

OVERVIEW

1.1 WHAT'S IN A NAME?

- SPEAKING** | talk about names
VOCABULARY | phrases with *name*
READING | read an article about names
GRAMMAR | the continuous aspect
PRONUNCIATION | unstressed auxiliary verbs
WRITING | a personal profile; learn to plan your writing

1.2 WHAT ARE YOU LIKE?

- SPEAKING** | discuss statements about language learning
GRAMMAR | describing habits
PRONUNCIATION | stressed/unstressed *will/would*
VOCABULARY | personality
LISTENING | listen to a radio programme about a personality test
SPEAKING | discuss the results of a personality test
VOCABULARY PLUS | idioms for people

1.3 PICTURE PERFECT

- VOCABULARY** | images
FUNCTION | speculating
LEARN TO | use vague language
PRONUNCIATION | connected speech: linking, elision
SPEAKING | speculate about people based on their portraits

1.4 FRANCESCO'S VENICE DVD

- DVD** | watch a BBC documentary about Venice
speakout | a possession
writeback | a description of an object

1.5 LOOKBACK

Communicative revision activities

  INTERVIEWS

How has your family influenced you?

This video extends discussion of the unit topic to family. Ss can view people talking about the role of family and how families influence our personalities. Use this video at the start or end of Unit 1 or set it as homework.

WHAT'S IN A NAME?

Introduction

Ss revise and practise the continuous aspect in the context of talking about common names and personality types. They also practise writing a personal profile.

SUPPLEMENTARY MATERIALS

Resource bank: p137

Warm up: write the questions below on the board and prepare your own answers.

Ex 1: prepare your own answers to the questions.

Ex 4B: bring monolingual dictionaries for Ss to use.

Warm up

Write the following questions on the board: *Which names are popular in your country at the moment for boys and girls? If you were about to have a baby boy/girl, what names might you give him/her? Why?* Start by telling Ss your own answers to the questions. Ss discuss the questions in pairs. In feedback, nominate Ss to share their answers with the class, and write the names they suggest on the board, asking them to spell them out to you.

SPEAKING

1 The aim of this activity is to introduce the topic of names, and help you assess Ss' language and speaking skills. Begin by writing your name on the board, and share your answers to questions 1–2 with the class. Give Ss 2 mins to think about their own answers to the questions alone, and make notes if they want. Arrange Ss into small groups to discuss the questions. When they have finished, nominate a student from each group to share one or two answers with the class.

Teaching tip

Ss at Advanced level have often spent many years studying English, and will have come across similar activities and language many times. In order to make language learning effective at this level, it's therefore important to 'stretch' Ss in order to make the most of their abilities. When Ss are speaking, encourage them to ask follow-up questions in order to exploit speaking activities. Ask follow-up questions yourself when conducting feedback, and elicit reasons for their answers and opinions. Also, try to make topics appealing by bringing (your and Ss') real experience into the discussion where possible.

VOCABULARY PHRASES WITH NAME

2A Ss choose the correct words alone then check in pairs. Go through the answers with the class, checking understanding of the expressions in bold as you go through each answer.

Answers: **1** after **2** up to **3** made **4** household **5** put
6 clear **7** by **8** in **9** given **10** maiden

B Answer the first question together as an example, and make it clear that there can be more than one possible answer for each question. Ss answer the questions in pairs. Monitor and help where necessary. When they have finished, check answers with the class.

Answers: **a)** surname, middle name, given name, maiden name, married name **b)** surname, married name
c) live up to my name, made a name for myself, clear her name
d) address (someone) by name **e)** put my name forward
f) a household name **g)** in name only **h)** named after

Watch out!

First name and *forename* are synonyms of *given name*. Similarly, *last name* is a synonym of *surname*. Point these out to Ss and write them on the board.

C Ss discuss in pairs. When they have finished, put pairs together into groups of four to compare their answers. In feedback, nominate a student from each group to share their answers with the class.

Teaching tip

When Ss ask you for vocabulary, or if new words and phrases arise naturally during an activity, it's important to exploit this as far as possible at this level. This is where real learning takes place, as Ss have a genuine need for the language. Write new words on the board, but also add common collocations, phrases, synonyms and opposites to exploit the new language as far as possible.

READING

3A Ask *What are some common given names in your country or countries?* and write Ss' suggestions on the board. Ss discuss the questions in pairs. In feedback, elicit Ss' answers, and have a brief class discussion.

B Elicit/Check the meaning of *CV*. Give Ss 1 min to skim the article and complete the sentence. Explain that they will have a chance to read again in more detail afterwards. Stop them after 1 min and give them time to compare their answers in pairs, before eliciting their ideas in feedback.

Suggested answer: The main idea of the text is that the names people are given by their parents are less traditional than in the past, but that names are still important for people's careers and their future.

Teaching tip

When we read in our first language, we unconsciously employ a range of subskills, such as reading for gist, reading for detail, reading for specific information and reading to infer meaning. In our first language, we usually take a 'top-down' approach by starting with general understanding then homing in on the detail. When Ss practise reading, it's important we also encourage this approach by asking them to read quickly for general understanding first. This will help them become more fluent readers.

C Go through the questions with the class and elicit what Ss can remember, but don't give any answers yet. This will give you a chance to assess how much information they picked up from the first reading. Give Ss enough time to read the text again in more detail, before checking their answers in pairs. Tell Ss not to worry about new vocabulary for now, as they will have a chance to work on it in Ex 4B. In feedback, elicit Ss' answers.

Answers:

- 1 No, it isn't. Normal people are also choosing strange names for their children.
- 2 Some names carry positive associations and are linked with success, while others carry negative associations.
- 3 Your name might help you to get call-backs from prospective employers.
- 4 Celebrity culture and ethnic diversity are making people keen to make more individual choices about names.

4A Ss discuss the questions in pairs. In feedback, nominate Ss to share their opinions with the class.

B If you've brought dictionaries to class, distribute them for Ss to use. Ss find the words and phrases in the text and discuss the meanings in pairs. Encourage them to use the context and co-text (the words surrounding the words being focused on) in the article before referring to the dictionaries. Monitor and help where necessary. In feedback, elicit Ss' answers, and be prepared to clarify further if necessary.

Answers:

- 1 choosing
- 2 becoming stranger and more unusual
- 3 reach a position of power or a top position (e.g. professionally)
- 4 referring to your career
- 5 settled, decided with little debate
- 6 when a company calls potential employees for an interview after looking at their CV
- 7 for people or things such as

GRAMMAR THE CONTINUOUS ASPECT

5A Write the following sentences on the board: *I'm thinking about changing my name. I often think about changing my name. Ask: Which sentence uses a continuous form? Why does it use it?* (The first sentence, to show that it's an activity in progress during a particular period, though not necessarily at this exact moment.) Focus attention on the first sentence, and elicit the answer. Ss read the other sentences then discuss in pairs why the continuous form is used. In feedback, elicit Ss' ideas, but don't give any answers yet.

B Ss match the uses and sentences alone, then check in pairs. In feedback, elicit Ss' answers.

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

Teaching tip

By the time Ss reach Advanced level, they will have met most of the grammar of English previously, though they will have studied structures separately. At this level, it's important to bring everything together, by looking at common features, e.g. the continuous aspect. Therefore, when looking at the different uses of the continuous aspect, try to highlight similarities of its function as a whole, i.e. that it usually focuses on the action rather than the result and that this is why we don't use state verbs in continuous forms.

▶ LANGUAGEBANK 1.1 p128-129

Stronger classes can read the notes and do the exercises at home. Otherwise, check the notes with Ss, especially the fact that the continuous aspect focuses on the action and its duration, rather than the result. In each exercise, do the first sentence as an example. Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

- A** 1 a) isn't working 2 b) haven't finished 3 a) was having
4 a) is weighing 5 b) don't know 6 a) was looking
7 a) am talking 8 b) didn't hear 9 a) been studying
10 a) am doing
- B** 1 Why are you crying?
2 How long was he working/How long had he been working
3 What have you been doing
4 How long have you been living
5 Who were you talking
6 What did you want
7 Have you been waiting
8 Why didn't you finish
Sentences 6 and 8 need a simple form.

6A Read the example with the class. Ss discuss in pairs which verbs would be better in the continuous form and why. Monitor and help where necessary, but don't give any answers yet.

B Ss listen to the recording and check their answers. Be prepared to give further explanations/examples where necessary.

Answers:

- 1 be having (The action is still in progress.)
- 2 've been waiting (It's an unfinished action and emphasises the length of time.)
- 3 Correct
- 4 'm trying (It's an action in progress at this time.)
- 5 'd been expecting (It emphasises the length of time.)
- 6 Correct
- 7 Correct
- 8 'll have been living (It emphasises the length of time.)
- 9 'm working (The action is still in progress.)
- 10 was making (It talks about something that was in progress when I got home.)

C Play the recording and ask Ss to focus on the auxiliary verbs. Elicit how they're pronounced (as weak forms) and model further if necessary. Play the recording again and pause after each sentence for Ss to repeat.

7 Give Ss 3–4 mins to complete the sentences so they are true for them. Monitor and help with ideas, writing any new words and phrases on the board. When they are ready, arrange Ss into small groups to compare their sentences. In feedback, elicit any common answers with the class.

WRITING A PERSONAL PROFILE; LEARN TO PLAN YOUR WRITING

8A Write on the board: *a personal profile* and elicit where Ss might see one (a blog, a social networking site, an online course, a job application). Focus Ss' attention on the personal profile. Give them 2 mins to read it and discuss in pairs where they think it appears. In feedback, elicit Ss' answers.

Answer: This personal profile is from the 'About' page of a personal website or blog.

B Read the guidelines with the class, and check understanding. Ss read the profile again and, in pairs, discuss how far Mira Kaya's profile follows them. In feedback, elicit Ss' answers.

Answer: It follows all of the guidelines.

9A Ss categorise the words and phrases from the box in pairs. Monitor and help with any new vocabulary. In feedback, elicit Ss' ideas.

Suggested answers:

a blog/a social networking site: where you're from, family information, likes/dislikes, hobbies, favourite music/food, religious or spiritual beliefs, pet peeves, groups you belong to, trips and unusual experiences

a networking site for professionals/a job application: talents and skills, education/grades/qualifications, goals and plans, address, job, professional achievements

B Discuss the question as a class.

Suggested answers: You should only include information you are comfortable with and which you think is relevant for the purpose. Always consider the reader and what he/she wants to know. It's generally best to avoid certain topics, such as religious beliefs, anything too personal or confidential information about your work.

speaKout TIP

Read the speakout tip with the class and emphasise the importance of considering your audience when you write. Refer back to the formats discussed so far (a blog/a social networking site and a networking site for professionals/a job application) and answer the questions with the class for each type of text.

10A Focus attention on the notes. Give Ss 1 min to read through and select anything inappropriate. Elicit answers from the class.

Answer: qualifications

B Books closed. Write on the board: *planning your writing*. In pairs Ss brainstorm a list of things they can do when planning to write. In feedback, elicit Ss' ideas and write them on the board. Ask Ss to open their books again and say which of the things in the list they do.

11 Give Ss 1 min to read the stages and check understanding. Refer Ss back to the speakout tip for stage 1. Encourage Ss to make notes in stage 1, and monitor, helping with ideas where necessary. Give Ss enough time to write their profiles, and monitor and help with vocabulary, writing any new words and phrases on the board. When they are ready, Ss compare their profiles in small groups and discuss any common features. In feedback, nominate Ss from each group to share any common features with the class.

Teaching tip

Many teachers avoid doing writing activities in class, as it's perceived as a 'quiet' activity best done alone. However, doing writing in class allows us to monitor Ss *during* the writing process, and so help them with ideas, planning, structuring, editing, etc., and not just focus on the finished product.

Homework ideas

- **Ex 11:** write a final draft of your personal profile.
- **Language bank:** 1.1 Ex A–B, p129
- **Workbook:** Ex 1–5, p4–5

WHAT ARE YOU LIKE?

Introduction

Ss revise and practise describing present and past habits in the context of language learning. They also learn and practise personality adjectives and idioms for describing people.

SUPPLEMENTARY MATERIALS

Resource bank: p135, p136 and p138

Warm up: write the two headings below on the board.

Warm up

Arrange the class into two large groups (A and B), and write at the top of the board: *Good language learners ...*, *Bad language learners ...* Group A makes a list of things good language learners do (e.g. read books in English), and group B makes a list of things bad language learners do (e.g. always use their first language during class). When they have finished, arrange Ss into pairs (one from each group) to compare their answers. In feedback, elicit Ss' ideas and build a list on the board under the two headings. Before starting Ex 1A, Ss quickly read the questionnaire and tick any of the ideas they have already mentioned.

SPEAKING

1A Focus attention on the message board, and check understanding of the task by eliciting how Ss mark each statement if they strongly agree, agree, disagree or strongly disagree. Ss work alone to read the questionnaire and mark each statement.

B Ss compare their answers in pairs and discuss the questions. In feedback, nominate Ss to share their answers with the class.

GRAMMAR DESCRIBING HABITS

2A Write on the board: *Present habits* and *Past habits*. Elicit what expressions Ss already know to describe them, and write them on the board. Focus attention on the table. Ss underline verbs and expressions in the message board from Ex 1 and use them to complete the table. In feedback, elicit Ss' answers and drill the expressions chorally and individually.

Answers: **2** I'm always watching videos, I'm always looking for opportunities **4** I'm inclined to be very analytical/I'm happy to take risks with language **5** I have a tendency to focus on the grammar **6** As a rule, I'm happy to take risks **7** nine times out of ten I'll just know if something is wrong **8** I didn't use to have the confidence to speak **9** I would spend hours studying grammar rules **11** I kept making mistakes **13** I tended to get frustrated

Teaching tip

Drilling is sometimes seen as an activity for Ss at lower levels, who have more difficulties with the sounds of the language. While this is true, drilling new language at higher levels is also important, particularly with English where the pronunciation and spelling are so different. Drilling also helps us to focus on stress and intonation, which are very important in being understood clearly.

B Ss listen to the recording and write the sentences, then check in pairs. Play the recording a second time if necessary. In feedback, elicit Ss' answers and write the sentences on the board.

Answers:

- 1 He'll spend hours on the computer.
- 2 They would complain all the time.
- 3 She'll disagree with everything you say.

C Before playing the recording, ask Ss to pay attention to the pronunciation, especially the stressed words. Play the recording and elicit Ss' ideas.

Answers: The stress is on a different word in the two versions. In sentences 2, 4 and 6 the stress is on *will/would* and the effect is to make the speaker sound irritated or annoyed about the habit.

D Play the recording, pausing after each sentence for Ss to repeat. Elicit which sentence the speaker doesn't sound annoyed in.

Answer: Sentence 1

▶ LANGUAGEBANK 1.2 p128–129

Stronger classes can read the notes and do the exercises at home. Otherwise, check the notes with Ss, and check Ss understand that we use *will/would* to describe habits, not states. In each exercise, do the first sentence as an example. Ss complete the exercises alone, then check their answers in pairs. Ss can refer to the notes to help them.

Answers:

- A** **1** On Sunday mornings, I'll get up early and go for a run ...
2 I'll sometimes wait for hours ...
3 My mother-in-law will always bake a cake for us ...
4 He will keep bothering me for my telephone number, ...
5 The children won't stop fighting, ...
6 She'll spend the first half an hour chatting ...
7 My parents would take us on camping holidays ...
8 My grandfather wouldn't shout, or tell you off. ...
- B** **1** has a tendency to cause **2** 's inclined to buy
3 prone to arguing **4** keep wondering **5** always making
6 kept cheating **7** a rule, don't use **8** would always bring

3A Read the first example with the class. Ss work alone to complete the sentences then check in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 I have a tendency to sleep in late.
- 2 I'm not inclined to be very laid-back.
- 3 I'm always looking for new things to learn.
- 4 As a rule, I try not to work at the weekend.
- 5 Nine times out of ten I'll be right about my first impressions.
- 6 As a child I would spend hours reading.

B Give Ss one or two examples about yourself first to demonstrate. Ss work alone to choose two or three of the sentences and change them with true information, then compare in pairs. In feedback, nominate Ss from each pair to share their ideas with the class.

Alternative approach

Ss choose four sentences, and change them so that two are true and two are false for them. In pairs, they read out their sentences and answer follow-up questions for their partner to decide which are true and which are false.

C Demonstrate by telling the class about a habit that you or someone you know has. Give Ss a minute or two to think about their own answers and make notes if they want. Go round and help with vocabulary, writing any new words/phrases on the board. When they are ready, put Ss into pairs to share their ideas.

VOCABULARY PERSONALITY

4A Write on the board: *Adjectives of personality*, elicit one or two from the class and write them on the board (e.g. *kind, rude, intelligent*, etc.). Arrange Ss into pairs and give them a few minutes to brainstorm and write down as many adjectives as possible. In feedback, elicit Ss' answers, check understanding and write them on the board.

B Focus attention on the words in the box, and check/explain any new vocabulary. Give Ss an example, e.g. *open-minded* (someone who is open-minded likes to consider different points of view). In pairs, Ss give examples of what each person does. In feedback, nominate Ss to share their ideas with the class.

C Ss work alone to match the sentences to the words in the box from Ex 4B, then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 perceptive 2 prejudiced 3 apathetic 4 obstinate
5 rebellious 6 solitary 7 neurotic 8 open-minded

D Ss work in pairs to write their definitions. Monitor and help with vocabulary, writing any new words and phrases on the board. When they've finished, arrange Ss into small groups to compare their sentences. In feedback, nominate Ss from each group to share their ideas with the class.

Suggested answers:

inspirational: does things which encourage other people to have ideas
over-ambitious: tries to do too much
conscientious: works hard
insensitive: doesn't notice or think about other people's feelings
mature: behaves in a sensible, adult way
inquisitive: is curious to know more

Alternative approach

Once Ss have written their definitions in Ex 4D, put them into new pairs. Ss read out their definitions only to their partner, who guesses which words they are defining.

VOCABULARYBANK p148 Personality

1A Ss match the opposites alone, then check in pairs. In feedback, elicit Ss' answers and be prepared to provide further explanations/examples where necessary.

B Ss match the adjectives to the statements alone, then check in pairs. In feedback, elicit Ss' answers.

C In pairs, Ss describe people they know and/or famous people who match the adjectives. Make sure they don't describe other Ss in the class, though.

Stronger classes can do the exercises at home.

Answers:

A considerate/selfish, circumspect/impetuous, conservative/liberal, temperamental/easy-going, gregarious/introverted
B 1 selfish 2 temperamental 3 conservative 4 introverted
5 easy-going 6 circumspect 7 liberal 8 impetuous
9 considerate 10 gregarious

LISTENING

5A Introduce the listening by asking Ss if anyone has heard of the Myers-Briggs Type Indicator before. Ss read the radio programme listing alone then answer the questions in pairs. In feedback, elicit Ss' answers.

Answers: 1 It is a test of your personality. 2 Anybody can use it, but it is widely used by companies for their workers.

B Focus attention on the questions and elicit Ss' predictions. Ss listen to the recording and answer the questions, then check in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 the people we work with
- 2 all kinds of people, often office workers
- 3 The interviewer asks questions about Mariella's lifestyle, what she does at the end of the day, whether she can put together flat-pack furniture, how she would react in certain situations and how she does her shopping.

Unit 1 Recording 6

M = Mariella J = John

M: For any of you who work surrounded by other people, you'll know that one of the biggest stressors in the world of work is not the work itself, it's the people we work with. There are the people who need to be noisy, while you're trying to be quiet, there are the ones who 'shh' you when you tell them a really good story, there are the sweeping generalisers, and the detail-obsessed nit-pickers, the obsessive planners, and the last-minute deadline junkies. You, of course, are perfect. These days there are tests for just about everything, and personality is no exception. If you've ever been intrigued to define your type, or sat down and completed a questionnaire at work, then it's likely you'll have come across the Myers-Briggs Type Indicator, known to its fans as the MBTI. Myers-Briggs is the world's most widely used personality questionnaire. From Beijing to Boston to Bournemouth, office workers, college students, and people who are simply curious to find out more about themselves, answer a series of questions to determine which of sixteen different personality types they fall into.

J: How did you find completing the questionnaire that you completed just yesterday I think?

M: Em, I found it not particularly challenging. Maybe I didn't think about it as much as one ought to

...

M: The preferences are split into four sections, so prepare yourself for the psychological bit. The first category determines whether you are an extrovert or an introvert. The second tells you whether you prefer to sense or intuit information. The third deals with decision-making, thinking or feeling. And the fourth, our approach to actions, judging and perceiving. Ultimately, you end up with a four-letter acronym, like ENFP, or ISFJ, which describes your personality type.

J: How do you prefer to, if you like, recharge your batteries at the end of a tiring day?

M: Well, most of the time, I prefer to go home and be quiet and read, or slow down ... put my children to bed and so on.

J: Typically when we ask people this sort of question. Typically, introverts are more likely to talk about spending quiet time, time on their own, reading, etc. Extroverts are more likely to talk about spending time with people. I don't know if you ever had the opportunity to put together any flat-pack furniture, or anything like that, how did you go about doing it?

M: Well, you know, I'd lose the screws, and then the directions would be underneath the box, and then I'd lose another part of it, and it would take quite a long time, and be quite an infuriating process.

J: OK. Typically when we ask that question, people with a preference for sensing will like to follow the instructions. People who have a preference for intuition, it's not that they disregard instructions, but they are a little bit more of a guide. If you imagine that perhaps a friend of yours gives you a call, and says, 'I've just been burgled,' what would you, what would your reaction be, what would you do?

M: Do you know, it's so difficult, because I think it depends on the person, you know ...

J: In some ways ... matter ... to me it's a matter of what you do first, because both people with a preference for thinking, (and both people with a preference for feeling) ... will do both things. They'll do the practical things, 'Have you called the police?', 'Is the person still there?' 'Have you, you know, called the insurance?', etc., etc. And they'll then go on to 'And how are you?'

M: Well, in that instance I would definitely fall into the thinking category, I think.

J: How do you go about doing the food shopping?

M: Em I, I'm in love with internet food ordering, um so I do that, and then all the things that I've forgotten, 'cos I don't do it with any great system, I spend the rest of the week running out and picking up.

J: OK. Typically, people with a preference for judging will be quite organised about those sorts of things. People with a preference for perceiving may also make lists, but those lists have a more aspirational quality.

M: Random feel, shall we say?

J: Yeah, they have things that they might buy, or they might not buy. If they see something more interesting when they get to the supermarket, they'll get that instead.

M: At the end of my conversation with John, I got my personality type, which I'll illuminate you on later.

Teaching tip

When we listen in our first language, we often (consciously or unconsciously) make predictions about what we are going to hear, depending on the context and what we expect to hear. We then process new information by 'attaching' it to what we know already. Therefore it's important to give Ss opportunities to predict before they listen. Not only will this help them absorb new information, but it will also clarify what they are listening for.

6A Ss discuss the meaning in pairs. In feedback, elicit Ss' ideas and check understanding. Be prepared to give further explanations and examples where necessary.

Answers:

- 1 people who make statements that are too general and do not consider all the facts
- 2 people who argue about small, unimportant details
- 3 people who worry excessively about plans
- 4 people who leave doing their work until the last minute before it needs to be finished.
- 5 regain your energy/strength
- 6 furniture that you can buy in warehouses which you unpack and assemble yourself at home.

B Give Ss 5 mins to see how many of the questions they can answer from memory, then play the recording again for them to check. In feedback, elicit Ss' answers.

Answers: 1 b) 2 c) 3 b) 4 c)

C Ss answer the questions alone, then compare their answers in pairs. Monitor and help with vocabulary, writing any new words and phrases on the board. In feedback, nominate Ss to share their ideas with the class.

SPEAKING

7A Focus attention on the Myers-Briggs test, and demonstrate how to complete it, e.g. if a student answered b) or c) for question 1 in Ex 6B, they choose the letter *I* for *Introvert*. Ss work alone to choose their letters.

B Ss check their profiles with the information on p158.

C Ask Ss to stand up, mingle and compare their profiles. In feedback, nominate Ss to tell the class who they are most similar to, and if they agree with their profiles.

VOCABULARY PLUS IDIOMS FOR PEOPLE

8A Ss work alone to work out the meanings of the idioms. Encourage them to use the information in the sentences, and tell them not to worry if they don't understand them fully at this stage. When they are ready, Ss compare their ideas in pairs. In feedback, elicit Ss' answers, and be prepared to give further explanations and examples where necessary.

Answers:

- 1 yes-man: someone who always agrees with and obeys his/her employer, leader, wife, etc.
- 2 whizzkid: a young person who is very skilled or successful at something
- 3 busybody: someone who is too interested in other people's private activities
- 4 chatterbox: someone (especially a child) who talks too much
- 5 pain in the neck: someone who or something which is very annoying
- 6 dark horse: someone who doesn't tell others very much about himself/herself, but has surprising qualities or abilities
- 7 old hand: someone who has a lot of experience at something
- 8 set in his/her ways: someone who is unlikely to change his/her habits or opinions
- 9 black sheep: someone who is regarded by other members of his/her family group as not fitting in or an embarrassment
- 10 life and soul of the party: someone who enjoys social occasions and is fun to be with

B Ss match the idioms to the situations in pairs. In feedback, elicit Ss' answers.

Answers: 1 He is very set in his ways. 2 He's an old hand.
3 He's/She's a chatterbox. 4 She's a dark horse.
5 It's a pain in the neck. 6 He's a whizzkid. 7 He's a busybody.
8 She's the life and soul of the party.

speakout TIP

Read the speakout tip with the class and ask Ss if they use any of these methods already. Explain that there is no 'correct' way to learn idioms, and that it's a case of Ss experimenting and finding out which way works best for them.

C Arrange Ss into small groups. Ss use the idioms to describe people they know in their lives or famous people. Make sure Ss avoid describing other people in the class though. In feedback, nominate Ss from each group to share their ideas with the class.

▶ VOCABULARY BANK p148 Idioms for people

1A Write on the board: *apple, cannon, potato, blanket, cheese* and *cookie*. Ask if anyone knows any idioms for describing people which use these words. Ss work alone to identify the idioms, then check in pairs. Don't give any answers at this stage.

B Ss match the idioms to the pictures, then check in pairs. In feedback, elicit Ss' answers.

Stronger classes can do the exercises at home.

Answers:

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

Homework ideas

- **Language bank:** 1.2 Ex A–B, p129
- **Vocabulary bank:** p148
- **Workbook:** Ex 1–5, p6–7

PICTURE PERFECT

Introduction

Ss learn and practise phrases for speculating and how to use vague language.

SUPPLEMENTARY MATERIALS

Resource bank: p139

Warm up: bring or download a range of modern/old portraits (preferably less well-known) to the class, one for each group of three Ss. Write the prompts below on the board.

Warm up

Write the following prompts on the board: *Name, From, Age, Profession, Background and Hopes for the future*. Arrange Ss into groups of three and distribute a portrait to each group. Ss invent a life story for the person in the portrait, using the prompts on the board to help. Monitor and help with ideas and vocabulary, writing any new words and phrases on the board. When Ss have finished, collect the portraits and display them so the whole class can see them. Groups take it in turns to read out their life stories, while other Ss guess which portrait they are describing.

VOCABULARY IMAGES

1A Focus attention on the portraits. Elicit Ss' ideas and write them on the board.

B Ss read the text and check their predictions. Tick off any that are mentioned in the text and check the ideas from the answers below.

Answers: Bailey feels it is important to get a reaction from the person to see their true personality. He thinks you should see things as they are, not how you think they should be.

C Read the example with the class. Ss work in pairs to discuss the meaning of the words in bold from the text. Encourage Ss to use the context and co-text to help. In feedback, elicit Ss' answers, and be prepared to give further explanations and examples where necessary.

Suggested answers:

captures the beauty: shows you how beautiful something is
 evocative: reminds you of, makes you think about
 iconic: important and recognisable, well-known and memorable
 revealing: telling us something about
 striking: strong and easily noticed
 provocative: creates a reaction, exciting to look at (maybe also sexually exciting)

FUNCTION SPECULATING

2A Focus attention on the portraits and elicit in more detail what Ss can see. Ss discuss the questions in pairs. Monitor and help with vocabulary where necessary. In feedback, elicit Ss' answers and write them on the board.

B Ss listen to the recording and make notes under the subheadings, then check in pairs. In feedback, elicit Ss' answers and compare against their original ideas on the board.

Answers:

The girl in the blue apron (A)

character/appearance: looks nice, mid-thirties, friendly, something in her eyes, about to laugh, serene, you'd get on with her
job: in a bakery or a posh deli because of the white marks on her apron

The older lady (C)

character/appearance: looks dignified, intellectual, she's seen a lot, pretty, snazzy outfit, nice make-up
job: a lecturer in a university, something brainy, a model, something to do with fashion

The young guy (B)

character/appearance: looks happy, pretty cool, big smile, bright T-shirt, creative, looks like a laugh, cool hair
job: creative, something to do with computers, graphic design, something cool, designs bags, marketing, receptionist at a gym

Unit 1 Recording 7

M = Man W1 = Woman 1 W2 = Woman 2

M: So, er, looking at this photo of the girl in the blue apron ...
W1: Yeah.
M: I'd say she's around thirty years old.
W1: Yeah. She looks nice actually.
W2: I reckon maybe mid-thirties.
M: Oh really?
W2: Or something like that, yeah.
W1: If I had to make a guess I'd say actually thirty-two.
M: I wouldn't say that old.
W1: There's something about her, isn't there?
W2: Yes.
M: She looks friendly.
W2: Well, there's something in her eyes actually, that makes me think she's about to laugh or something.
M: Have you noticed her apron's got some sort of white marks on it, kind of er ...
W1: Yeah, she's obviously been baking bread, hasn't she?
M: Yes.
W1: She looks quite serene though.
W2: She does yeah, she's – she – she looks like you'd get on with her.
W1: Yes, I suppose you would, yeah.
W2: Yeah.
M: What about where she's working? What would you say?
W1: Well ...
W2: That's bread isn't – oh is it? Is it bread? I think it's ...
M: Wasn't – is it cheese in the background?
W1: Don't think ...
W2: I think that's bread.
M: OK.
W2: It could be a bakery, as you know, there's like bread and stuff in the background.
W1: Yeah, she's got a bit of flour down there as well.
W2: Oh yeah. Yeah, she must have been ...
W1: So ...
M: One of those posh delis, don't you think?
W1: Probably. Shall we go to the next – yeah, photograph.
M: Yes, let's have a look.
W1: Have you got – the – this lady, the older lady, yeah?
W2: The older lady, yeah.
M: Oh yeah, yeah, I've got her.
W1: Yeah, there she is.
W2: What do we think about her?
W1: Oh, she looks very dignified, doesn't she?
M: Definitely.
W1: Um ...
M: She looks, I would say, she looks intellectual, maybe that's 'cos of her age, but ...
W2: Yeah.
W1: Yeah.
M: Something about her face that just makes me think she's seen a lot.
W2: Yeah, she gives the impression of being very intellectual.
M: Yeah.
W2: I might suggest she's a lecturer in a university or ...

- M:** Yeah.
W2: Um, something really brainy like that.
W1: It seems to me she's very pretty as well.
W2: She is, yeah.
W1: She could have been a model, or anything like that.
W2: Oh, do you think?
W1: Yeah.
M: The outfit's quite sort of snazzy, isn't it? You know. She could have been something like that in a – in her heyday.
W1: She looks – well she's done her make-up nicely, hasn't she?
M: And that – that necklace might suggest that she has got something to do with fashion.
W1: Yeah. Yeah.
M: Let's have a look at the next one.
W1: Yeah, what's the ...
M: Ah, right.
W2: This young guy.
M: He looks happy.
W2: He looks pretty cool actually.
M: Big smile.
W2: Yeah.
W1: Nice bright T-shirt.
M: Er, I wonder what his job is.
W1: I'm pretty sure he's a creative of some sort.
W2: I'd hazard a guess it's something to do with computers because he's, you know, he's surrounded with them, so maybe graphic design, something cool.
M: There's something about him that says sort of creative, doesn't it? You know, with the – with the bags around.
W1: Yeah, er what do you think about all those bags in the background?
W2: Oh yeah, I hadn't noticed those.
W1: I wonder what those are for.
M: They might suggest that he designs the bags perhaps. I don't know.
W1: Yeah, maybe. Maybe he's like a creative or something, or marketing or something that involves computers, like you said.
M: What's that in the window, right through the back? It looks like a load of bikes, is it?
W2: It makes me think he's in a gym, which is really strange, isn't it? 'Cos he doesn't look ...
W1: Yeah, a gym.
M: Maybe he's the receptionist at a gym. No.
W1: I'm pretty sure ...
W2: What, with bags out everywhere and computers?
M: OK, no.
W1: Yeah.
W2: I don't know though.
W1: I'm pretty sure he's quite a laugh though. He looks like a laugh, doesn't he?
M: What about – how old would you put him?
W1: Oh, um ...
W2: I'd hazard a guess he's about twenty-something. Or do you think he's older?
M: Oh, definitely older. Yeah, I reckon he's about forty-ish.
W1: No way, really?
W2: Do you think?
W1: I do like his hair; I think it's really cool.
M: Yeah, he just looks kind of happy.

C Ss work in pairs to answer the questions from memory. Monitor and help where necessary, but don't give any answers yet.

D Ss listen again and check their answers. In feedback, elicit Ss' answers.

Answers: 1 C 2 A 3 B 4 A 5 B 6 C

3 Focus attention on the expressions used for speculating, and explain that we can use these expressions when we're making guesses about something. Ss find examples of the expressions being used in the audio script on p165, then check in pairs. In feedback, elicit Ss' answers and drill the expressions chorally and individually.

▶ LANGUAGEBANK 1.3 p128–129

Stronger classes could read the notes and do the exercise at home. Otherwise, drill the phrases from the table, checking Ss are using natural intonation. Ss work alone to complete the conversations, then check their answers in pairs. In feedback, elicit Ss' answers. Ss practise the conversations in pairs.

Answers:

- 1 reckon, looks 2 hazard 3 sure 4 guess 5 wonder
 6 say, seems 7 give

4 Ss work alone to rewrite the sentences, then check in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 It seems to me that she's a bit lonely.
 2 He gives the impression of being angry.
 3 I reckon she's probably an actress.
 4 If I had to make a guess, I'd say she was happy with her life.
 5 I'm pretty sure he's not telling us everything.
 6 I'd hazard a guess that she's an only child.

LEARN TO USE VAGUE LANGUAGE

5 Ss read the language in the table, then discuss the questions in pairs. In feedback, elicit Ss' answers.

Answers: Vague language sounds casual. Also see the speakout tip.

speakout TIP

Read the speakout tip with the class and explain that using vague language, hedges and fillers is a useful strategy to give yourself time to think when speaking. Ss read the audio script on p165 and find examples of these, then check in pairs.

6A Ss work alone to correct the mistakes in the sentences, then check in pairs. In feedback, elicit Ss' answers.

Answers: 1 a couple of things 2 at about eight-ish 3 stuffs
 4 got a plenty of 5 sort of finished 6 forty or so

B Focus attention on the descriptions of linking and elision, and be prepared to give further explanations/examples if necessary. Ss work alone to listen and mark the sentences from Ex 6A as in the examples, then check in pairs. Play the recording a second time if necessary. In feedback, elicit Ss' answers and drill the sentences chorally and individually.

Answers:

- 1 I'll be there soon. I just have a couple of things to do.
 2 Why don't we meet at about eight-ish?
 3 I left a lot of stuff at the hotel, but I can pick it up later.
 4 Don't worry. We've got plenty of time.
 5 We've sort of finished the accounts.
 6 There'll be about forty or so people attending.

Watch out!

Elision occurs when a sound disappears in rapid, natural speech. This makes it easier to say, and avoids having to put certain consonant sounds together to maintain a regular rhythm and speed.

/t/ and /d/ are the two sounds which are most commonly elided in English, when they have a consonant sound before and after, e.g. *Why don't we* becomes /waɪdəʊnwi/ and *an old man* becomes /ənəʊlmæn/. Raising Ss' awareness of this can help them both speak more fluently and distinguish words more easily when listening.

The /t/ and /d/ sounds are also elided (or glottalised) when they are preceded by a vowel and followed by a consonant, which means that instead of pronouncing the sound, we briefly close the vocal chords and then open them again, e.g. *about forty* which becomes /əbaʊfɔ:ti/.

Note that as well as the linking indicated in the phrases above, the /j/ sound is also used to link some of the phrases. In *be about*, this is an intrusive /j/ sound, as it isn't written. In *plenty of* and *forty or so*, it's a linking /j/ sound as it's written.

C Ss mark the examples alone then check in pairs. Encourage them to practise saying the phrases if they're not sure. Monitor and model where necessary.

D Ss listen and check their answers. Elicit the correct answers, then play the recording once more for Ss to repeat the phrases.

Answers:

- 1 It looks as if he's got a lot of work to do.
- 2 She looks about fifty or so.
- 3 It's a bit dark, isn't it?
- 4 I've got a couple of things to ask.

SPEAKING

7A Ss turn to p158 and describe and discuss the portraits in pairs. Monitor and note any common errors or examples of good language, and encourage Ss to use the language from the unit. In feedback, nominate Ss to share their ideas with the class.

Optional extra activity

Ss search the internet to find a portrait they really like, using, for example, a Google image search, or a photo-sharing website such as www.flickr.com (correct at time of going to press). When they have found one they like, Ss show it to each other in small groups, and discuss why they like it.

Encourage Ss to find ways of describing what kind of portrait it is – formal, relaxed, spontaneous, posed, etc.

B Write the following questions on the board: *Where would you be? What would you wear? What pose would you choose? What mood would you be in? Would there be any other objects in the portrait? Would you be on your own? Would it be formal or informal?* Give Ss 1–2 mins to think about where they would want to be if they were having their portrait taken and what style they would like it to be. Ss can make notes if they want to. When they are ready, Ss discuss their ideas in pairs. In feedback, nominate Ss to share their ideas with the class. Correct any common class errors that you heard, and drill any examples of good language you heard.

Teaching tip

When Ss are doing fluency work, it's important not to interrupt them to correct errors, to ensure they can maintain their 'flow'. Therefore, while Ss are speaking, monitor unobtrusively and make notes on common errors (and examples of good language use). During feedback, write any common errors on the board and correct them as 'class errors', being careful not to highlight who made the errors. Also, explain and drill any good examples of language you heard.

Homework ideas

- **Ex 7B:** draw and write about your portrait.
- **Language bank:** 1.3 Ex A, p129
- **Workbook:** Ex 1–4, p8

FRANCESCO'S VENICE

Introduction

Ss watch an extract from the BBC documentary *Francesco's Venice*, in which a historian describes the history of Venice. Ss learn and practise how to talk about a possession, and write a description of an object.

SUPPLEMENTARY MATERIALS

Warm up: write the questions below on the board.

Warm up

Write the following questions on the board: *What do you know about your family history? Has your family always lived in the place where you live now? Who is your oldest living relative?* Arrange Ss into small groups to discuss the questions. In feedback, nominate Ss from each group to share their answers with the class.

DVD PREVIEW

1 Arrange Ss into small groups. Focus attention on the photo and elicit what city it is. Ss discuss the questions in groups. Monitor and help with vocabulary, writing any new words and phrases on the board. In feedback, nominate Ss from each group to share their ideas with the class.

Culture notes

Venice is a city in northern Italy, which is famous for its rich culture, history and architecture. It has a population of around 272,000 and is popular with tourists from around the world. It is unique in its geography in that it is composed of 117 small islands, and the main form of transport is by canal, with the maritime part of Venice having no roads or cars. The most famous form of transport is the gondola, though this is now mostly used by tourists and for ceremonies. Venice was a very powerful city during the Middle Ages and the Renaissance, and is the birthplace of the composer Antonio Vivaldi.

Optional extra activity

Do a 'Venice Quiz' with the class, before sharing the information in the Culture notes. Arrange Ss into groups of three, elicit a team name from each group and write it on the board. Ask each group to appoint a 'secretary' who will write their answers down. Read out the following statements, and ask each group to write *true* or *false* for each one (but not to call the answers out):

- Venice has lots of rivers.*
(F It has lots of salt water canals.)
- Over two million tourists visit Venice every year.* (T)
- No other city in the world has more canals than Venice.*
(F Birmingham, England's 2nd largest city, has more miles of canals.)
- Most Venetian residents use gondolas every day to go to work.*
(F Nowadays these are mostly only used by tourists and for ceremonial occasions.)
- Venice has no internal roads for cars.* (T)
- Leonardo da Vinci was born in Venice.*
(F He was born in Florence.)

When Ss have written their answers, award points for each correct answer and write a tally on the board. The group with the most points wins.

2 Give Ss 2 mins to read the programme information then discuss the question in pairs. In feedback, elicit Ss' answers.

Answer: Francesco is a good person to host the programme because he is a historian and writer and his family has lived in Venice for centuries.

3 Ss work alone to complete the sentences, then check in pairs. With **weaker classes**, elicit/check the meaning of the words in the box first. In feedback, elicit Ss' answers, and be prepared to give further explanations and examples where necessary.

Answers: 1 rotting (becoming destroyed by age)
2 bequeathed (left to someone after your death) 3 warehouse
4 showroom

DVD VIEW

4 Go through the sentences with the class and check any new vocabulary. Play the DVD. Ss watch and put the events in the correct order, then check their answers in pairs. In feedback, elicit Ss' answers.

Answers: 1 b) 2 c) 3 d) 4 a)

5A Ss answer the questions in pairs from memory. Monitor and help where necessary, but don't give any answers yet.

B Play the DVD again for Ss to check their answers. In feedback, elicit Ss' answers.

Answers:

- Because the house is now rotting and in terrible condition.
- In the 13th century.
- It was bequeathed to another family.
- They did business there. They used their house as a warehouse, a showroom, a place to make money and a landing stage.

DVD 1 Francesco's Venice

FdM = Francesco da Mosto

FdM: It was around this time my family became successful merchants and decided to build a grand house. It is the oldest palazzo to survive on the Grand Canal. Now it is rotting and one of the saddest sights of the city. It breaks my heart. This palace is called Ca' da Mosto. It was built by my family in the thirteenth century and my ancestors lived here nearly four hundred years until 1603, when it was bequeathed to another family. I've driven past it a thousand times, but I've never been inside. If I have to be sincere, I'm a little shy to come inside this place – because I have always seen this house from outside; the mask that normally the public sees. It's difficult to enter a world where you have never been before, a place you know all the people of your family lived over many centuries. It's quite a strange sensation, something that gives you a feeling of all the history on your shoulders, the thing of who you are in this moment of your life. My family didn't just live in this house, they did business here. They used their house as a warehouse, a showroom, a place to make money and a landing stage, because the most profitable goods were from overseas, so a successful merchant had to be a sailor, too.

6 Ss discuss the questions in pairs. Monitor and help with vocabulary, writing any new words and phrases on the board. In feedback, nominate Ss to share their ideas with the class.

speakout a possession

7A Read through the points with the class and check they know what to listen for. Ss listen and take notes, then check in pairs. In feedback, elicit Ss' answers.

Answers:

The object is a very old carpet.

Background: Her great-grandfather took it from Calcutta to South Africa. The speaker inherited it from her grandmother.

Physical description: brightly coloured, red, white, green and gold with patterns like leaves; frayed.

Value: it's important because of the story of the great-grandfather taking it from Calcutta to South Africa. Also because she inherited it and will pass it on to her children.

Memories: Childhood memory of it hanging on her grandmother's wall.

Unit 1 Recording 10

My treasured possession is a very old carpet that has been in my family for four generations. My great grandfather was a salesman. He sold carpets in Calcutta. During the 1950s he went bankrupt and went to South Africa to find his fortune. Legend has it that he took nothing but the clothes he was wearing and this carpet. I'm not sure this is true, but that's the story. Anyway, he made his fortune in South Africa and the carpet remained in the family. When he died, my grandmother inherited it and instead of putting it on the floor of her house in Durban, she hung it on the wall. Even as a young child I remember it. It's brightly coloured, reds, white, green and gold, with these beautiful patterns that look like leaves, and I just remember it hanging on the wall of the dining room and always wondering why a carpet was on the wall. Anyway, eventually it was bequeathed to me and, um, it's now on my wall. It's a little bit old and frayed now. I suppose I should repair it. Some of the weaving is falling apart, but it still looks OK. When I die, my children will have it, and then their children, so it will always be in the family.

B Focus attention on the key phrases. Ss listen and tick the phrases they hear, then check in pairs. In feedback, elicit Ss' answers and drill the key phrases chorally and individually.

Answers: (It) has been in my family for four generations.; My grandmother inherited it.; (It) was bequeathed to me.; I should repair it.

8A Give Ss 5 mins to choose a possession of their own or think of a place that their family has special associations with and make notes on the points from Ex 7A. Monitor and help with vocabulary, writing any new words and phrases on the board.

B When Ss are ready, arrange them into small groups. Ss describe their possessions/places to each other. Encourage Ss to ask follow-up questions to find out more information. In feedback, nominate Ss from each group to share what they found out with the class.

Alternative approach

Ss describe their possessions/places to each other, as in Ex 8B, but don't say what the possession/place is. Other Ss listen and guess what the possession/place is.

writeback a description of an object

9A Elicit/Check: *gramophone player* (an old-fashioned record player), *a scratchy recording* (one that has been played so many times it has got damaged), *handed down* (passed on from generation to generation) and *an heirloom* (valuable object that has been owned by a family for many years). Ss read the description then answer the question in pairs. In feedback, elicit Ss' answers.

Answer: It is associated with childhood memories and memories of the writer's grandfather.

B Make sure Ss choose a different object/place to the one they spoke about in Ex 8B. However, they can use the points in Ex 7A to help them plan their ideas. Refer Ss back to the ideas for planning on p10, and encourage them to plan their ideas carefully before beginning writing. Ss write their descriptions alone. Monitor and help with vocabulary, writing any new words and phrases on the board. When they have finished, Ss show their descriptions to each other.

Alternative approach

When Ss have finished, collect in their descriptions and pin them up on the wall. Ss walk round and read the descriptions. In feedback, elicit which descriptions Ss liked best, and why.

Homework ideas

- **Ex 8B:** write about the possession/place you described.
- **Ex 9B:** write a final draft of your description.

LOOKBACK

Introduction

Ss revise and practise the language of Unit 1. The notes below provide ideas for exploiting the exercises and activities but your approach will depend on your aim, e.g. whether you use the activities as a diagnostic or progress test or as revision/fluency practice. If done as a test then it would not be appropriate to monitor or help Ss.

PHRASES WITH NAME

1 After explaining the activity, elicit the first answer as an example in order to check Ss understand what to do. Ss underline the correct alternatives alone then check their answers in pairs. In feedback, elicit Ss' answers. Listen carefully to Ss' pronunciation of the phrases and if necessary, drill them chorally and individually.

Answers: 1 clear 2 after 3 maiden 4 herself 5 household
6 nickname

Optional extra activity

Do a backwards dictation. Arrange Ss into small teams, elicit a name for each team and write them on the board. Dictate the phrases, starting with the last letter of each one and working backwards. The first team to guess the word or phrase gets a point. The team with the most points at the end wins.

THE CONTINUOUS ASPECT

2A Explain that Ss need to add a verb to each pair of sentences, using a simple form in one and a continuous form in the other (e.g. past simple and past continuous). With **weaker classes** elicit the first two answers as an example. Ss complete the sentences alone then check in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 a) is coming b) comes
- 2 a) 've had b) 've been having
- 3 a) was being b) was
- 4 a) don't get b) isn't getting
- 5 a) 'd worked b) 'd been working

B Read the example with the class, and elicit the reason for 1b). Ss discuss why we use each form in pairs. Monitor and help where necessary. In feedback, elicit Ss' answers and be prepared to provide further explanations and examples where necessary.

Optional extra activity

To provide extra practice of the continuous aspect, write the following verb forms on the board: *is coming/comes, have been having/have had, was being/was, don't/doesn't get/isn't/aren't getting and had worked/had been working*. Ss work alone to write five true sentences about themselves, using one of the verb forms from each option. Monitor and help with ideas where necessary. When they have finished, Ss compare their sentences in pairs.

DESCRIBING HABITS

3A After explaining the activity, elicit the first answer as an example in order to check Ss understand what to do. Ss correct the sentences alone then check their answers in pairs. In feedback, elicit Ss' answers.

Answers:

- 1 I'm prone to leaving things until the last minute, and then I always have to rush.
- 2 I don't tend to need as much sleep as I used to.
- 3 I keep forgetting her birthday.
- 4 My parents were always very strict, and they wouldn't let me out late at night.
- 5 I'm more inclined to phone people than to send them a text.
- 6 I'm always tidying my house. I can't stand it when it's in a mess.

Alternative approach

Do this exercise as a race. Arrange Ss into pairs and ask them to work together to find the mistakes as quickly as possible. The first pair to finish wins.

B Read the example with the class. Give Ss 5 mins to choose three or four sentences and change them about their partners. Monitor and check they are forming correct sentences. When they are ready, Ss read out their sentences for their partners to confirm or correct. In feedback, nominate Ss to tell the class something new they learnt about their partner.

PERSONALITY

4A Check that Ss understand the first letter(s) of the missing words is given. Ss complete the sentences alone then check in pairs. In feedback, elicit Ss' answers. Listen carefully to Ss' pronunciation of the words (especially *mature, obstinate* and *conscientious*), and if necessary drill them chorally and individually.

Answers: 1 mature 2 perceptive 3 obstinate 4 conscientious
5 open-minded 6 inquisitive

B Read the example with the class. Ss work in pairs to describe occasions and guess the word. **Fast-finishers** can choose more words and repeat. In feedback, nominate Ss to share their occasions with the class.

SPECULATING

5A Ss match the sentence halves alone then check in pairs. In feedback, elicit Ss' answers. As a follow-up, Ss can test each other in pairs by covering the first half of the sentences, then reading out the second halves in order to try and remember the phrases.

Answers: 1 c) 2 e) 3 f) 4 d) 5 b) 6 g) 7 a) 8 h)

B Give Ss some examples of your own to demonstrate the activity (e.g. *I reckon my country will win the World Cup. I'd hazard a guess that my boss won't give me a pay rise.*, etc.). Ss write their sentences alone then check in pairs. In feedback, nominate Ss to share their ideas with the class.

BBC interviews and worksheet

How has your family influenced you?

This video extends discussion of the unit topic to family. Ss can view people talking about the role of family and how families influence our personalities.