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B1

studio

Pre-intermediate

Teacher's Book

- Detailed unit overview
- Methodology tips
- Clear lesson summaries
- Simple, straightforward teaching notes
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7A Rock Paper Scissors

HISTORY



VOCABULARY // Easily confused verbs



1 Work in pairs. Share examples of the following.

- a game that doesn't need equipment
- a language game you have played
- a game you played a lot as a child

2 Choose the correct options to complete the sentences.

- It's my turn to write. Can you **lend** / **borrow** me your pen?
- I **lent** / **borrowed** this game from my mother.
- This time I'm going to **win** / **beat** you.
- He's angry because he never **wins** / **beats**.
- I'm **hoping** / **waiting** for the other players.
- I **hope** / **wait** I don't lose this.
- You **missed** / **lost** the game last time, so you go first now.
- If you roll a six, you **miss** / **lose** a turn.

pt27 Language studio: Easily confused verbs

READING

3 Work in pairs. Look at the diagram and answer the questions.

- Do you know this game?
- Can you explain the rules?

4 Read the article quickly and choose the best title.

- How to win at Rock Paper Scissors
- How a simple game became an international hit
- The history of the world championships of Rock Paper Scissors
- How a brother and sister resolved an argument

5 Read the article again and decide if the sentences are true, false or the text doesn't say.

- Two Americans invented the game of Rock Paper Scissors.
- The original World Rock Paper Scissors Society was not a serious organisation.
- Microsoft and Yahoo gave money for competitions.
- There were organised tournaments of Rock Paper Scissors in ancient Japan.
- There is no strategy involved in Rock Paper Scissors.
- The sport is now more popular than ever around the world.
- The world RPS website says that Rock Paper Scissors starts lots of arguments.

6 Imagine you and a friend are having a similar argument.

- Do you agree that Rock Paper Scissors is a very good way to resolve an argument?
- Do you know of any other ways?

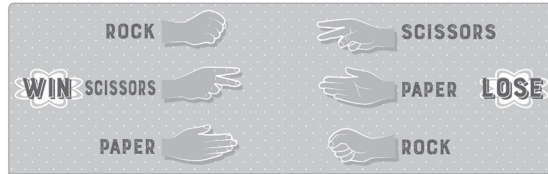
GRAMMAR // Verb form review

7 a Match the verbs in bold in the article with these verb forms.

- past continuous
- present simple
- present continuous
- past simple
- present perfect
- be going to

b Now match each verb form above with the correct use.

- to talk about an action in progress in the past
- to talk about a plan or intention
- to talk about what is happening now or around now
- to talk about a routine, or something that is always true
- to talk about the past in general
- to talk about a time from the past up until the present



The other day I **was having** an argument with my brother. We **were talking** about our old record collection. My brother wanted to sell them. I wanted to keep them. 'I know what', said my brother, 'why don't we decide with a game of Rock Paper Scissors?' It was a game we always played as children, but I **didn't know** anything else about it. So I decided to investigate.

In the early days of the internet, two American brothers, Doug and Graham Walker, made their first website. Like my brother and I they both enjoyed playing Rock Paper Scissors. They posted the rules, invented a fake history for the game and wrote about strategies on how to win. They called it the World Rock Paper Scissors Society and published the website in 1995.

It started as a joke, but by 2007 the World Rock Paper Scissors Society was incredibly popular. People **organised** professional games with referees. Companies like Microsoft and Yahoo sponsored the competitions. There were national and international championships in different countries.

The game of Rock Paper Scissors (RPS) is much older, however. In 1842 a Paper Scissors Stone Club started in London. But according to historians, people played games like this in ancient Egypt and Japan.

Many believe that the game is about luck, but experts say that there is strategy. Like taking a penalty in football, there is an element of psychology. Good players often **beat** beginners.

The popularity of RPS **has gone down** a little since the mid 00s. There **hasn't been** a world championship since 2009, and sports channels are not showing RPS games any more. The World RPS Society say they **are going to bring back** the event in the future. Of course, people **are still playing** informally. It's a popular game and, as the rules on the Walkers' website say, it's a very good way to resolve an argument.

It resolved my argument with my brother too. I kept the records.

8 a Look at these time expressions. What verb form do we usually use them with?

at the moment right now two months ago
next year usually in 1995 last month
every day since the mid 00s

b Choose three of the expressions above. Write one question for each, then compare with a partner.

What do you usually do at the weekend?
Are you going to study English next year?

pt39 Language studio: Verb form review

SPEAKING

9 a Work in small groups. Read the instructions to the game.

THE LONGEST SENTENCE GAME



You are going to play this game in rounds. In each round, begin a sentence with the words given. Take turns adding one word each. When you can't add any more words, finish the sentence.

Round Begin the sentence with:

- Every day ...
- At the moment ...
- Last night ...
- Next year ...
- Have you ever ...

Every day ... Every day we ... Every day we go ...

b Share your sentences with others in the class.

Win 1 point per word in the sentence.

Win 3 points if the sentence is grammatically correct.

c Calculate your points. Which group has the most points?

Cyber Homework WB p37 63

LESSON SUMMARY

Students read and talk about games they played in the past and ones they play now. They play a sentence-creation game to revise verb forms.

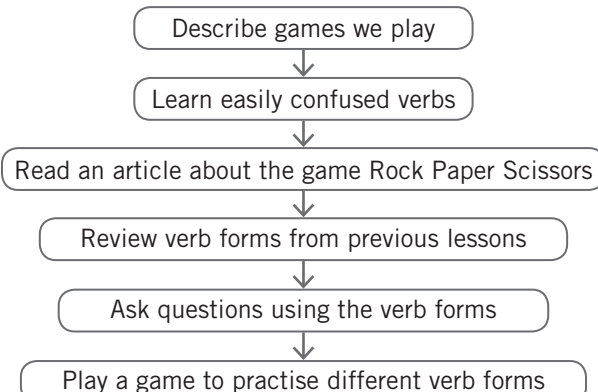
LESSON OBJECTIVES

VOCABULARY Easily confused verbs

GRAMMAR Verb form review

OUTCOME Play a language game

LESSON PATHWAY



SPEAKING & VOCABULARY // Easily confused verbs

- Direct students to the photo and ask them if they know the name of the game (Hopscotch) and what you need to play it (a stone or something else to throw, and squares drawn on the ground). Then tell students to discuss the questions and share their examples with the class.
- Ask students what words they think of when they see the word *game* (play, lose, win, etc). Do sentence 1 with the class and then tell students to complete the activity.

EXTRA ACTIVITY Ask students to make gapped sentences with the vocabulary, making the missing word as clear as possible from the context, eg I _____ Berta 3-0. I won easily! They can work alone or in pairs. They then swap sentences with a partner or another pair and complete the sentences. Ask them to check answers with each other.

There is further practice of easily confused verbs in the Language studio on p127.

ANSWERS

- 1 lend 2 borrowed 3 beat 4 wins 5 waiting 6 hope 7 lost 8 miss

READING

- 3 Do this activity with the whole class. Direct them to the title of the lesson to show them the name of the game. In this game, rock beats scissors (rock breaks scissors) but loses to paper (paper covers rock). Scissors beats paper (scissors cut paper). If players choose the same thing, they draw and play again.
- 4 Set a time limit so students read quickly. Tell them to read the questions before so they can find the answers as quickly as possible. Ask them to refer to the text when you check answers.
- 5 Check the meaning of *fake*, *strategies* and *resolve an argument*. Tell students to read the text again and complete the T / F / DS activity.
- 6 Discuss this as a class. Encourage students to explain alternative ways of resolving an argument (eg a long and a short straw, toss a coin, guess a secret number).

There are extra activities based on this text in the e-book+.

ANSWERS

- 4 b
5 1F 2T 3T 4DS 5F 6F 7F

GRAMMAR // Verb form review

- 7 Ask students to complete **part a** alone and then check answers with a partner.
Monitor and check progress while they do **part b**. If students need support, direct them to the Language studio on p139.
- 8 Do an example or two with the class and ask students to complete **part a** with their partner.

EXTRA ACTIVITY To check their answers, ask students to make some sentences using the time expressions. Write them on the board.

Ask students to complete **part b** alone and then check their grammar with a partner. Tell them to help each other correct errors if they see any. Monitor and correct grammar errors you see. They then ask and answer their questions. There is more information on verb forms in the Language studio on p139.

ANSWERS

- 7a 1 was having, were talking 2 beat 3 are still playing 4 didn't know, organised 5 has gone down, hasn't been 6 are going to bring back
7b a past continuous b *be going to* c present continuous d present simple e past simple f present perfect
8a at the moment, right now – present continuous
two months ago, in 1995, last month – past simple, past continuous
next year – *be going to*
usually, every day – present simple
since the mid 00s – present perfect

SPEAKING

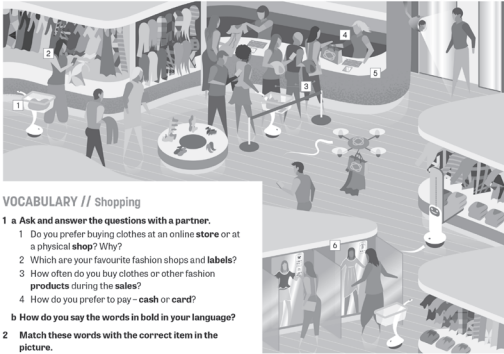
- 9 Tell students they are going to play a memory game. Ask them to read the instructions in **part a** and then demonstrate the game with some volunteers, or do it with the whole class. Write the sentence on the board. For **part b**, ask: *How many points would the sentence on the board get?* Check students understand the point system and the five rounds. If you think students need extra support, ask them to read the sentence starters in the table and say what tense is required for each round.
Ask each group to choose one student who will keep a record of the points. Students play the game in small groups.
For **part c**, ask groups to count their points and decide who the winning group is.

EXTRA ACTIVITY Ask students to work in their groups and write a sentence for each round with one grammar error (eg wrong tense, missing auxiliary verb) in each sentence. Tell them to swap their sentences with another group and race to correct the sentences. They get a point for each corrected sentence.

There is further practice on p37 of the Workbook. Use the Cyber Homework for 7A as extra practice for your class.

7B The shop of the future

LIVING



VOCABULARY // Shopping

- 1 a Ask and answer the questions with a partner.**
- Do you prefer buying clothes at an online store or at a physical shop? Why?
 - Which are your favourite fashion shops and labels?
 - How often do you buy clothes or other fashion products during the sales?
 - How do you prefer to pay - cash or card?
- b How do you say the words in bold in your language?**
- 2 Match these words with the correct item in the picture.**

assistant basket checkout / cash desk
customer fitting room queue

- 3 a** Listen to the final 's' sound of the plural of the words in exercises 1 and 2. Write them in the correct list: /s/ or /z/.
- /s/ assistants, baskets ...
/z/ cards ...

- b** Listen to check your answers and repeat.

▶ p128 Language studio: Shopping

LISTENING

- 4** Listen to the radio programme. Which things in the picture don't belong in the store of the future?

- 5 Listen again and choose the correct answers.**
- Casper
 - wrote the report.
 - has read the report.
 - advises shopping brands.
 - In the future, most people will shop
 - in physical stores.
 - online.
 - by phone.

- 3** When you enter the store of the future, ... will identify you.
- your phone
 - cameras
 - robots
- 4** You will pay for products
- when you leave the store.
 - after delivery of the products.
 - as you put products in your shopping basket.
- 5** Robots will
- help customers.
 - process payments.
 - do repetitive jobs.
- 6** Vero asks about
- other devices included in the report.
 - things that haven't been invented yet.
 - smart fitting rooms.

- 6 a** Work in pairs. Read the quote from the radio programme. Make a list of three things you like and don't like about shopping.
- one of the things I don't like about shopping is queues at the checkout or cash desk.*
- b** Share your answers with the rest of the class. How many students have the same answers?

GRAMMAR // Future predictions with will

- 7** Read the examples from the recording. Then choose the correct word in brackets to complete the grammar rules below.

- There **will be** physical shops in the future.
 - Your phone **will probably help** you to find products.
 - You **definitely won't order** everything online.
- We use **will** + the infinitive without to when we talk about future '1' (plans / predictions)
- We use '2' to say something is 100% sure and '3' to say something is 75% sure. (definitely / probably)
- In affirmative sentences, **probably** and **definitely** come '4' **will**. In negative sentences, they come '5' **won't**. (before / after)

- 8 a** Complete the sentences using the future with will.



- All cars **will be** electric by the year 2030.
- We **won't** (not travel) to Mars in our lifetime.
- One day, we **will** (take) pills instead of eating food.
- People **won't** (not carry) mobile phones in the future.
- People **will** (live) much longer than today.
- Large corporations **will** (control) the world.

- b** What do you think? Make the sentences true for you using **probably** and **definitely**.

9 a Put the words in the correct order.

- a famous singer / one day / become / I'll
- definitely / Australia / go to / I'll
- get married / won't / until I'm 30 / probably / I
- a house / I'll / buy / in the mountains / hopefully
- I'll / how / an amazing meal / to cook / learn
- retire / I / until I'm 80 / won't / definitely

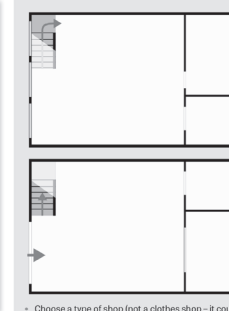
- b** Write three sentences about your personal dreams and predictions for the future.

▶ p140 Language studio: Future predictions with will

▶ PAIRWORK 7B Telling the future

SPEAKING

- 10 a** Work in pairs or small groups. Follow the steps below to design your own shop of the future.



- Choose a type of shop (not a clothes shop - it could be a supermarket, sports shop, bookshop, etc.).
- Make a list of the things to include in your shop.
- Use the floorplan shown or draw your own plan.
- Label the different parts and give your shop a name.

- b** Present your shop of the future to other students. Talk about how it will be different from today's shops. Use the phrases below to help you.

Our shop will be ... Customers will ...
There will be robots to ... Shop assistants won't ...

Cyber Homework ▶ WB p38 65

LESSON SUMMARY



LIVING

Students listen to a radio show about the future of shopping and then design their own futuristic shop.

LESSON OBJECTIVES

VOCABULARY Shopping

GRAMMAR Future predictions with *will*

OUTCOME Give a presentation about a shop

LESSON PATHWAY

Learn vocabulary to talk about shopping

Practise the pronunciation of /s/ and /z/

Listen to a radio programme about the future of shopping

Talk about likes and dislikes related to shopping

Study future predictions with *will*

Make some predictions about the future

PAIRWORK Telling the future

Design a shop of the future and present your idea

PREPARATION

In exercise 1, students translate some vocabulary. If you have a monolingual class and you do not speak the students' language, look up the words before class.

VOCABULARY // Shopping

- This activity introduces vocabulary and asks students to translate key terms. Ask students to discuss the questions in **part a**. Listen to their conversation to assess if they already know this vocabulary. Tell students to work with their partner and translate the words for **part b**. Write answers on the board. If your class is not monolingual, it may be easier to ask them to write a sentence using the new vocabulary as a way to learn and remember it.

VOCABULARY TIP For concrete nouns, translation can help students to remember vocabulary. Encourage them to make a note of translations where a simple translation is possible.

- Ask students to find the items in the image. Tell them *fitting room* is also often called *changing room*.
- This exercise introduces the voiced /z/ and unvoiced /s/ consonant sounds for s in plurals. There is a rule: if the singular noun ends in a voiceless consonant, then we add /s/. If it ends in a voiced consonant, we add /z/. If the word ends in a vowel sound (not letter), we pronounce the plural with /z/, eg *queues*, and also

stores and customers, as in these words the final *r* is often silent.

To help students hear and feel the difference, ask them to say the two sounds while placing their hand on their throat. With /z/ there should be some vibration, with /s/ there should be none. The position of the mouth is the same.

  37 For **part a**, ask students to listen and write the words next to the correct symbol. Write answers on the board and ask them if they notice anything about the final sounds in the singular nouns – try to elicit and clarify the rule above.

  38 Ask students to listen and repeat the words in **part b**.

There is further practice of shopping vocabulary in the Language studio on p128.

ANSWERS

- 2** 1 basket 2 customer 3 queue 4 assistant
5 checkout / cash desk 6 fitting room
- 3** /s/ assistants, baskets, cash desks, products, shops
/z/ cards, customers, fitting rooms, labels, queues, sales, stores

LISTENING

4 Direct students to the image again and ask them if there is anything unusual they notice about it. (There are robot shopping trolleys and interactive mirrors, for example.) Ask them to look at the image and find things which don't exist in shops at the moment.

  39 Play the audio and ask them to check which things are mentioned. They compare their ideas in pairs and then listen again and try to understand more details. Encourage them to make notes of how the items are described. Ask students to share their ideas and write useful words on the board.

5 Teach the meaning of *drones*, *deliver* and *delivery*. Ask students to try to answer the questions and compare answers with a partner. Then play the audio again and check answers with the class.

6 For **part a**, ask students to use the ideas they heard in the audio to make their lists.
For **part b**, ask some pairs to share answers and other students to raise their hands if they agree.

EXTRA ACTIVITY Ask students if they agree with the ideas in the radio programme and to say why or why not.

There are extra activities based on this audio in the e-book+.

ANSWERS

- 4** The checkout / cash desk and the queue don't belong.
5 1b 2a 3b 4a 5c 6c

GRAMMAR // Future predictions with *will*

- 7** Ask students to do this alone and monitor to check understanding. To further check understanding, ask them to make more sentences about things in the shop image using the adverbs and grammar.
- 8** For **part a**, again ask students to complete it alone and then tell them to check answers with a partner.
For **part b**, ask the class if they agree with sentence 1. Ask them to give reasons why or why not. Tell them to work in small groups and share opinions about the other statements in part a, using the adverbs. Ask one person from each group to give a sentence from part a with the adverb that shows their group's opinion, eg *We think all cars will definitely be electric by 2030.*
- 9** This exercise checks word order.
Ask students to complete **part a** and monitor to check and correct answers.
Give your own example for **part b** and then ask students to complete their examples and share them with a partner. Encourage them to ask questions, eg *Why do you want this to happen? Why do you think this will happen?*

PAIRWORK 7B Telling the future

 If students can't use the App, you can make black-and-white copies of the activity on p157, or download it from e-zone and print it in black and white or colour.

In this pairwork task, students make predictions about their partner's future. Demonstrate the activity with a student to model the task and then monitor to listen for examples of good language and errors. Go over these after students have finished.

There is further practice of future predictions with *will* in the Language studio on p140.

ANSWERS

- 7** 1 predictions 2 definitely 3 probably 4 after
5 before
- 8a** 1 will be 2 won't travel / will not travel
3 'll take / will take 4 won't carry / will not carry
5 will live 6 will control
- 9a** 1 I'll become a famous singer one day. / One day
I'll become a famous singer.
2 I'll definitely go to Australia.
3 I probably won't get married until I'm 30.
4 I'll hopefully buy a house in the mountains. /
Hopefully, I'll buy a house in the mountains.
5 I'll learn how to cook an amazing meal.
6 I definitely won't retire until I'm 80.

SPEAKING

- 10** Ask students to remember some of the features of the shop of the future they heard about in exercise 4. Write key ideas on the board (drones, robots, etc). Check instructions for the task and set a time limit of about 10–15 minutes to design the shop. They prepare to present their ideas to other groups. Tell them every student in each group has to speak. Refer them to the phrases in the box and encourage them to use adverbs.
- When the students present their shops, tell the listeners to ask questions and say what they like about the ideas.
- Ask the class what ideas from the groups' presentations they think will definitely happen and which will probably happen. Ask them to give reasons for their answers.

There is further practice on p38 of the Workbook.
Use the Cyber Homework for 7B as extra practice for your class.

LESSON TRANSCRIPTS

 37 **7B, exercise 3a**

assistants, baskets, cards, cash desks, customers, fitting rooms, labels, products, queues, sales, shops, stores

 38 **7B, exercise 3b**

/s/ assistants, baskets, cash desks, products, shops
/z/ cards, customers, fitting rooms, labels, queues, sales, stores

 39 **7B, exercise 4**

Vero: In today's *Digital World* ... What will the store of the future look like? Will the shop assistants be robots? Or will we all stay at home and go shopping online? A new report tries to answer those questions. And Casper has seen it. So, what can you tell us about the future, Casper?

Casper: Thanks, Vero. Well, no one knows exactly what will happen in the future but the people who prepared this report are trying to predict what will probably happen. They advise several of the world's most popular shops and fashion labels, suggesting ways to improve the shopping experience.

Vero: And what are some of their predictions?

Casper: Well, here's the good news. There will be physical shops in the future. We definitely won't order everything online. They calculate that by 2026, 75% of sales will still be in physical shops.

Vero: That is surprising. So, how will stores be different?

Casper: One of the things people don't like about shopping is queues at the checkout or cash desk. There won't be any checkout in the future. As soon as you walk into the store, special cameras will identify you and access your shop account and shopping history. Any product you put in your shopping basket will automatically appear in your account. But you won't pay until you leave the shop. Your phone will probably help you to find products and tell you about any special sales.

Vero: What about robots and drones?

Casper: There will definitely be robots in the shops. They probably won't serve the customers. They'll do all the mechanical jobs such as putting things on shelves. This will give the staff more time to help the customers. Robots and drones will also deliver the products to your home, of course.

Vero: We've heard a lot about smart fitting rooms where you can see yourself in different clothes without actually putting them on. Will they be an important part of the future store?

Casper: Of course. And there will be lots of new technologies that haven't been invented yet.

Vero: Thanks, Casper.

7C Smile - it might never happen

LIFE STORIES



SPEAKING

1 a Work in pairs. Look at the photo of three glasses and answer the questions.

- Which glass is full: a, b or c?
- Which glass is empty: a, b or c?
- How do you see the other glass - half full or half empty?

b Did you both give the same answer to the third question? What does your answer say about your character?

VIDEO // Watch and listen

2 Read the Life Stories introduction. What might be responsible for making people optimistic or pessimistic?



Is the glass half empty or half full? This is a question we often use when two people see the same situation in different ways. The person who sees the glass half full is more positive and optimistic. The person who sees the glass half empty is more negative and pessimistic.

Why are some people more optimistic than others? According to recent research, the answer is in our genes. Some genes can increase our focus on positive things in life, while others increase our focus on negative things. But is being optimistic better than being pessimistic? Today's Life Stories speaker, Daniel, talks about his experience.



3 a Look at the photo of Daniel. What kind of person do you think he is?
b Watch or listen to check your answer.

4 a Work in pairs. How much do you remember about Daniel? Answer the questions.

- What kind of person is Daniel?
- What does he think about before he goes on a date?
- How long has he been this way?
- What do people think when they see him in the street?
- Why do his workmates say he has no sense of humour?
- According to Daniel, what's the best way to be?

b Watch or listen again to check or complete your answers.

5 a Complete Daniel's sentences.

- I focus on the negative rather than the _____.
- I've never talked a _____.
- It's better to expect the worst in life because you won't be _____.
- I don't show my emotions. I have a very serious _____.
- Is there a law that says we have to smile and look happy all the _____?
- The glass is half empty but it's also half _____.

b Listen to check your answers.

6 Ask and answer the questions with a partner.

- Do you know anyone like Daniel? If so, who?
- Do you think Daniel can change his attitude to life? Why? / Why not?
- Is it better to be a glass half-empty or a glass half-full person? Give reasons for your answer.

VOCABULARY // Idioms

7 Look at the sentences from the video. Replace the idioms in bold with the words and phrases (a-f).

- As a rule, I don't show my emotions.
- It really **gets on my nerves** when strangers look at me in the street.
- Don't get me started** on jokes.
- I **drive my workmates mad** because I don't laugh at every joke they make.
- At the end of the day**, it's probably best to be somewhere in the middle.
- Then you have the **best of both worlds**.

- in the end
- I have a lot to say about
- usually
- annoy, a lot
- annoys me
- all the advantages of the two options

→ p128 Language studio: Idioms

GRAMMAR // Modal verbs: *might* and *may*

9 Read the sentence and the rule, then follow the instructions.

- I might say the wrong thing, or I may do something stupid.
- Use *might* and *may* to talk about possibility.
- Change this sentence using *might* or *may*:
I think about things that will possibly go wrong.

10 Choose the best answers (a-f) for the questions (1-6).

- What are you going to do after class?
- Are you going away this weekend?
- Are you going to go swimming this evening?
- Did you listen to the weather forecast today?
- What are you having for dinner?
- Can you come to a party on Friday night?

- I might. But I have to meet some friends later.
- There's nothing at home. I might get a takeaway.
- I might go to the school library to study.
- I'd love to but I may have to babysit for my aunt.
- No, I didn't. But it looks like it might rain.
- We may go to the mountains on Saturday.

→ p140 Language studio: Modal verbs: *might* and *may*

SPEAKING

11 a Work with two other students and follow the steps. Make sure each student in the group has a chance to be the glass-half-empty and glass-half-full person. Try to include an idiom in your conversations.

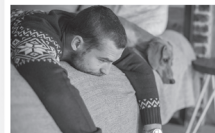
- Take turns choosing one of these things to talk about:
 - a place to go for a weekend trip
 - a present for your teacher or another student
 - activities for an evening out with the class

Student A

Think of options and make suggestions about where to go or what to do.

Student B

You're a glass-half-empty person. Think of negative things that might / may happen.



Student C

You're a glass-half-full person. Think of positive things that might / may happen.



- Agree on one of the options.

b Present your decisions to the other students. Which of the options are most popular with the whole class?

66

Listening 7C

Cyber Homework

WB p39

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LESSON SUMMARY



Students watch or listen to a person talking about being optimistic or pessimistic. They then role-play different conversations as a positive or negative person.

LESSON OBJECTIVES

VOCABULARY Idioms

GRAMMAR Modal verbs: *might* and *may*

OUTCOME Make and discuss a plan

LESSON PATHWAY

Speak about being an optimist or pessimist: glass half-full or half-empty?

Read about reasons why people are optimistic or pessimistic

Watch or listen to somebody talking about his attitude to life

Learn idioms related to something or someone being positive or negative

Study modal verbs *might* and *may*

Role-play being a glass half-empty or half-full person making decisions and plans

SPEAKING

- Direct students to the title of the lesson and ask: *Do we usually say this to positive or negative people?* (Negative.) Tell them to discuss the questions in **part a**.
In **part b**, ask some students to share their answers to the questions.

ANSWERS

1a 1c 2a

VIDEO // Watch and listen

- Check the meaning of *genes*. Tell students to read the text and ask them to suggest answers for the question. They may suggest specific reasons, eg personal situation, if something good or bad has happened recently, parents' influence, as well as the answer suggested in the text.
- In this activity you can use the Life Stories video or audio resources. Go to p20 for more information on using Life Stories videos and audios.
For **part a**, ask students: *Do you think Daniel is a glass half-empty or a glass half-full type of person?*
In **part b**, play the video or audio and ask them to compare their ideas with a partner. Ask some students to describe Daniel to the class.



22 40

- 4 Tell students to discuss the questions in **part a**. In **part b**, play the video or audio again and ask them to check and add to their answers. Give students a minute after you stop the audio to make notes about the questions. Ask some students to share their answers with the class.
- 5  41 Ask students to complete **part a** alone. Play the audio and ask them to check their answers.
- 6 Tell students to discuss the questions. Monitor and make a note of any interesting points you hear. Ask some pairs to share their answers for question 3 with the class and discuss any notes you made.

There are extra activities based on this audio in the e-book+.

ANSWERS

- 2 Our genes might be responsible.
- 4a Suggested answers
- 1 He's a glass half-empty person.
 - 2 He thinks about all the things that will possibly go wrong.
 - 3 He's always been a serious person.
 - 4 People think he's sad or depressed.
 - 5 Because he doesn't laugh at every joke they make.
 - 6 Somewhere in the middle – not too optimistic and not too pessimistic.
- 5a 1 positive 2 lot 3 disappointed 4 face 5 time 6 full

VOCABULARY // Idioms

- 7 Do sentence 1 with the class (*as a rule* = usually). Ask students to complete the exercise alone and then check answers with a partner.

PRONUNCIATION TIP When we say many of these phrases, we run words together. This is because it is easier than pronouncing all the individual sounds. It means we don't say some of the sounds (ie elision occurs). You can help students be more fluent by showing them how to do this. For example:

as a rule > we link all words together and say it like one word /'æzəru:l/
gets on my nerves > *gets* and *on* run together /'getsn/ and *my nerves* also does /mə'nɜ:vz/
don't get me started > the /t/ in *don't* disappears and in *get* it changes to a glottal stop /dæunge?mi'stɑ:tɪd/
 Say the phrases to yourself before the lesson and try to notice where you link or delete sounds. Explain this to your students. Awareness of this can help their listening and, if you drill the phrases, it can help them sound smoother when they speak.

- 8 Tell students to read the sentences carefully and use the context to work out the meaning. Ask some pairs to define the phrases to the class.

EXTRA ACTIVITY To check students understand and can use the phrases, tell them to make their own sentences using some of the phrases they want to remember, eg *Don't get me started on tourists / football / politics*. Tell them to write their sentences individually and then read them aloud to their partner. To create a conversation, their partner asks: *Why?* or *Why do you say that?*

There is more information on idioms in the Language studio on p128.

ANSWERS

- 7 1c 2e 3b 4d 5a 6f
- 8 1 very easy 2 unwell / sick / ill 3 are very expensive

GRAMMAR // Modal verbs: *might* and *may*

- 9 Find out if students know the meaning of *may* and *might*. Write these sentences on the board.
I will do something stupid.
I might / may do something stupid.
 Ask students: *What is the difference in meaning?* If a student has a good explanation, ask them to tell the class. Direct students to the exercise and ask them to change the sentence. (I think about things that might / may go wrong.) Ask: *Why don't we need 'possibly'?* (Because *might* and *may* mean 'possibly'.)
- 10 Do sentence 1 with the class and then tell them to complete the exercise individually.

EXTRA ACTIVITY Tell students to ask the questions and answer so they are true for them. Encourage them to change the information in some of the questions to give more practice, eg
 2 *Are you going away this weekend / summer / Easter / Christmas?* (depending on time of year)
 3 *Are you going to go swimming / running / out / anywhere interesting this evening?*

There is more information on modal verbs in the Language studio on p140.

ANSWERS

- 9 I think about things that might go wrong. / I think about things that may go wrong.
- 10a 1c 2f 3a 4e 5b 6d

SPEAKING

- 11 Put students into groups of three and tell them to read the instructions in **part a**. Ask them to decide who is glass half-empty and who is glass half-full for the first conversation. Clarify they will have to take turns acting the two roles. To help students prepare what to say, tell them to think of the first situation and suggest things that might / may go wrong and things that might / may go well.

Suggested answers

(+) the weather will be good, there are lots of fun things to do, the food might be good ...

(-) it might rain, there might be nothing for them to do, the hotel might be bad ...

Tell students to spend a minute thinking of other points they will say and then tell them to have the conversation and reach a decision about where to go.

In **part b**, ask one student from each group to present their idea and reasons why they chose it to the class. Make a note of key points on the board as they speak. After each group has presented, ask the group to read the key ideas on the board and choose the best option.

Repeat this for the three situations listed in part a.

To end the activity, ask some students: *Who was best at acting glass half-empty and who was best at glass half-full? What role was harder to play?*

There is further practice on p39 of the Workbook.

Use the Cyber Homework for 7C as extra practice for your class.

LESSON TRANSCRIPTS

 22 40 **7C, exercise 3b**

Daniel: I suppose I'd call myself a glass half-empty person. If I have to do something like, I don't know, go to a work meeting or go on a date, I think about all the things that will possibly go wrong. I might say the wrong thing, or I may do something stupid. I focus on the negative rather than the positive. I don't know why.

My sister says I've always been a serious person, and quiet. I've never talked a lot. My father was a very down-to-earth person. He often said, 'It's better to expect the worst in life because you won't be disappointed.' There's some truth in his words but I think it's sometimes good to feel excited about something that may happen.

As a rule, I don't show my emotions. I have a very serious face. I can't help it. It's the face I was born with. People think I'm always sad or depressed but I'm not. It really gets on my nerves when strangers look at me in the street and say, 'Smile! It might never happen.' Is there a law that says we have to smile and look happy all the time?

Don't get me started on jokes. I drive my workmates mad because I don't laugh at every joke they make. They say I don't have a sense of humour. But I do. I might not laugh all the time, but I'll laugh if a joke's good. I can't help it if my workmates make terrible jokes.

You see? I can smile.

At the end of the day, it's probably best to be somewhere in the middle – not too optimistic and not too pessimistic. Then you have the best of both worlds. Something may go wrong but something may also go right. The glass is half empty but it's also half full.

 41 **7C, exercise 5b**

- 1 I focus on the negative rather than the positive.
- 2 I've never talked a lot.
- 3 It's better to expect the worst in life because you won't be disappointed.
- 4 I don't show my emotions. I have a very serious face.
- 5 Is there a law that says we have to smile and look happy all the time?
- 6 The glass is half empty but it's also half full.

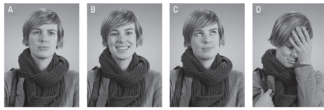
101 THINGS TO DO IN ENGLISH

7 React to news

GET READY

1 Work in pairs. Look at the photos and answer the question.
How does the woman feel in each photo?
Choose from these words.

annoyed happy surprised worried



2 Listen to the video intro without watching. Answer the questions.

- 1 What is the situation? Where are the people?
- 2 What is the relationship between them? How do they feel?

WATCH

3 Watch the 101 video and check your answers.

4 a Complete the sentences with Michelle or Archie.

- 1 _____ wrote a book.
- 2 _____ works in the family business.
- 3 _____'s mother is not well.
- 4 _____ sold a house.
- 5 _____ bought a second house.
- 6 _____ has a baby daughter.
- 7 _____ has two children.
- 8 _____ ends the call.

b Watch the video again to check your answers.

STUDY

5 a Complete the table with words from the video.

Kind of news	Reaction
Ask about news	What's up? What's new? What's _____ you? What's _____ on?
Surprising news	Wow. Seriously? You're kidding, _____?
Good news	That's great! That's wonderful. I'm so _____ for you. Congratulations!
Sad news	Oh! That's terrible. I'm _____ sorry to hear that. That's awful.

b Watch the 101 useful phrases video to check your answers. Repeat the phrases.

c Listen to each of these phrases said in two different ways. Which speaker sounds more enthusiastic: speaker 1 or speaker 2?

What's up? Wow. Seriously?
Congratulations. That's terrible.

d Listen again, then say the phrases yourself in both ways.

SPOKEN ENGLISH

No way!

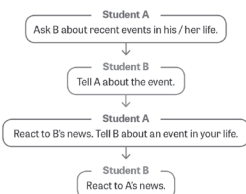
We sometimes say No way! to show that we are surprised at some news or that we don't believe it, eg 'I finished my book.' 'No way! That's great news.'

PRACTISE

6 a Work in pairs (A and B). Read the situation below, then prepare a conversation.

You haven't seen your friend for about ten years. What has happened in your life? Think of some recent news that you can share with your partner. Choose from these ideas, or use your own.

- an important event in your personal life (eg you got married, you had a baby)
- a change in your professional life (eg a new job, you lost your job)
- an amazing thing that happened to you



b When you are ready, use the videoscape to present your conversation to other students.

GET READY

- 1 Direct students to the photos and ask them to complete the matching activity in pairs. Then, ask them what has happened. Ask: *What has someone said to make her feel this way?*
- 2 Play the audio (this is also what they will hear when they watch the video in the next activity). Students listen and answer the questions. Ask them for reasons for their answers during feedback, to encourage them to recall details from the audio. Write any key information on the board to give more support.

ANSWERS

- 1 A worried B happy C annoyed D surprised

WATCH

- 3 Play the video and ask students if their predictions were correct. Again, ask some students to expand on what they understood so you can assess their understanding.
- 4 Ask students to read through the sentences in **part a** and try to remember who the statements refer to. For **part b**, play the video again and ask them to check their answers. Tell them to compare answers with a partner.

ANSWERS

- 4a 1 Archie 2 Michelle 3 Michelle 4 Michelle
5 Archie 6 Archie 7 Archie 8 Michelle

STUDY

- 5 In **part a**, ask students to try to remember the words that go in the gaps.
- 24 Play the video in **part b** and ask them to check and correct their answers.
- 43 For **part c**, play the audio and tell students to choose the most enthusiastic speaker. Ask: *Why do they sound more enthusiastic?* (They vary their intonation more and also stress the key words quite strongly.)
For **part d**, ask students to listen and repeat. Encourage them to exaggerate their intonation at first. If they have recording devices such as mobile phones, they could record themselves and assess their pronunciation.
Direct students to the Spoken English box and tell them to practise saying *No way!* to each other with different intonation.

EXTRA ACTIVITY Tell students to look at the video transcript on p152 and find an example of *No way*. Ask: *What news is the speaker reacting to?*

LESSON SUMMARY

Students learn and use key phrases for reacting to news a friend gives them.

LESSON PATHWAY

Describe emotions and listen to predict a situation

Watch a video to check predictions and understand more details

Study phrases for reacting to different news

Practise adding emotion through pronunciation: intonation and emphasis

Prepare and do a role-play about meeting up with an old friend

EXTRA ACTIVITY Ask students to suggest pieces of news they might tell a friend. Write two columns on the board and list their ideas in the columns, eg

GOOD NEWS	BAD NEWS
I'm pregnant.	I lost my job.
I got a new job.	I have split up from my partner.
I got engaged.	I failed my exam.
I passed my exams.	I'm not feeling well.

Students then practise saying the news and reacting with one of the phrases. Monitor and help with pronunciation.

ANSWERS

- 5a** 1 about 2 going 3 right 4 news 5 happy
6 dear 7 so
- 5c** What's up? Speaker 2
Wow. Speaker 2
Seriously? Speaker 1
Congratulations. Speaker 1
That's terrible. Speaker 2

PRACTISE

- 6** In **part a**, put students into pairs and tell them to read the situation. Check they understand the task and ask them to write the conversation, making notes rather than writing out a full dialogue. Encourage them to be creative with the storytelling but to focus on what language they will use to react to the news. Monitor closely and help with language.
- For **part b**, ask students to rehearse without their notes until they can have the conversation from memory.
- In **part b**, ask students to perform the conversation in front of the videoscape if you can project it in your classroom. Encourage the listeners to give feedback. Ask them to give feedback on how well they reacted to news – did they use the phrases from the lesson? Was their pronunciation effective?

There is further practice on p40 of the Workbook.
Use the Cyber Homework for 101 7 as extra practice for your class.

LESSON TRANSCRIPTS

101 7, exercise 2

Michelle: Hello?
Archie: Michelle? It's Archie.
Michelle: Archie! Wow. Is that really you? How's it going?
Archie: Good. Great. How are you? What's up? Is this a good time?
Michelle: Yeah, I'm just on the train. Well, well, well. Archie West. You sound the same. So, what's new? Are you still working on your book?
Archie: Yes. Actually, I finished it. It's in the shops now.
Michelle: No way! That's great news.
Archie: It took five years, but it's finally finished. It got some amazing reviews too. The *New York Times* – they said it was ...

101 7, exercise 3

Michelle: Hello?
Archie: Michelle? It's Archie.
Michelle: Archie! Wow. Is that really you? How's it going?
Archie: Good. Great. How are you? What's up? Is this a good time?
Michelle: Yeah, I'm just on the train. Well, well, well. Archie West. You sound the same. So, what's new? Are you still working on your book?
Archie: Yes. Actually, I finished it. It's in the shops now.
Michelle: No way! That's great news.
Archie: It took five years, but it's finally finished. It got some amazing reviews too. The *New York Times* – they said it was ...
[five minutes later]
Archie: Anyway, enough about the book. What about you? What's going on?
Michelle: Oh, you know. Same old stuff. I'm still working in the family business.
Archie: Seriously? You're kidding, right?
Michelle: No, unfortunately not. My mother hasn't been very well, and we sold the house so it's been difficult to change ...
Archie: Oh dear. That's terrible. I'm so sorry to hear that, Michelle. That's awful. We just bought our summer home.
Michelle: Hey, that's wonderful! I'm so happy for you. A summer home. Where?
Archie: It's around an hour from here, in the mountains. It was a really nice little house, and the owner was selling it for almost nothing ...
[five minutes later]
Michelle: Hey, just a minute. Did I even tell you that I had my first child a year ago?
Archie: No way! So did I! Well, we had our second child.
Michelle: Oh. Congratulations! When did that happen?
Archie: Well ...
[five minutes later]
Archie: And the girl is just so pretty ... and she's already talking and she's only a year old.
Michelle: Oh no. Archie, my battery is going to die here.
Archie: Oh, well listen it was really good to talk ...
Michelle: Yeah, yeah. It was great, I'll call you again and we can meet for a coffee or something. Oh, no, my battery ... bye, bye, bye.
Michelle: It's great to talk with old friends again.

101 7, exercise 5b

Ask about news

What's up?
What's new?
What about you?
What's going on?

Surprising news

Wow.
Seriously?
You're kidding, right?

Good news

That's great news.
That's wonderful.
I'm so happy for you.
Congratulations!

Sad news

Oh dear.
That's terrible.
I'm so sorry to hear that.
That's awful.

Ask students to work through the exercises in pairs.
 Monitor and help with explanations and corrections.
 For more information on the Review sections, see p16.
 For more practice, go to:

- Project 4 on e-zone
- Writing 4 on SB p119
- Workbook pp45–47

PAIRWORK

This pairwork task recycles vocabulary from pp62–76.
 Ask students to read the relevant instructions (Student A or B) and check they understand the task. Tell students to refer back to the lessons if they need help with remembering language they can use in the task.
 Demonstrate the task with a confident student and then ask pairs to complete the task. Monitor and make a note of errors and good language. Go over this language after they have finished speaking.

ANSWERS

- 1a** 1 used to spend 2 used to eat 3 didn't use to spend 4 used to have 5 didn't use to spend 6 used to live
- 2** 1 I've never seen / I have never seen 2 Do you live 3 I'll call 4 you get 5 I was sitting, I saw 6 it rains, I'll probably stay / I will probably stay 7 We definitely won't read 8 I might go, I haven't decided / I've not decided / I have not decided
- 3** 1 photographer 2 traveller 3 teenager 4 customer 5 elderly 6 performers
- 4a** 1 lend 2 missed 4 annoying 6 beat
- 5a** 1 Neither do I. 2 So do I. 3 So am I. 4 Neither can I. 5 Neither do I. 6 So do I. 7 Neither have I. 8 So do I.
- 6** Students' own answers
- 7a** 1b 2f 3a 4e 5i 6g 7c 8h 9d
- 8** 1 up 2 wonderful 3 Seriously 4 sorry 5 mean 6 glad