

What matters

LANGUAGE

the present: simple, continuous and perfect aspects ■ attitudes and emotions

1A Formula for happiness

1 A In pairs, discuss the questions.

- On a scale of one to ten, how happy a person are you in general?
- If you're not feeling particularly happy, what do you do to lift your mood? Does it always work?

B Look at the verbs and expressions in the box. Which are associated with happiness?

look on the bright side be down to earth feel down cheer up be over the moon



Go to Vocabulary practice: attitudes and emotions, page 114

2 A 1.3 In pairs, do 'The science of happiness' quiz. Then listen and check.

The science of happiness

Scientists have been studying happiness for decades, and they're still making new discoveries about what makes us happy. How much do you know about happiness?

<p>1 Eating chocolate cheers us up because it contains:</p> <p>a large quantities of sugar. <input type="checkbox"/></p> <p>b serotonin, the 'love' chemical. <input type="checkbox"/></p> <p>c tryptophan, which turns into serotonin. <input type="checkbox"/></p> <p>2 When we feel down, we should:</p> <p>a listen to slow, depressing songs. <input type="checkbox"/></p> <p>b listen to upbeat, cheerful songs. <input type="checkbox"/></p> <p>c not listen to music at all. <input type="checkbox"/></p> <p>3 Which of the following activities makes us feel happier?</p> <p>a binge-watching TV <input type="checkbox"/></p> <p>b baking your favourite cakes <input type="checkbox"/></p> <p>c eating your favourite cakes <input type="checkbox"/></p> <p>4 For optimum happiness, how many hours should we sleep a night?</p> <p>a six hours <input type="checkbox"/></p> <p>b seven hours <input type="checkbox"/></p> <p>c eight hours <input type="checkbox"/></p>	<p>5 What's the best temperature to be happy?</p> <p>a approximately 14°C <input type="checkbox"/></p> <p>b exactly 22°C <input type="checkbox"/></p> <p>c approximately 30°C <input type="checkbox"/></p> <p>6 What has the greatest effect on our overall happiness?</p> <p>a pursuing pleasure <input type="checkbox"/></p> <p>b feeling thankful <input type="checkbox"/></p> <p>c being wealthy <input type="checkbox"/></p>
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B Which answer surprised you most?

3 1.4 Complete the sentences with the correct form of the verbs in brackets. Listen and check.

- Tom, you _____ always _____ me from my work! (distract)
- As a matter of fact, I _____ a bit low lately. (feel)
- I _____ to lots of salsa music at the moment. (listen)
- Researchers _____ that sad songs actually lift our mood. (find)
- When we _____ on doing a structured activity that's also quite physical, we _____ focusing on how we feel. (concentrate, stop)
- I usually only _____ six hours' sleep a night, though. (get)

UNIT 1 OVERVIEW: This unit focuses on the topic of the people and things that are important in our lives. Sts do a quiz on the science of happiness, read about family values and read an article on brotherly love. In *Talking Zone*, Ben and Abigail talk about what personal items they would save in the event of a fire.

LANGUAGE

Grammar

The present: simple, continuous and perfect aspects; cleft sentences

Vocabulary

Attitudes and emotions; abstract nouns

Pronunciation

/s/ and /z/; intonation in cleft sentences

SKILLS

Reading

Dealing with non-literary language; past habits

Speaking

Paraphrasing; using fillers

LANGUAGE

1A

1A Formula for happiness

Sts discuss how happy they usually feel, then do a quiz about the science of happiness. They learn vocabulary to do with attitudes and emotions and discuss their own formula for happiness. They study the simple, continuous and perfect aspects of the present and end by discussing their own attitudes and emotions in different situations.

Grammar

The present: simple, continuous and perfect aspects

Vocabulary

Attitudes and emotions (adjectives: *astonished, conscientious, courageous, disgusted, open-minded, sarcastic, thankful*; verbs: *cheer up, come across (seem), feel down, get carried away, get into (something), throw yourself into (something)*; idioms: *be down to earth, be green with envy, be on the ball, be over the moon, keep your cool, look on the bright side*)

Pronunciation

/s/ and /z/

Communication

Talking about the present

WARMER

Write on the board *Happiness is ...*. Elicit examples of ways to complete the sentence, e.g. *Happiness is ... being together/helping others/a perfect selfie in just one click*. Discuss as a class which ideas sts like best and why.

1 A Sts discuss the questions in pairs. Find out what sts do to lift their mood.

B Sts discuss in pairs which of the verbs and expressions are associated with happiness. Check answers.

Answers

look on the bright side, cheer up, be over the moon

Go to Vocabulary practice: attitudes and emotions, SB page 114/TB page 240.

Sts will find more language presentation and practice for verbs and expressions for attitudes and emotions here. Do these exercises with the class, or set them for homework, before continuing with exercise 2A of lesson 1A.



Remind sts to go to the app for further self-study practice of attitudes and emotions vocabulary.

2 A 1.3 Explain *upbeat songs, binge-watching* and *pursuing pleasure* if necessary. Put sts into pairs to read the quiz and guess the answers. Then play audio track 1.3. See TB page 304 for audio script. Check answers.

Answers

1 c 2 a 3 b 4 c 5 a 6 b

B Discuss which answers surprised sts.

3 1.4 Sts complete the sentences. Play audio track 1.4 for sts to listen and check their answers. See the SB page opposite for audio script.

Answers

1 're/are, distracting 4 have found
2 've been feeling 5 concentrate, stop
3 'm listening 6 get

3 x PRACTICE

SB page 4, exercise 3

- Do the exercise as normal. To check answers, read each sentence in turn and ask: *Who knows the answer to this one?* Ask a confident student to tell the class the verb form they have written and why.
- Close books. Write prompts for each sentence on the board, e.g. *Tom / distract / work*. In pairs, sts try to remember the sentences. They can look at their book to check.
- In pairs, ask sts to write their own sentences based on the sentences in the exercise, e.g. *Ella, you are always interrupting me when I'm on the phone!* Ask some students to read their sentences to the class.

4 Look at the verb forms in exercise 3. Match sentences 1–6 with aspects a–c below. Some verb forms have two aspects. Then read the Grammar box.

- a simple _____ b continuous _____ c perfect _____

Grammar the present: simple, continuous and perfect aspects

Present simple:

Spain **produces** 45% of all the olive oil in the world.
We **commute** by train to the city centre.

Present continuous:

I'm just **finishing** an email to my tutor.
She's always **making** me late!

Look! The continuous aspect can indicate that an action is not necessarily completed:

I've been reading a book about happiness.

The perfect aspect connects the past to another point in time, in this case the present:

I've lived in the outskirts for a year.

Present perfect simple:

Real Madrid **has won** La Liga 33 times.
I **haven't finished** my assignment yet.

Present perfect continuous:

I've **been trying** to connect to the internet all day.
He's out of breath because he's **been jogging**.



Go to Grammar practice: the present: simple, continuous and perfect aspects, page 94

5 **A** 1.6 **Pronunciation:** /s/ and /z/ Listen to the sentences. Is the 's' in **bold** pronounced with an /s/ or a /z/ sound?

- | | |
|--|---|
| 1 She's been staying at a friend's house. | 4 It's ages until we go away on holiday. |
| 2 It's been a long time since I've seen him. | 5 She's only just starting to write her assignment. |
| 3 He's been working late again. | 6 Jack's been washing the car. He's wet. |

B 1.6 Listen again and repeat.

Go to Communication practice: Student A page 130, Student B page 141

6 **A** Complete the sentences with the correct present form of the verbs in the box.

play get check give lose study work say

- Your best friend _____ just _____ the job of her dreams!
- Your neighbour _____ loud music for five hours. It's now 3 a.m.
- Apparently, a colleague or classmate _____ something sarcastic about you.
- You _____ at home all day and you haven't spoken to anyone, not even your boss.
- Your brother or sister _____ always _____ his or her phone during mealtimes.
- Your favourite team _____ five games in a row this season.
- You _____ eight hours a day recently and your tutor often _____ you extra assignments.

B In pairs, discuss how you would feel and what you would do or say in the situations in exercise 6A.

7 In pairs, discuss the questions below.

- Do you know anyone who always looks on the bright side of life, despite its setbacks? Who?
- Do you know anyone who's been feeling down recently? Have you been able to cheer him/her up?
- Do you think you've ever come across badly when meeting new people? What happened?
- How conscientious a person are you, especially regarding your job or studies?
- Which new activities have you thrown yourself into over the past few years? How are they going?
- What's the most courageous thing that someone you know has ever done?
- In your opinion, do women tend to be more open-minded than men, or is it the other way around?



- 4 Sts look at the sentences in exercise 3 again and match them with the aspects. Check answers with the class, then read the Grammar box with the class.

Answers

- a 4, 5, 6
b 1, 2, 3
c 2, 4

Grammar

Read the Grammar box with sts about simple, continuous and perfect aspects in the present. Point out that all four of the forms relate to the present, but in different ways. Explain that the continuous aspect indicates that an action may not be finished, and the perfect aspect connects the past to the present. Remind students that some verbs are state verbs, and we DON'T use these verbs with the continuous aspect: *I've always loved their music.* NOT *I've always been loving their music.* Examples of state verbs are *like, want, need* and *have*. Ask questions to check concept.

Concept check questions:

Which aspect do we use for regular actions in the present, or single actions in the past with an effect in the present? (simple). Which aspect do we use for actions that are not completed yet? (continuous). Which aspect do we use to connect the past to the present? (perfect). Which verbs can't we use in the continuous aspect? (state verbs, e.g. like, want, need).

Go to Grammar practice: the present: simple, continuous and perfect aspects. SB page 94/TB page 200.

Sts will find more language reference, presentation and practice for the present: simple, continuous and perfect aspects here. Do these exercises with the class, or set them for homework, before continuing with exercise 5A of lesson 1A.



Remind sts to go to the app for further self-study grammar practice of the present: simple, continuous and perfect aspects.

- 5 A 1.6 Play audio track 1.6. See the SB page opposite for audio script. Sts listen and notice the pronunciation of the 's' sound. Elicit the answers and elicit or explain the rule that 's' is pronounced as /s/ if the sound before it is not voiced, e.g. /t/ or /k/ and it is pronounced as /z/ if the sound before it is voiced, e.g. a vowel sound such as /t/ or /æ/.

Answers

- 1 /z/
2 /s/
3 /z/
4 /s/
5 /z/
6 /s/, /z/

- B 1.6 Play audio track 1.6 again for sts to listen and repeat.

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 130. All 'Student B' sts should go to SB page 141. Go to TB page 273 for the teacher notes. Do the activity, then continue with exercise 6A of lesson 1A.

- 6 A Sts read the sentences and complete them with the correct present verb forms. Check answers with the class.

Answers

- 1 has, got
2 has been playing
3 has said
4 've been working
5 is, checking
6 has lost
7 've been working, gives

B To demonstrate the task, read out the first situation and say how you would feel and what you would say or do. Sts discuss in pairs how they would feel and what they would do or say in the situations. Get feedback on their answers.

- 7 Sts discuss the questions in pairs. Get feedback on their answers. Encourage sts who have interesting personal experiences relating to any of the questions to tell the class.

PERSONAL BEST

Sts can practise writing about happiness further. They write a paragraph describing their own formula for happiness. They can compare their paragraphs in groups and decide which parts of their formulas they all agree on and why.

Weaker sts could work in pairs. They write three sentences with their tips for being happy. Ask some sts to read their sentences to the class. Ask other sts if they agree or disagree with the tips, and why.

1B Family values

- 1 A** In pairs, tell your partner your most vivid memories from childhood.
- B** Read the introduction and the first paragraph of the text on page 7. Who is Gregory Porter? What is his most vivid memory from childhood?
- 2** Read the complete text. Are the sentences true (T) or false (F)? Underline the sections in the text that support your answers.
- 1 Gregory had a privileged upbringing. _____
 - 2 His father played an important part in his childhood. _____
 - 3 His brothers and sisters didn't get on well at all. _____
 - 4 Gregory learned many important values from his mother. _____
 - 5 He wasn't a natural risk-taker as a child. _____
 - 6 Gregory has achieved what his mother wanted for him. _____



Skill dealing with non-literal language

Writers sometimes use language non-literally, with a meaning that's different from the literal definition. You can often guess the meaning by looking for clues in the non-literal word or expression, and in the context around it.

- Identify the literal meaning of the word or expression. What part of speech is it?
- Look at the sentences before and after the word or expression. What is this part of the text about? What or who does it refer to?
- Now guess the non-literal meaning. Can you think of a synonym?

- 3 A** Read the Skill box. Look at the underlined words and expressions in the text. Follow the steps in the Skill box for each of them.
- B** Now choose the correct definition for each word or expression.
- | | | |
|-------------------------|-----------------------------|---------------------------|
| 1 a with help | b without any help | c while unmarried |
| 2 a closely connected | b having many hobbies | c unconventional |
| 3 a do exercise | b do our fair share of work | c do all the work |
| 4 a on holiday | b at work | c away from home for work |
| 5 a too small a space | b a lot of fun | c a difficult situation |
| 6 a make someone forget | b discuss | c teach by repeating |



Text builder past habits

We use various structures to talk about actions and situations that happened repeatedly in the past.

Past simple: *She never **complained** – she just **got on with it**.*

Past continuous: *Our washing machine **was always breaking down**.*

would: *By the end, everybody **would be laughing**.*

used to: *My sisters **used to be** the gang leaders.*

- 4** Read the Text builder. What repeated actions or situations can you remember about Gregory's childhood?
- 5** Look at the text and find another example of each structure highlighted in the Text builder.
- 6** In pairs, discuss the questions below.
- 1 What did family life use to be like when you were young?
 - 2 What do you think your family values are?
 - 3 Who taught you your family values?
 - 4 Which of these values have been the most useful so far in your life?

1B Family values

Sts read an interview with the American singer and songwriter Gregory Porter in which he talks about his family life and values. They study how to deal with non-literal language in texts and ways to talk about past habits. They then discuss their own past and present family life and their family values.

Reading

Sts read an interview with American singer and songwriter Gregory Porter about his family life and values.

Skill

Dealing with non-literal language

Text builder

Past habits

WARMER

Ask: *What does family mean to you? Is it security? Love? Belonging? Fun?* Ask students to write down three words or phrases that sum up what family means to them. Put them into pairs to compare their words or phrases, then elicit a range of ideas from the class.

1 A Sts discuss their childhood memories in pairs. Get feedback on their answers.

B Sts read the introduction and first paragraph of the text and answer the questions. Check answers with the class.

Answers

Gregory Porter is an American singer and songwriter. His most vivid childhood memory is always being busy.

2 Check that students understand *privileged upbringing*. Sts read the text, decide if the sentences are true or false and underline the relevant sections of the text. Check answers.

Answers

- 1 F (... we all had to pull our weight.)
- 2 F (Dad was largely absent.)
- 3 F (We were a very tight-knit family ...)
- 4 T (she wanted to drill these basic values of compassion, empathy and mutual respect ...)
- 5 T (I liked staying safe ...)
- 6 T (My mother gave me the courage to pursue music ...)

Skill

Read the Skill box with sts about dealing with non-literal language. Check they understand *non-literal language* by giving a simple example, e.g. *He climbed up the ladder to reach the windows.* (literal). *She was gradually climbing up the career ladder.* (non-literal).

3 A Sts look at the underlined words and expressions in the text and follow the steps in the Skill box to work out the meanings. They could work in pairs for this or work individually and then compare their ideas in pairs.

B Sts choose the correct definitions for the words and expressions. Check answers with the class.

Answers

1 b 2 a 3 b 4 c 5 a 6 c

Text builder

Read the Text builder box with sts about past habits. Explain that we can use the past simple for repeated actions or situations in the past, e.g. *The washing machine often broke down*, and we can use the past continuous with *always* to emphasise that something happened very regularly, especially something bad: *The washing machine was always breaking down*. Remind sts that some verbs are state verbs and cannot be used in continuous forms. Explain that we can use *used to* for either repeated actions or situations: *We used to eat together every day. It used to be fun*, but we can only use *would* for repeated actions, NOT for situations: *We would eat together every day. ~~It would be fun~~*. Ask questions to check concept.

Concept check questions:

Can we use the past simple for a repeated or regular action in the past? (yes). *When do we use the past continuous with always?* (to emphasise how often something happened, especially something bad). *Can we use used to about actions in the past?* (yes). *Can we use it about situations in the past?* (yes). *My dad would read us stories every night – correct?* (yes). *They would be really exciting – correct?* (no – we can't use *would* about situations in the past).

4 Sts try to remember repeated actions or situations from Gregory's childhood. Elicit examples.

5 Sts look at the text again and find more examples of each structure. Check answers.

Suggested answers

Past simple: My sisters started to cook at nine ...

Past continuous: ... I was always trying to keep my older brother Lloyd out of trouble ...

would: ... Mom would make use go through an embarrassing ritual ...

used to: Getting ready for school in the morning used to be a major production ...

6 Read out the questions, then put sts into pairs to discuss them. Ask them to make notes of family values they share, and how these values have been useful to them in their lives. Get feedback from sts on their discussions and build up a list on the board of family values. Ask: *Which do you think are the most important family values? Why?* Elicit a range of answers.

My family values:

Gregory Porter

Grammy award-winning American singer and songwriter Gregory Porter is instantly recognizable, both for his velvet-smooth baritone and signature hat (the chin-straps hide scars from skin surgery). Porter's crossover jazz-pop hit 'Liquid Spirit' became the most streamed jazz album in history, re-mixed by dance DJs and featured on soap opera soundtracks. But, as he tells journalist Sarah Ewing, he owes who he is today to his family.

My overwhelming memory of my childhood is the constant busyness. I am seventh out of eight kids – five boys and three girls – plus my mom, Ruth. Getting ready for school in the morning used to be a major production with queues for the bathroom, bickering and people forgetting stuff.

Dad was largely absent. Mom did a great job of taking care of us all, ¹single-handedly. We were a very ²tight-knit family, but we all had to ³pull our weight. My sisters started to cook at nine and, being one of the youngest, I wanted in on it, too, so I began at six on potato-peeling duty as French fries were my thing.



Mom had an incredible work ethic. She held down three jobs for much of her life to help support us, as an overnight nurse, a realtor (estate agent) and a pastor. She never complained, she just got on with it. Oddly, I never remember her gone – she was always there when we needed her. I don't know how she managed it all with eight kids. Our washing machine was always breaking down. Even being ⁴on the road 300 days a year, doing 250 shows, I don't think I'm working anywhere near as hard as my mother.

It was always quite ⁵a squeeze wherever we lived. At one place, the laundry room was converted into a bedroom for us boys, but the hardest was when all eight of us and Mom were in a one-bed apartment in Los Angeles. One of us got chickenpox and then we all did. Family mealtimes were always very sociable with us sitting as a group on the floor.

Adapted from theguardian.com

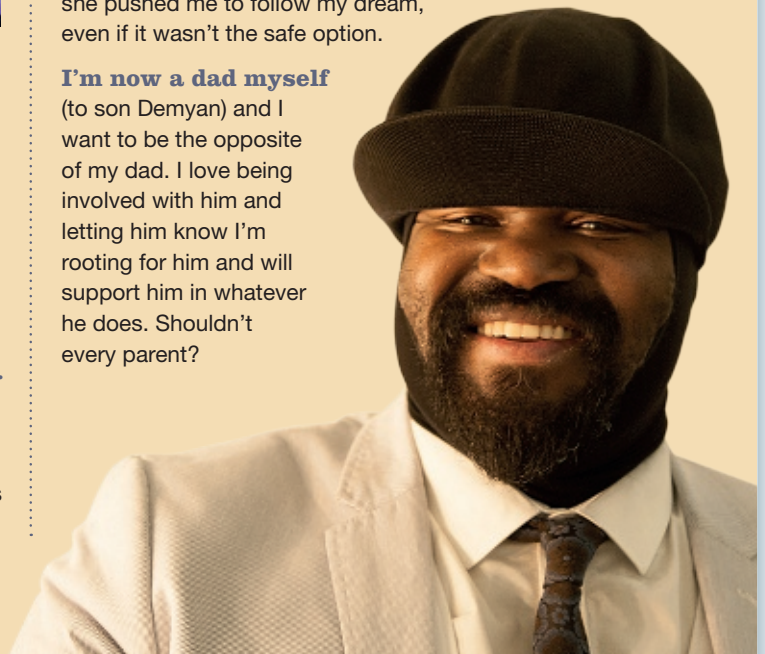
The underlying value Mom taught us was respect, everyone from strangers on the street to our elders. Having such a large family, she wanted to ⁶drill these basic values of compassion, empathy and mutual respect into us from a young age so she didn't have to micromanage us. It's an easy, simple message, but often difficult to achieve.

We tried not to fight, or at least get caught fighting, because Mom would make us go through an embarrassing ritual where she would get us to hug and then kiss each other. By the end, everybody would be laughing because we would be hamming it up.

I was quite shy as a child. My sisters used to be the gang leaders, my brothers were the enforcers and I was a tag-along. I liked staying safe, so I was always trying to keep my older brother Lloyd out of trouble, telling him off for being too risky and adventurous.

My mother gave me the courage to pursue music as a career on her deathbed. She became very ill when I was 21. I didn't want her to worry about my future. I wanted her to know I'd finish my degree. But she pushed me to follow my dream, even if it wasn't the safe option.

I'm now a dad myself (to son Demyan) and I want to be the opposite of my dad. I love being involved with him and letting him know I'm rooting for him and will support him in whatever he does. Shouldn't every parent?



Personal Best

Write a paragraph about what you used to be like as a child.

7

PERSONAL BEST

Sts can practise language for talking about past habits further. They write a paragraph about what they used to be like as a child. If sts are struggling for ideas, ask questions to prompt them, e.g. *Were you shy or confident? Did you work hard at school? What things were important to you?* Sts can compare their paragraphs in pairs. Get feedback on their answers. Ask: *What makes a good childhood? Why?*

With weaker sts, brainstorm some ideas of things they could write about and make notes on the board, e.g. *personality (shy/confident?), hobbies, school work and homework, friends.* Sts then use the notes to help them write their paragraph. Get feedback on their answers.

EXTRA PRACTICE

With books closed, write the following words and meanings on the board:

- | | |
|------------------------|--|
| 1 <i>bickering</i> | a <i>control exactly what someone else does</i> |
| 2 <i>work ethic</i> | b <i>someone who follows other people</i> |
| 3 <i>micromanage</i> | c <i>pretending or acting, rather than showing real feelings</i> |
| 4 <i>hamming it up</i> | d <i>a belief that hard work is important</i> |
| 5 <i>a tag-along</i> | e <i>supporting someone</i> |
| 6 <i>rooting for</i> | f <i>arguing about small things</i> |

Sts work in pairs to find the words in the text and match them to the meanings. Check answers, and check that sts understand all the words.

Answers

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

EXTRA PRACTICE

Ask: *Do you know any other successful people who have had difficult childhoods?* Elicit a few examples, e.g. sports stars, celebrities, writers. Ask: *In what ways might it help someone to have a difficult childhood, rather than a very comfortable childhood? Is it always an advantage to grow up in a very wealthy family? Why?/Why not?* Elicit a range of ideas and discuss the question as a class.

1C The right decision

- 1 In your opinion, what are the most important qualities for a good relationship with a friend, partner or sibling? Choose from the words in the box and add your own ideas.

sensitivity generosity reliability tolerance patience wisdom honesty



Go to Vocabulary practice: abstract nouns, page 115

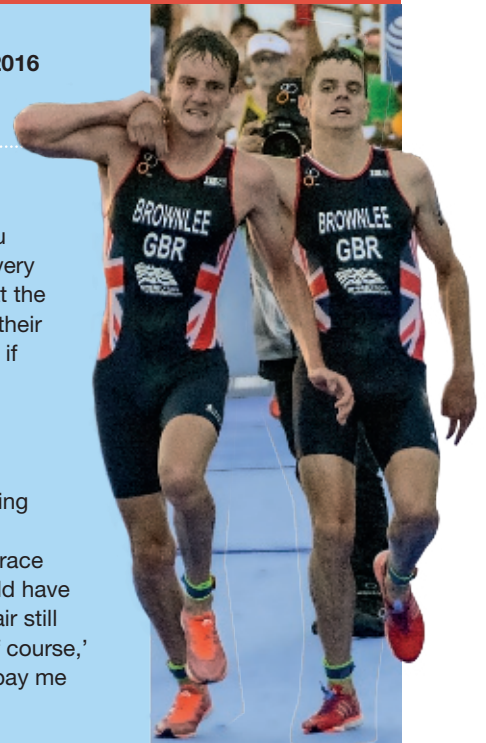
- 2 Look at the picture below. What's happening? Read the text and check your answer.
- 3 Read the text again and choose the correct options 1–5.

← The right decision? →

In an act of brotherly love which made global headlines, Brit Alistair Brownlee sacrificed his chance of winning the silver medal in the final 700 metres of the 2016 World Triathlon Series in Mexico. The reason why he did it was to help his younger brother, Jonny, who was also competing in the final.

When Alistair spotted his brother leading in the last stretch of the race, he was full of ¹*pride* / *annoyance*. 'I was thinking: this is perfect – Jonny's ahead of me. He's going to win the world title.' In fact, it was Alistair who became the star of the race. As the hot sun blazed, Jonny started to sway. He also appeared confused, like he was losing ²*awareness* / *patience* of his surroundings. What Jonny was experiencing was heat stroke – a very dangerous condition that can be fatal without swift treatment. Recognizing the symptoms, Alistair didn't hesitate. He put an arm round his brother and almost pushed him over the finishing line. Medics then rushed Jonny to hospital, where he made a full recovery. In the end, Jonny was awarded second place and Alistair came third. Jonny later thanked his brother for his ³*tolerance* / *loyalty*. Alistair responded modestly, saying it was a decision he'd made instinctively.

What had motivated Alistair was concern for Jonny. 'You can die from exertional heat stroke if you don't receive medical attention very quickly. And the medics are all at the end of the race.' He added that their mum wouldn't have been happy if he'd left his little brother behind! Many people have applauded Alistair's moment of ⁴*honesty* / *kindness*, but it's a controversial decision that's divided the sporting community. Some question the ⁵*fairness* / *inconvenience* of the race result, and believe the pair should have been disqualified. So does Alistair still believe it was worth it? 'Yeah, of course,' he says. 'He's going to have to pay me back though – that's for sure.'



- 4 Do you think they both deserve their awards? Why/Why not?
- 5 A Look at the pairs of sentences below. How were the first sentences expressed in the text? Complete the second sentences and then check your answers.
- He did it to help his younger brother.
The reason why _____ to help his younger brother.
 - Alistair became the star of the race.
It was _____ the star of the race.
 - Jonny was experiencing heat stroke.
What _____ heat stroke.
 - Concern for Jonny had motivated Alistair.
What _____ concern for Jonny.
- B Look at the sentences in exercise 5A again. What is the effect of starting the second sentence with the words in **bold**? Choose the correct answer: a or b. Then read the Grammar box.
- a The information after the words in **bold** is emphasized. b The sentence is turned into a question.

1C The right decision

Sts learn some abstract nouns and read a text about an act of brotherly love between two athletes. They study using cleft sentences to add emphasis and they also practise intonation in cleft sentences. They listen to three people talking about difficult decisions they have to make and talk about which decision each person should make. Finally, they practise using cleft sentences to talk about themselves and their own lives.

Grammar

Adding emphasis (1):
cleft sentences

Vocabulary

Abstract nouns (*boredom, fairness, generosity, leadership, pride, tolerance, etc.*)

Pronunciation

Intonation in cleft
sentences

Communication

Talking about
making decisions

WARMER

Read out the lesson title *The right decision* and ask: *Do you find it easy or difficult to make decisions? What kinds of decisions are difficult to make?* Elicit a few ideas, then ask students individually to note down three difficult decisions they have had to make. Put them into pairs to compare their experiences. Ask one or two sts to tell the class about difficult decisions they have had to make, where they felt they made the right decision.

- 1 Read through the list of qualities with the class and make sure sts understand them all. You could brainstorm a few other qualities with the class, e.g. *respect, kindness*. Ask sts to choose the three qualities they think are the most important, then put them into pairs to compare and explain their ideas. Get feedback on their answers and see if the class can agree on the three most important qualities.

Go to Vocabulary practice: Abstract nouns, SB page 115/TB page 242.

Sts will find more language presentation and practice for abstract nouns here. Do these exercises with the class, or set them for homework, before continuing with exercise 2 of lesson 1C.



Remind sts to go to the app for further self-study vocabulary practice of abstract nouns.

- 2 Focus on the picture and elicit a few ideas about what might be happening. Sts then read the text to check their answers. Check the answer with the class.

Answer

An athlete is helping his sick brother to finish a race.

- 3 Sts choose the correct words to complete the text. Check answers.

Answers

- 1 pride
- 2 awareness
- 3 loyalty
- 4 kindness
- 5 fairness

3 x PRACTICE *SB page 8, exercise 3*

- 1 Do the exercise as normal. To check answers, read out each target sentence with the two different adjectives and ask: *Which one makes sense? Why?*
- 2 Ask sts to cover the text. Write the five correct adjectives from exercise 3 on the board. In pairs, sts try to remember as much of the story as they can and retell it, using the adjectives on the board. They can read the article again to check their answers.
- 3 Tell sts they are going to retell the story from the point of view of each of the brothers. In their pairs, ask sts to decide which brother they want to be. They then prepare their ideas individually, referring back to the article and using their own imaginations. Sts can retell their stories to each other in pairs. Ask some sts to retell the story for the class. If sts are interested in this story and you have the facilities in class, there are some post-race interviews with the brothers available online. You could search for these and show them to the class, for sts to compare their telling of the story with the brothers' real responses.
- 4 Discuss the question with the class, eliciting arguments for and against the idea and encouraging sts to express their own opinions and use expressions to agree and disagree with each other.
- 5 **A** Sts find the sentences in the text and complete them. Check answers.

Answers

- 1 The reason why he did it was to help his younger brother.
- 2 It was Alistair who became the star of the race.
- 3 What Jonny was experiencing was heat stroke.
- 4 What had motivated Alistair was concern for Jonny.

- B** Sts look at the sentences in exercise 5A again and answer the question. Check the answer.

Answer

a

Grammar adding emphasis (1): cleft sentences

Adding emphasis with *It*:
It was my father who inspired me.
It's every Friday when we usually meet up.

Adding emphasis with *What*:
What I really need is a coffee.
What worries me most is climate change.

Look! *What ...* and *The thing that ...* have the same meaning:
What I need is a long holiday. *The thing that I need* is a long holiday.

Adding emphasis with *The person who ...*, etc:
The person who just called was my boss.
The thing that annoyed me most was the noise.
The reason why I came over was to give you a hand.
The place that I love the most is the beach.



Go to Grammar practice: adding emphasis (1): cleft sentences, page 95

6 A 1.9 **Pronunciation:** intonation in cleft sentences Listen to the sentences. Pay attention to the falling intonation towards the end of the cleft clause.

- 1 **It was John** who showed the most tolerance and patience.
- 2 **It's the five-hour journey** that I find so unbearable.
- 3 **It's global warming** that worries me most.
- 4 **It was January** when we went back to school.
- 5 **It was one of the neighbours** who broke the front door.
- 6 **It wasn't me** who ate the last slice of cheesecake.

B 1.9 Listen again and repeat.

7 A 1.10 Listen to the people talking about a decision. Complete the notes with a short phrase.

Tom

Tom's been offered a job as a ¹ _____. He'd like to take the job as he's always wanted to ² _____. Tom's worried about Sylvia because she ³ _____ and she's just ⁴ _____. One solution might be for Tom to ⁵ _____ every week.

Sarah

Amy wants to borrow ⁶ _____ from Sarah. Amy wants to go to the USA to visit ⁷ _____. Sarah's worried because two years ago Amy ⁸ _____ but didn't ⁹ _____. Now Sarah's worried about their ¹⁰ _____.

Jake

Jake's father wants him to take over ¹¹ _____ but Jake has always wanted to work as ¹² _____. Ironically, ¹³ _____ encouraged him to study it at university. Jake's upset now because ¹⁴ _____ is questioning Jake's ¹⁵ _____ to the family.

B In pairs, discuss what decision you think each person should make. Give reasons for your choice.

Go to Communication practice: Student A page 130, Student B page 141

8 Complete the sentences so they are true for you. In pairs, ask and answer questions about your sentences.

- 1 The decision that's been the trickiest for me to make was ...
- 2 The place that I've always dreamed of living some day is ...
- 3 Since I was young, all I've ever wanted to do is ...
- 4 What I need right now is ...
- 5 What the world needs right now is ...
- 6 The thing that fascinates me most about my course/career is ...
- 7 The people who I'd most like to invite round to dinner would be ...
- 8 All I want to do when I get back home is ...



Write a paragraph about the best decision you've ever made.

Grammar

Read the Grammar box with sts about adding emphasis with cleft sentences. Point out the relative pronoun in the sentences with *it*: *It was my mother who ...*, *It was the day when ...*, *It was the race that ...*. Point out also the use of the verb *be* in sentences with *what* and *who* etc.: *What I like is ...*, *What disappointed me was ...*, *The person who won was ...*, *The reason why ... was ...*. Point out to sts that the best way to learn complex structures such as these is to learn a range of example sentences, so they can say and write them accurately. This will get the pattern of the sentences into their memories. Ask questions to check concept.

Concept check questions:

Why do we use cleft sentences? (to emphasise information in a sentence). *What three beginnings can we use in cleft sentences?* (*It, What, The person who/ the thing that*). *It was my brother saved me – correct?* (no – it was my brother *who* saved me). *What I wanted is a cold drink – correct?* (no – what I wanted *was ...*). *The thing I remember most clearly the meal afterwards – correct?* (no – the thing I remember most clearly *is ...*).

Go to Grammar practice: adding emphasis (1): cleft sentences, SB page 95/TB page 202.

Sts will find more language reference, presentation and practice for cleft sentences here. Do these exercises with the class, or set them for homework, before continuing with exercise 6A of lesson 1C.



Remind sts to go to the app for further self-study grammar practice of cleft sentences.

- 6 A** 1.9 Allow sts time to read through the sentences, then play audio track 1.9. See the SB page opposite for audio script. Sts listen and notice the intonation. You could use your hand to indicate how the intonation goes up and down.
- B** 1.9 Play audio track 1.9 again for sts to listen and repeat.
- 7 A** 1.10 Allow sts time to read through the gapped notes, then play audio track 1.10. See TB page 304 for audio script. Sts listen and complete the notes. Play the audio again to check answers.

Answers

- 1 sales manager
- 2 live in Mexico
- 3 doesn't speak Spanish
- 4 started a new job
- 5 fly to Mexico/fly back home
- 6 £500
- 7 her stepfather
- 8 borrowed some money
- 9 pay her back
- 10 friendship
- 11 the family business
- 12 an architect
- 13 Jake's father
- 14 his mother
- 15 loyalty

B In pairs, sts discuss what decision each person should make and why. Get feedback on their answers and discuss the decisions further as a class if sts disagree.

Go to Communication practice

Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 130. All 'Student B' sts should go to SB page 141. Go to TB page 273 for the teacher notes. Do the activity, then continue with exercise 8 of lesson 1C.

- 8** Sts complete the sentences with their own ideas. Put them into pairs to read their sentences to each other and ask each other questions to find out more information. Get feedback on their answers.

PERSONAL BEST

Sts can practise writing about good decisions further. They write a paragraph about the best decision they have ever made. Encourage them to say why it was a good decision, and what happened as a result of the decision. They can compare their paragraphs in groups and decide who made the best decision and why. Ask some groups to tell the class about the decision they chose.

Weaker sts could work in pairs. They think about a good decision they have made and discuss with their partner why it turned out to be a good decision. Ask some students to tell the class about their experiences.



1D What would you save?

- Discuss the questions in pairs.
 - What are your four most important possessions? Give reasons for your choices.
 - Are they items of practical importance or do they have sentimental value?
- 1.11 Watch or listen to the first part of a webshow called *Talking Zone*. Answer the questions.
 - What just happened in Ben and Abigail's building?
 - What item did Ben take with him?
 - What is Abigail's 'burning building item'?
- A** 1.11 Choose the correct option to complete Ben and Abigail's conversation. Watch or listen again and check.



Abigail Is that your laptop?
Ben Yeah. Why?
Abigail Nothing. It's just interesting, that's all.
Ben What do you mean?
Abigail Sorry, let me ¹repeat / rephrase that. It's kind of revealing that your laptop is your burning building item.
Ben Um, I just grabbed it when the alarm went off. I don't know if it's my burning building item. Whatever that is.
Abigail What I ²mean / want by that is it says a lot about someone, doesn't it? What they'd think of saving if the building was on fire.
Ben OK, I ³see / get it. So you're ⁴telling / saying that it's like a test to see what it is that you value the most.

- B** Look at the conversation in exercise 3A. Which two expressions does Abigail use to clarify or emphasize what she means? Which expression does Ben use to check he has understood what Abigail means?



Conversation builder paraphrasing

Rephrasing an idea to clarify or emphasize what you mean

Let me rephrase that ...
So, what I mean is ...
In other words ...
What I mean by that is ...
Or, to put it another way ...
That is to say, ...

Checking you've understood by rephrasing something

So, you're saying that ...
So, what you mean is Is that right?
Let me see, so ...
What I think you're saying is ...
Oh, I see / I get it, so ...
Let me get this straight.
So, the basic idea is ...

- 4 A** 1.11 Read the Conversation builder. Watch or listen again. Which other expressions from the builder do Ben and Abigail use?
- B** In pairs, discuss the question below. Use the expressions from the Conversation builder to clarify or emphasize what you mean and to check what your partner has said.
- Which of your possessions most reminds you of the following things, and why?
- a family member
 - your childhood
 - an important event in your life
 - a great time you had with a close friend



1D What would you save?

Sts hear examples of people paraphrasing and using fillers. They then practise paraphrasing and using fillers when they speak.

Speaking

Sts watch a video or listen to a recording of people talking about which possessions they would save in an emergency. The speakers use paraphrasing to clarify or emphasize, and use fillers to avoid pauses. Sts then practise paraphrasing and using fillers.

Conversation builder

Paraphrasing, e.g. rephrasing something to clarify or emphasize, or to check you have understood

Skill

Using fillers, e.g. *like, kind of, basically*

WARMER

Write on the board: “*The best things in life aren’t things.*” Ask: *What do you think this means?* Discuss as a class the idea that our possessions are not the most important things in our life. Encourage sts to express their opinions and talk about their own experiences.

- 1 Read out the questions and check that sts understand *sentimental value* (= important for emotional reasons). Sts discuss the questions in pairs. Get feedback on their discussions.



Each unit features an episode of *Talking Zone*, a web show intended for international students to engage in English language and culture. It is presented by hosts Eric and Tasha who present documentaries, based around interviews and vox pops (in B lessons which focus on listening skills) and we meet Ben and Abigail in their apartment discussing various topics (in D lessons which focus on speaking skills). You and your students can watch the videos in class, or download them from the Learning Platform to watch at home. You can watch the episode in its entirety (for enjoyment or familiarization purposes), or you can break it down into more manageable chunks, as recommended in each lesson. It is also available as an ‘audio-only’ option for teaching environments without access to video. Students hear speakers from the UK and the USA (exposing them to both British and American English accents) as well as from other countries. The video allows students to practise particular listening skills and gives them exposure to features of natural spoken speech. See TB page 14 for more information on *Talking Zone*.

- 2 1.11 NB All the D lessons in this level which focus on speaking skills are accompanied by video (i.e. an episode of *Talking Zone*). In this lesson, Ben and Abigail talk about what possessions they would save in an emergency. Allow sts time to read through the questions, then play video/audio track 1.11. See TB page 304 for video/audio script. Sts watch/listen and answer the questions. Check answers.

Answers

- 1 a fire drill
- 2 his laptop
- 3 her mobile phone

- 3 1.11 Sts read and complete the conversation. Play the track again for sts to watch/listen and check their answers. Check answers with the class.

Answers

- 1 rephrase
- 2 mean
- 3 get
- 4 saying

- B Read out the questions and check that sts understand *clarify* (= make something clear) and *emphasize* (= say something more strongly). Elicit the expressions the people use.

Answers

Abigail: Let me rephrase that, What I mean is
Ben: I get it, So you’re saying that



Conversation builder

Read the Conversation builder with sts about paraphrasing. Point out that *rephrase* has a similar meaning to *paraphrase* (=to say something again using different words but keeping the meaning the same). Point out that we often rephrase something to make it clear what we mean and to show that it is important. Ask questions to check concept.

Concept check questions:

What does it mean to rephrase something? (say it again using different words). *Why do we rephrase something that someone else has said?* (to check that we have understood it correctly).

- 4 1.11 Read out the question then play video/audio track 1.11 again. Sts watch/listen and note down the expressions that Ben and Abigail use. Check answers.

Answers

Let me see, so... ; Let me get this straight ... ; So what you mean is ... Is that right? Or, to put it another way

- B Sts work in pairs to discuss the questions. Monitor while they are working, and encourage them to use a range of expressions from the Conversation builder. Get feedback on which possessions remind them of the different things.



5 1.12 Watch or listen to the second part of the show and answer the questions.

- 1 Which items of sentimental value do Ben and Abigail choose?
- 2 What reasons for choosing these items do they give?

6 1.12 Order sentences a–g. Watch or listen again and check.

- a **Abigail** That's a good question. I think I'd save my grandmother's ring as well as my phone.
- b **Ben** In a fire? I don't know. I've never really considered it before. But yeah, probably.
- c **Abigail** Why?
- d **Ben** It's, like, not the laptop that's important. It's everything that's on it. I mean, I've been working from home for nearly a year now and everything is on that computer. It would be a huge inconvenience to lose it all.
- e **Abigail** Do you think you'd really save just your laptop?
- f **Ben** What about you? Would you save one thing, or try to grab lots of stuff?
- g **Abigail** Yeah. I see what you mean.



Skill using fillers

We use fillers to give us time to think and to avoid long pauses. Fillers can also be used to indicate that you haven't finished speaking, so people don't interrupt you. Typical fillers include:

- words and expressions, e.g. *like, kind of, basically, you see, let's see, I mean, you know what I mean?*
- phrases when answering a question, e.g. *That's a good question ... , I've never really considered it before ... , Gosh, that's a hard one ...*
- sounds, e.g. *er* and *hmm*.

Be careful not to use too many fillers or you may sound hesitant and unsure.

7 A Read the Skill box. Which filler phrases in exercise 6 are used when answering a question?

B Complete the conversation with one word in each gap. The first letter is given for you. Practise the conversation with a partner, changing the information so it is true for you.

- A** If you could live anywhere, where would you live?
- B** Er ... I've never ¹r_____ thought about it before. Do you mean anywhere in this country?
- A** No, I mean anywhere in the world.
- B** That's a ²h_____ one! Let's ³s_____, hmm ... maybe Australia. It looks beautiful.
- A** Yeah, but it's ⁴k_____ of ... far away from everywhere else, do you ⁵k_____ what I mean?
- B** Yeah, but ⁶b_____, these days you can, ⁷l_____, fly anywhere pretty easily. Anyway, what about you?
- A** I'd live in Paris. The most romantic city on earth!

Go to Communication practice: Student A page 131, Student B page 142

8 A **PREPARE** Plan your answers to the following questions.

- 1 Which item of sentimental value would you save first in an emergency?
- 2 If you had to choose between saving an item of practical importance and an item of sentimental value, which would you choose? Why?

B **PRACTISE** Discuss your answers in pairs. Use paraphrasing and fillers.

C **PERSONAL BEST** What information did you paraphrase? Did you use fillers? Repeat with a new partner.



Personal Best

Write a conversation between you and a friend discussing what you would save in an emergency.

11



- 5** 1.12 Read out the questions, then play video/audio track 1.12. See TB page 305 for video/audio script. Sts watch or listen and answer the questions. Check answers.

Answers

- 1 Abigail chooses her grandmother's ring. Ben chooses his guitar.
- 2 Abigail: the ring reminds her of her relationship with her grandmother and all the good times they spent together.
Ben: it was the first guitar that he ever played and he has had it since he was eight.

- 6** 1.12 Sts read the sentences and put them in order. They could do this in pairs. Play the track again for sts to watch/listen and check their answers.

Answers

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

3 x PRACTICE SB page 11, exercise 6

- 1** Do the exercise as normal. To check answers, choose seven students and give each of them a letter from a-g. Tell them to say their sentence at the correct time. Ask the student with the letter *e* to read out the first sentence, then ask sts to read out their sentences in the correct order. Play the video/audio track again to check.
- 2** Put sts into pairs and ask them to practise Ben and Abigail's conversation. Encourage them to speak with feeling and copy the pronunciation and intonation from the video/audio. Ask some sts to perform the conversation for the class.
- 3** Tell sts they are going to practise the conversation from memory. Allow sts time to read their lines and make a few notes. Sts then close their books and use their notes to practise the conversation. When they have finished, play the video/audio again for them to compare their conversation with the original.

Skill

Read the Skill box with sts about using fillers. Explain that fillers give us time to think, so there is not a long pause in a conversation. Point out that they can be useful in an exam or interview situation when we are asked a question and need time to think about an answer.

- 7 A** Sts look at exercise 6 again and answer the question. Check answers.

Answers

That's a good question.
I've never really considered it before.

- B** Sts complete the conversation. Check answers, then put sts into pairs to practise the conversation, changing some of the details so they are true for them.

Answers

- 1 really
- 2 hard
- 3 see
- 4 kind
- 5 know
- 6 basically
- 7 like

Go to Communication practice: Divide the class into Student A and Student B. All 'Student A' sts should go to SB page 131. All 'Student B' sts should go to SB page 142. Go to TB page 275 for the teacher notes. Do the activity then continue with exercise 8 of lesson 1D.

- 8** Sts follow the steps to practise their conversation.

A PREPARE Sts read the questions and plan their own answers. Encourage them to think about reasons for their answers, and how they will explain their reasons to their partner.

B PRACTISE Sts work in pairs to discuss the questions. Encourage them to use paraphrasing and fillers to give themselves time to think and avoid pauses.

C PERSONAL BEST Discuss with sts how easy or difficult they found the task, and what fillers they managed to use. Sts then work with a different partner and repeat the conversation.

PERSONAL BEST

Sts work in pairs and write a new conversation between themselves and a friend, discussing what they would save in an emergency. They could then practise their conversation in their pairs. Ask some sts to perform their conversations for the class.

Weaker sts can work in new pairs and this time focus more on using fillers. They take turns to ask each other what they would save in an emergency.

EXTRA PRACTICE

Put sts into groups of three. Two sts repeat the conversation from exercise 8B. The third student uses their phone to film the other two. Sts can swap roles and practise again. Watching themselves on film will help sts to evaluate how well they can use fillers to give themselves time to think and avoid pauses.