. Praise the use of good language and elicit error corrections from the class.

- 1 Elicit the meaning of any unknown vocabulary. Weaker students can work in pairs. Elicit the answers.

### Answers

1 encourage 2 develop 3 require 4 solve 5 make  
 6 distract 7 provide 8 waste

- 2 Students discuss in small groups. Tell the students to identify the advantage and disadvantage from the list that they agree most strongly with and present their ideas to the class. They should explain the reason for their choices.

### Background information

A vlogger is a person who regularly posts a vlog (short for *video log* or *video blog*) to a personal website or social media account. Some vloggers post videos that they have recorded of themselves doing daily activities, giving opinions or sharing experiences, while others post videos within a specific genre, such as sport or fashion.

- 3 Pair weaker students with stronger ones. Read the question with the class and elicit the meaning of *vlogger*. Elicit the type of information required for (1) (a job). Point to the margin on the same line as the first question and encourage students to write *a job* in the margin. This will help them remember what they are listening for as they listen. Allow students three minutes to complete the task. Monitor and encourage students to make notes in the margin as they make their decisions. Elicit the answers from the class.

### Suggested answers

1 job 2 person – friend or family 3 something that is not expensive 4 a number 5 adjective related to videos  
 6 something you find in videos 7 something you buy when staying in a hotel 8 a feeling (adjective) 9 a superlative adjective 10 a noun form of a personal quality

Read the information with the students. Tell them that the correct word(s) for the gaps will not need to be changed in any way and remind them to look at the language before and after the gap to ensure their answer fits grammatically. Reassure students that they will hear the answers for the gaps in the same order as the questions.

Exam  
 info

- 4 Play the recording twice. Students work individually. Elicit answers, or alternatively, ask students to turn to page 216 and check their answers using the audioscript.

**Answers**

1 travel assistant 2 friend 3 cost of living 4 a/one million  
 (1,000,000) 5 messy 6 tips 7 food 8 nervous  
 9 most memorable 10 motivation

**Track 5**

**Scott:** Hi everyone. My name's Scott Kirkland. I've gone from being stuck in a boring office job to something far more fulfilling: travelling the world and making video blogs for a living. I'm here today to tell you how I did it.

When I look back to how it all began, I still can't quite believe it. I left school at eighteen and got a job as a waiter before becoming a travel assistant for a local sales company. As I sat there, sending countless emails to the sales team, watching the minutes and hours slowly tick away, I knew it was time for something much more rewarding.

I'd always had a strong desire to go travelling, so I set about researching the best places online, as well as convincing my mum and dad that it was a good use of my savings. After hearing from a friend of mine about how great South East Asia was, I settled on Thailand. I had a cousin out there, too, who I arranged to meet as soon as I arrived to show me the ropes. The country had absolutely everything for a first-time traveller: wonderful food, affordable flights and, above all, a low cost of living.

Making videos had always been a hobby of mine and, during the first few months, I began filming all of my adventures and putting them up on my blog three times a week. The very first one I uploaded was only viewed fifty times and not the one million I'd foolishly thought, and hoped, that it would.

Nevertheless, I really enjoyed making them and persevered with developing something a bit more structured. I created a mini-series, entitled 'Travelling for beginners' – this gave the videos more of a purpose and transformed them from being just a messy collection of videos into a more informative, meaningful channel.

After about three months of creating content, the videos started to gain in popularity. Even though they needed some work in terms of editing, not to mention the production quality, people really valued the tips I was passing on. This then led to bigger and better things. I was approached by a travel company to review one of their hotel resorts, Grand Paradise. In addition to a small reviewer fee, my accommodation would be paid for as part of the deal and I thought they might even cover the food, but that ended up coming out of my own pocket. They did fund all of my travel costs while I was there, though, so that was a bonus.

From there on, everything just took off and my videos were racking up tens of thousands of hits. It wasn't long before sponsors came knocking at my door, offering much more money than I'd been making from my review videos. I remember one particular firm offering \$2,000 to wear their T-shirts in my videos. Initially, it made me far more nervous than excited. I wasn't sure how my fans would react to the blatant advertising of corporate products.

There have been lots of stand-out moments during my time as a travel vlogger, often involving eating amazing food and meeting interesting people. The most memorable, though, was when I was invited to speak at an annual travel conference in New York. My talk was attended by more than three thousand people, all of whom followed my blog. After all the views, likes and shares I'd had over the years, meeting my fans in person and signing autographs put what I'd achieved into context.

People often ask me what the secret to my success has been. They often assume that I must have been extremely lucky to turn my hobby into a lucrative career. I understand where they're coming from, but it's more about believing in yourself. Motivation is key,

and that is what's got me to where I am today. Be prepared to work much harder than you've ever done before, but, most importantly, don't forget to have fun!

So, are there any questions?

**Extension activity**

Ask students to turn to the audioscript on page 216 and highlight phrases they think might be useful in Speaking Part 2, e.g. *a strong desire to do something*, *to settle on something*, *from there on ...* Encourage students to highlight phrases which are generally useful and not too specific, e.g. *everything just took off* would only be useful if the topic was related to personal success.

- 5 Elicit one or two ideas from the class. If students are not interested in travel vlogging, ask them for their own vlogging ideas.
- 6 Put students into groups and read the instructions. Write *challenges of learning English* on the board and elicit an idea from each group. Say: *Think about which of these challenges your vlog will address. Use it (or them) to help you decide the aim of your vlog.* Elicit ideas for content (interview, PowerPoint presentation, discussion, etc.). Ask students where the videos will be set (at home, school or somewhere else). For equipment, students could either use what they already have, e.g. a smartphone, or suggest a budget they could spend on new equipment. Elicit the meaning of *sponsor* (money given by a company to support a person, organisation or activity), plus other ideas for making money, e.g. advertising. Allow 20 minutes for the planning stage.
- 7 If students do not feel confident presenting to the whole class, split the class in half and have two groups presenting at the same time. It will be noisier, but this will encourage students to speak more loudly and with more confidence. Monitor and make notes of constructive feedback points to give the students and encourage them to think about how they could improve their explanations.

**Extension activity**

Students use smartphones or a video camera to create a five-minute vlog about a topic they are interested in. Encourage students to focus on how to do something well, e.g. tips for getting to the next level of a specific computer game; the best way to make chocolate cake and why it is the best. Alternatively, students could focus on English language, e.g. explaining a grammar point from this unit or Unit 1; tips on pronunciation. If your students do not have access to a recording device, they can simply prepare a short talk and present it to their classmates.