

1 LIFE PLANS

Objectives

FUNCTIONS	talking about the future; complaining
GRAMMAR	present tenses (review); future tenses (review)
VOCABULARY	making changes; life plans; phrases with <i>up</i>

Student's Book page 12–13

READING

- Books closed. To introduce the topic, write these verbs on the board: *play, eat, read, text, talk, watch, drink*. In pairs, students use the verbs to discuss what they do in their free time. They should try to find three things they have in common with their partners. Monitor and encourage them to use the present simple to describe their habits and routines. Nominate one or two pairs to share with the class what they have in common. You could extend this by searching for images of bad and good habits and showing them on the IWB (interactive whiteboard). Ask students to say whether they have these habits, but do not say if they are good or bad at this stage. If you're using an IWB, the picture description would best be done as a heads-up activity. Give students a minute to discuss in pairs then nominate students to describe what they can see in open class. Ask them whether they think it is a good or a bad habit and to give reasons.
- Books open. Working individually, students complete the exercise. Monitor to help students with vocabulary to describe their bad habits.
- SPEAKING** Divide the class into pairs or small groups. Students discuss their answers to Exercise 2 and agree on which are the two worst habits. Monitor and help with any questions. Invite students to share their opinions with the rest of the class.
- Tell students they are going to read an article written by a teenager about her bad habits. Check/clarify: *resolution* (a decision to change something in your life, often made at the beginning of the year). Check understanding by asking students to give examples of typical resolutions. Also check *give up* (to stop doing something such as a hobby or a habit) by asking students to name things they used to do but have given up doing now. Students read the text quickly to find the answer.
To encourage students to practise reading quickly for gist, set a two minute time limit and tell them not to worry about understanding every word, but to focus on getting a general understanding of the text.

If you are using an IWB, you could project the article for two minutes, with books closed, and then mask it. With weaker classes, you may like to give them more time. Ask students to compare answers in pairs before conducting a quick whole-class check.

Answer

To be more efficient and never leave things to the last minute; to get fitter.

BACKGROUND INFORMATION

Minecraft is a computer game created by Swedish programmer Markus Persson and initially released in 2009. The game is played individually and involves collecting building blocks from which players create buildings or anything they want. There is no limit to what can be created, but players need to build some sort of shelter to protect themselves from monsters. The game has sold more than 60 million and has more than 100 million registered users. In September 2014, the developers of Minecraft sold the rights to the game to Microsoft for over \$2 billion!

- 1.08** Ask students to work with a partner and try to answer the questions from memory before reading again to check. Encourage students to underline key information in the article that supports their answers. Prompt students to quote this during whole-class feedback and also to correct any false statements.

Answers

- 1 T 2 F She misses her bad habits. 3 T 4 T
5 F It takes ten weeks. 6 F She thinks anything is possible.

Fast finishers

Ask students to answer the same questions about members of their families.

Optional extension

To develop some of the themes in the reading and to give students some extended speaking practice, write these questions on the board:

*In what ways are you good/bad at planning your time?
When was the last time you left homework until the last minute?
What are your bad habits? Do they make life difficult for you?
What was the last good habit that you formed?*

Give students a minute to think about their answers and make notes. Divide the class into small groups for students to compare answers and decide who is the most organised. Monitor but as the focus is on fluency, avoid correcting errors. During whole-class feedback, ask students: *Who is the most organised in your group?*

TRAIN TO THINK

Reading between the lines

- 6 Students work with a partner to complete the exercise. Ask them to underline the language in the article which helps them answer the questions. Check answers with the whole class, referring to language students underlined. Encourage students to challenge each other and voice different answers, as this will help develop their critical thinking skills. Be prepared to accept answers which are different from those in the key where students are able to justify them.

Answers

- Yes, she feels guilty because she says she'd made a resolution not to leave things until the last minute and then says, 'Well, I've failed'.
- No, she doesn't enjoy exercise because after going to the gym and doing karate for four weeks, she's not feeling any fitter, just a little unhappier.

SPEAKING

For variety, pair students with different partners or small groups from those in Exercise 6. Students discuss their answers. Monitor and help with vocabulary. When students have discussed fully, you could extend speaking time by regrouping students for them to present their answers to their new partner. Encourage students to speak at length without interruption. Listen to some of their ideas in open class during feedback.

Student's Book page 14–15

GRAMMAR

Present tenses (review)

- Books closed. Write sentences 1–5 on the board or project them if you're using an IWB. Nominate a student to come to the board and underline all the verbs in the sentences with a red pen. Invite others to call out and help if appropriate. Give students one minute to work with a partner and name the four tenses then nominate different students to come and write each one on the board. Next, ask students to open their books and match the tenses (a–d) with the sentences.

One way to find out students' current knowledge of tenses is as follows: tell students that you are going to ask them a question and that (on the count of three) they should raise their right hand if they think the answer is *yes* and their left if they think the answer is *no*. If the answer is *maybe, we don't know*, they should not raise either hand. This helps you see which students are unclear on the answers to the questions. Ask questions to elicit the meaning of the sentences e.g.

For 1: *Is the speaker sitting at the moment of speaking?* (yes).

For 2: *Was the speaker trying to get fit four weeks ago?* (yes); *Has the speaker stopped trying to get fit?* (no).

For 3: *Did the speaker start going to the gym in the past?* (yes); *Do we know when in the past?* (no).

For 4: *Is the speaker talking about how she feels in the present?* (yes).

For 5: *Is the speaker talking about something that's happening now?* (no); *Is the speaker talking about a general truth or a fact?* (yes).

Say the sentences for students to repeat and check pronunciation. Make sure students are using the weak form of *been* in sentence 2, and if not, highlight this sound and model it for your students to repeat.

Answers

1 c 2 a 3 d 4 c 5 b

Elicit answers in open class. If necessary, give students further examples of each tense to clarify usage. Draw attention to the Look! Box and ask students to complete the sentence: *My dad/sister/brother is always ...*

Rule

- present simple
- present continuous
- present perfect
- present perfect continuous

Optional extension

To allow students to personalise the target language, ask them to write down the names of two people in their family. While they're doing this, quickly write these questions on the board:

What is he/she doing at the moment?

Can you think of three things he/she does every day that you do not do?

Which countries has he/she visited?

How long has he/she been ... ?

Students answer the questions with a verb in the correct tense. Put students into pairs to ask each other the questions about the two members of their family. Monitor and make a note of any errors in their use of the four tenses and review these during whole-class feedback but before you do that, nominate one or two students to report back to the class on what they discovered about their partner.

- If you're short on time, set this exercise for homework but first ask students to read through the text quickly and find out why the writer is having trouble sleeping. This will help them focus on the overall meaning of the text. Check answers (the writer is worrying about exams and the future). Students complete the sentences with the correct form of the verbs in brackets. Ask them to compare answers with a partner before checking in open class.

Answers

1 am ('m) lying 2 am ('m) trying / have ('ve) tried / have ('ve) been trying 3 have ('ve) been having / have ('ve) had 4 have ('ve) tried / have ('ve) been trying 5 has worked / works / is working 6 doesn't want 7 is happening 8 have ('ve) been studying / am ('m) studying 9 have ('ve) been thinking 10 want

Fast finishers

Ask students to write sentences of their own using each of the four tenses. Ask them to write three truths and two lies. Following whole-class feedback on Exercise 3, students take turns to say their sentences and guess which the lies are.

Optional extension

This is a great activity for encouraging students to produce extended spoken discourse. Put students into AB pairs. As close their books and try to retell the story (in first person) and using the correct verb forms, while Bs refer to the text and check the correct verb forms are being used. After a few minutes, students switch roles. You could make it competitive by having students keep a tally of the number of verbs their partner got right.

- 3 **SPEAKING** Get students to complete the exercise in pairs. With weaker classes, give students some thinking time to make a note of their ideas and to ask questions about vocabulary or look up words in a dictionary. Students discuss their problems. Encourage them to think about possible solutions. Monitor students' use of present tenses and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

Workbook page 10 and page 122



Be aware of common errors related to the present simple and present continuous, go to Get it right on Student's Book page 122.

VOCABULARY

Making changes

- 1 Books closed. If you're *not* using an IWB, write phrases 1–7 on the board and ask students where they have seen them before (they all appeared in the article on page 13). Tell students to find the phrases in the article as quickly as possible to practise students' scanning skills. You could do this as a competition. Ask: *Who can find the phrases first?* When students have found the verbs and can see them being used in context, ask students to try to work out the meaning of the phrases.

Books open. Students complete the exercise then compare answers with a partner. Check answers with the whole class, referring back to the text to clarify meaning. Say the phrases for students to repeat and check pronunciation.

Answers

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

- 2 Write this question on the board: *Did the writer stick to his/her resolutions?* Students read the text quickly to answer the question, ignoring the spaces for now. Check answer in open class (no). Students complete the text. Point out that they need to put the verbs in the correct tense. Ask students to compare answers with a partner before open class feedback.

Mixed-ability

Stronger students cover Exercise 1 and complete the text from memory. Weaker students refer back to Exercise 1.

Answers

1 made 2 change 3 break 4 took 5 gave
6 doing 7 form 8 struggled

Optional extension

Divide the class into AB pairs. Students test each other on the phrases. B closes his/her book. A says the first part of the phrase and B tries to remember the rest of the phrase.

- 3 **SPEAKING** Put students into small groups to discuss the questions. Monitor and encourage students to speak at length and give detailed answers. To extend this activity, put students into groups of six to eight and ask them to find other students who gave the same answers as themselves to questions 1 and 2. Invite students to share their answers with the rest of the class during feedback.

Workbook page 12

LISTENING

You could set a homework research task for students to find out about J.K. Rowling, Sylvester Stallone and James Joyce before this lesson. Start the lesson by asking students to tell the class what they have found out.


- 1 **SPEAKING** Books closed. To introduce the topic of what stars did before they became well-known, do an Internet image search for 'before they were famous'. Choose a number of images and copy and paste them onto a page to be shown on the IWB where available, or onto a large piece of paper. Divide the class into small groups and give them a time limit (depending on the difficulty of the images) to guess who the pictures show. Ask them to write down the names of the stars and a guess as to what the star did before he/she became famous. Find out which group has named the most. Books open, or if you're using an IWB, do this as a heads-up activity with the photos projected and enlarged on the screen. Tell students that they are going to listen to two teenagers discussing these three famous people but first they should discuss the questions in pairs.

BACKGROUND INFORMATION

J.K. Rowling (pronounced rolling) (born 31 July, 1965) is a British novelist. She wrote seven Harry Potter novels in a ten-year period from 1997–2007 and they have become the best-selling book series in history, selling over 400 million copies and making her the twelfth richest woman in Britain. It is estimated that she has donated over \$160 million to charity.

Sylvester Stallone (born 6 July, 1946) is an American actor and film director. He is most famous for his roles in the *Rocky* and *Rambo* series of films, which were successes in the 1980s and 1990s. He has also starred in action films such as *Demolition Man*, *Judge Dredd* and *Assassins* and most recently *The Expendables*. He does most of his own stunts and even broke his neck during the filming of *The Expendables*!

James Joyce (1882–1941) was an Irish novelist and poet. His best-known works are *Dubliners* (1914), *Ulysses* (1922) and *Finnegans Wake* (1939). He is known for a stream of consciousness style and the invention of words, which make his books difficult to read.

- 2  1.09 Play the audio for students to check their answers to Exercise 1. Tell them to concentrate on answering the questions and not to worry about understanding every word. Check answers.

Answers


A James Joyce B Sylvester Stallone C J.K. Rowling

Audio Script Track 1.09

- Ben Hi, Annie? You look serious. What's up?
 Annie I'm meeting the careers advisor this afternoon, and I've got no idea what I want to do when I leave school.
 Ben No idea at all?
 Annie None. Why? Have you?
 Ben Absolutely. I'm going to study medicine at university and then I'm going to be a doctor.
 Annie Lucky you. I don't even know if I want to go to university.
 Ben Well, don't worry too much. You aren't alone. I read an article the other day about famous people who didn't find their perfect careers until they were in their thirties.
 Annie Like who?
 Ben Well, there was Sylvester Stallone, for example.
 Annie That really old film actor?
 Ben Yes, he was working in a delicatessen, selling food. I think he knew he wanted to be an actor but just couldn't get any work.
 Annie So what happened?
 Ben He wrote a film for himself to star in. The film was Rocky.
 Annie The one about the boxer?
 Ben That's right. Well, it became one of the most successful films of all time, and Stallone became an international star.
 Annie OK, so who else was there?
 Ben Well, J.K. Rowling, of course.
 Annie The Harry Potter author?
 Ben Yes, she was working as a bilingual secretary when she first had the idea for Harry Potter. She was 25 at the time, but it took her another seven years to finish writing the first novel and get it published. She spent many of these years living in Portugal, teaching English.
 Annie Yes, I think I remember reading that somewhere.
 Ben And speaking of authors, there was the famous Irish writer James Joyce.
 Annie Who?
 Ben James Joyce. He wrote *Ulysses*, one of the most important books of the last century. Anyway, although he started writing in his twenties, he couldn't get anything published, so when he turned 30, he was making a living teaching and singing.
 Annie Singing?
 Ben Yes, apparently he had a really good opera voice and made quite a lot of money from singing in public. When he was 32, he finally got a book published and became a professional author.
 Annie Yes, but they all knew what they wanted to be. They just had to wait for a long time before it happened. I've got no idea what I want to be.
 Ben Well, that's what the careers advisor is for. He'll give you advice.

Annie I certainly hope so.

Ben Anyway, you don't need to worry. I'm sure you'll do well whatever you do.

- 3  1.09 Ask students to read the questions and check understanding. Check/clarify: *earning a living* (working to make enough money to live). Ask students to underline the key information they will need to listen for. Encourage students to try to answer the questions in pairs before listening again. Play the audio for students to check their answers. Let students compare answers with a partner before listening to the audio again.

Answers

1 She doesn't know what she wants to do when she leaves school. 2 Ben wants to study medicine at university and then become a doctor. 3 When he was 30, James Joyce was making a living teaching and singing. 4 The examples are different because they're about people who knew what they wanted to be, but Annie doesn't. 5 He tells her not to worry because she will do well whatever she does.

- 4 **SPEAKING** Divide the class into pairs for students to compare answers to Exercise 3. If students have different answers, encourage them to try to convince their partner that their answer is correct. Monitor and help with any queries. During whole-class feedback, ask students to justify their answers.

GRAMMAR

Future tenses (review)

- 1 Students complete the exercise individually. Let them compare answers with a partner before checking with the whole class. Say the sentences for students to repeat and check pronunciation.

Answers

1 'm meeting 2 'm going to study 3 'll do

With stronger classes, ask students to discuss which future forms were used in each of the three sentences and why before focusing on the rule. Students complete the rule individually or in pairs before a quick whole-class check. If necessary, elicit/give further examples of each tense to clarify usage.

Rule

1 present continuous 2 will 3 going to

- 2 If you're short on time, set this exercise for homework but perhaps go through question 1 in open class to make sure students are clear on why *be going to* is used. Students compare answers with a partner. Check answers with the whole class, asking students to explain their choices.

Answers

1 We're going 2 I'll finish 3 I'm not going
 4 I'm seeing 5 She's going to be 6 going to eat
 7 will win 8 We're flying

- 3 Working individually, students complete the exercise. Circulate and help with any questions about vocabulary. Divide the class into similar-ability pairings and ask students to discuss their plans. For feedback, ask students to swap pairs and tell their new partner what their previous partner said.

Optional extension

Make groups of six to eight and give students a two minute time limit to find other students with the same arrangements. Before they begin, elicit the three questions that they will need to ask:

What are you doing this week?

What are you going to do this year?

What do you think you will do in your life?

Repeat the activity with intentions and predictions.

Workbook page 11 and page 122

Student's Book page 16–17

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. Books closed. If you'd like a warm-up, search for images of teenage magazine covers either on the IWB during the class or on the Internet before, and cut and paste them onto a piece of paper. Show them to the class and ask:
Do you read these magazines?
What types of articles are typically found in these magazines?
If you want some advice on a problem, do you read magazines or talk to your friends and family?
Write some of their ideas on the board. Books open. Look at statements 1 to 4. Check/clarify: *criticises* (says something negative about). Give students time to reflect on the statements individually before discussing their opinions with a partner. Prompt them to justify their opinions. In whole-class feedback, ask which pairs had similar ideas.
- 2 Ask students to read the titles and underline any tricky words or phrases for you to explain. Check/clarify: *expecting* (to think somebody should do something). Encourage students to underline the parts of the text as they complete the matching task. Students compare answers with a partner before checking with the whole class.

Answers

- 1 Don't expect people always to agree with you
- 2 Stop expecting everybody to like you
- 3 Stop expecting people to know what you're thinking
- 4 Don't expect people to change
- 5 No one is happy all the time

Fast finishers

Students write two sentences beginning: *A good friend ...*

- 3 To clarify the task, do number 1 in open class. Encourage debate among students and accept alternative answers where supported with reasons, to demonstrate that more than one answer is possible.

Suggested Answers

- 1 paragraph 2 2 paragraph 3 3 paragraph 5
4 paragraph 1 5 paragraph 4

- 4 **SPEAKING** Students discuss in pairs. Allow weaker or less confident classes time to make a note of their answers first. Encourage students to use language from the texts in their answers. Monitor and offer praise to those expanding on their answers. During feedback decide as a class which are the best pieces of advice offered.

Optional extension

Students do a role play based on one of the situations in Exercise 3. Student A has one of the problems, Student B gives advice. This activity works well if Student A does not like any of the advice offered by Student B. You could either ask students to speak spontaneously or you could instruct them to write their dialogue before performing. If doing the latter, ask students to switch partners after they've performed once and repeat – this time without preparation.

VOCABULARY

Life Plans

- 1 Books closed. As a warm-up, write *Life Plans* on the board and tell the class your own plans for your life, some of which should be true, others invented. (For example *I want to stop working and travel the world when I am 40; I am planning to write a children's book; I'm going to learn to play the saxophone; I'm going to buy a dog next week* etc.) Students decide in pairs which are not true. Listen to some of their ideas before revealing which are true. Give students some time to think about their own plans, some real, some invented. Divide the class into pairs or small groups to tell their plans to their partner, who should guess which are true and which are false.

Books open. Focus on phrases 1 to 8 and pictures A to H. Students match the words and phrases with the pictures. Check answers. You may need to check understanding of:

Start a career: Point out that this is when we start work, not when we start university and that this refers to a long-term profession. Ask: *Do you study a career at university?* (no).

Retire: Ask students: *At what age do people normally retire?* (around 65).

Get a degree: Clarify that this refers to the qualification you receive at the end of a university course. Ask: *Do you get a degree when you finish school?* (no). *When do you get a degree?* (after university).

Get promoted: Point out that this means to be given a new and better job within the same company. Ask: *If you are promoted, do you change companies?* (no); *Do you get more money?* (yes).

Settle down: This means to start a steady life, usually in a permanent house or job, often with a partner. Ask: *My friend has a part-time job, he shares a house with three friends and he travels a lot, has he settled down?* (no).

Say the phrases for students to repeat and provide a focus on pronunciation. Point out the linking of the verb and *a* in *start a career*, *get a degree* and *start a family*; also the stress on the second syllable and /Id/ ending in *promoted*.

Answers

A 4 B 6 C 2 D 3 E 1 F 5 G 7 H 8

- 2 First ask students to read the text quickly and answer the question: *Why has the writer's uncle always done things differently?* (He's experienced several life events at unconventional ages, e.g. he went to university in his 40s.) Clarify that in order to complete the spaces correctly, students will need to change the form of the verbs. Allow students to compare their answers with a partner before a whole-class check. During feedback, elicit why the various forms are required.

Answers

1 left school 2 travelling the world 3 got a degree
4 started a career 5 got promoted 6 settle down
7 start a family 8 to retire

Fast finishers

Ask students to write sentences including some of the phrases 1–8 in Exercise 1 to describe members of their family.

Optional extension

Give students three minutes to decide at what age (if any) they are planning to do the things in Exercise 1. Next, students describe their plans to a partner. Encourage them to not look at their books and to try to recall the target phrases – this could be with their partner checking as they speak. Monitor, and prompt strong students to add as much detail as possible to their explanations.

Workbook page 12

THINK SELF-ESTEEM

Life changes

- Focus on the example to clarify the task. Students could complete the table individually and then discuss with a partner to get some more ideas or they could complete it in pairs from the outset.
- SPEAKING** Put students/pairs together to make small groups. To give students a reason to listen, ask them to listen to each other's ideas and add them to their table. Monitor to ensure students are on task but as this is a fluency practice activity, do not interrupt conversations to correct any errors unless inaccuracy hinders comprehension.

Optional extension

Divide the class into two groups – optimists (As) and pessimists (Bs). Tell them they are going to have a discussion about the different events in the table in Exercise 1. As work together to list positive things about each life event and Bs come up with negative things. Regroup the students into groups of four (AABB) for them to debate the positive and negative sides of each event. As should try to convince Bs that each life change is a good thing. Bs should try to convince As that each life change is a bad thing. In open class, ask groups: *Who was most convincing, the optimists or the pessimists?*

WRITING

An email about resolutions

If students have access to mobile devices, you could ask them to write an email about themselves and send it to another member of the class. Encourage them to use future forms when describing their future plans. Monitor and draw students' attention to any mistakes, encouraging self-correction. When students have received their email, ask them to check that all the points in the task have been covered. Finally, ask students to write a short response encouraging the sender to stick to his/her resolutions.

Student's Book page 18–19

PHOTOSTORY: episode 1


What's up with Mia?

- Tell students they are going to read and listen to a story about a group of friends called Flora, Leo, Jeff and Mia. Ask students to look at the photos and guess what they're talking about in each one. If you're using an IWB, do this as a heads-up activity with books closed by zooming in on the photos on the board and masking the dialogue. Students read the questions and speculate in pairs, just from the photos. Clarify that Mia is the girl standing up with a yellow bag in the first photo and that Jeff is the boy with the dark hair and grey jumper. During feedback, elicit and write students' ideas on the board. These can be referred to later on.
- 1.10** Students read and listen to check their answers, then compare with a partner. During whole-class feedback, refer to students' ideas from Exercise 1 to see if they predicted correctly.

Answers

The problem is that no one has seen Mia for a while. She's very busy and never has any free time. Mia wants to give up playing the violin because she doesn't enjoy it. She only plays it to keep her mum happy.

DEVELOPING SPEAKING

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. They could do this in groups with one student in each group acting as secretary and taking notes. Write students' ideas on the board during feedback. Don't give away answers and focus on the ideas, not on accuracy. Correct errors only where they impede comprehension.
- 4  **EP1** Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 5 Monitor while students complete the exercise in pairs. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

1 Mia keeps playing the wrong note on the violin and then walks out. 2 Mia wants to give up the violin because it takes up too much time and because she doesn't really like the orchestra teacher, Mr Wales, very much. 3 Mia thinks her mum changed her mind because her dad spoke to her. 4 Mia is learning the guitar by watching videos on the Internet. 5 She enjoys playing the guitar because she's just doing it for herself and there isn't any pressure.

PHRASES FOR FLUENCY

- 1 Students work in pairs to first match each of the expressions to the person who said them and then to use context to help them match each one with the correct meaning. Conduct whole-class feedback on this. Then ask pairs to discuss how they would say the expressions in L1 before a second feedback stage.

Answers

1 Leo 2 Leo 3 Mia 4 Mia 5 Chloë 6 Mia

- 2 Do number 1 in open class as an example if necessary. Students complete the remaining gaps individually then compare answers in pairs. You could ask pairs to practise the dialogue together, and get one or two pairs to perform in front of the class.

Answers

1 Where shall I start?; You're a star.
2 Where have you been hiding; Now you mention it
3 Here we go; Don't be silly.

WordWise

Phrases with up

- 1 Ask students to work with a partner and complete the exercise. Check answers in open class.

Mixed-ability

Weaker classes: Before students begin, write these dialogues on the board and discuss the meaning(s) of each phrase.

A: *What's up, John? You look tired.*

B: *I was up late last night. I have an exam tomorrow.*

C: *What have you been up to this weekend?*

D: *Not much. I went to the cinema on Saturday.*

Stronger classes: During feedback, elicit or explain the meaning of the five phrases and give further examples.

Answers

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

- 2 If you're short on time, you could set this exercise for homework. If done in class, ask students to work individually to complete the sentences and then compare with a partner before a whole-class check.

Answers

1 up to 2 up 3 What's up 4 up to
5 up to 6 up to

Workbook page 12

PRONUNCIATION

For pronunciation practice of linking words with *up*, go to Student's Book page 120.

FUNCTIONS

Complaining

- 1 Type *person complaining* into an internet search engine to find an appropriate photo to show to students. In open class, ask why the person might be complaining. Listen to their ideas and write any interesting vocabulary that emerges on the board. Students complete the exercise in pairs before a whole-class check.

Answers

1 d 2 a 3 b 4 c

- 2 **ROLE PLAY** Tell students they are going to do a role play about complaining. Make AB pairs. Monitor to help with any difficulties and to offer ideas where students are struggling to come up with any but avoid correcting mistakes as this is a fluency activity. Instead, note down any common errors to review at the end. Invite volunteers to perform for the class.

Mixed-ability

Stronger students practise the role play, and then try to think of their own situations and create further dialogues. Weaker students might benefit from preparation time. Divide them into pairs of As and Bs and give them three minutes to prepare ideas for their side of the conversation before making AB pairs.