

Unit 1 Relationships

Opener

1

- Ask students to look at the photo and the caption. Ask them to work in pairs and choose the phrase that best describes the photo. Elicit a few ideas from the class in feedback, and check the meaning of the phrases (see Vocabulary notes below).
- **Optional step** Once students have completed the task, ask them to use dictionaries to check any words they aren't sure of.

EXAMPLE ANSWERS

a faithful companion, a strong bond

Students may also argue that 'true friends' and 'an odd couple' are possible.

Vocabulary notes

a *faithful companion* = a companion is someone you spend time with, perhaps on a journey, and 'faithful' means that this is a friend who will always be there to help and support you

blood relatives = people who are related by 'blood' (i.e. genetically), e.g. your father or daughter, but not your wife or mother-in-law

a *passing acquaintance* = an acquaintance is someone you know, but not very well – 'passing', here, means for a short time (e.g. someone you meet on holiday or on a journey)

mutual respect = when two people feel similar admiration for each other and treat each other politely and kindly

a *strong bond* = a very close relationship

true friends = friends who will always be together and will always support each other

an odd couple = two people you don't expect to be together, perhaps because they look very different or have very different personalities or interests

Background information

Rajasthan is India's largest state, and borders Pakistan. It's located on the north-western side of the country. A large part of it is made up of the wild, inhospitable Thar Desert, where camels are common.

2 [1]

- Read the words to the class and check their meaning. You could use definitions, synonyms and antonyms, or concept check questions (see Teacher development below).
- Tell students they are going to listen to three people talking about important relationships in their lives. Play the recording. Students listen and put the number of the speaker next to the person they are talking about. Let students compare answers in pairs before checking with the class.

ANSWERS

1 husband 2 old friend 3 colleague

Audioscript [1]

Speaker 1

It's a bit odd because I see him almost every day at work. He works in the marketing department on the fourth floor and my office is on the fifth floor and occasionally, just occasionally, we attend the same meetings. Umm ... it's strange seeing someone you're so close to in a different context. We've been married for seven years, and colleagues for about nine, but we try not to discuss work at home ...

Speaker 2

We were really good mates at school and then in our early twenties we went travelling together, but we see each other very rarely now. John lives in Birmingham with his wife – she's a friend of my sister's – and I still live in London. The funny thing is, it doesn't matter how little we see each other – we're still great friends. Actually, he never calls me – and every time I call him he says 'Oh, I've been meaning to call you for ages'.

Speaker 3

We've always got on very well at work, but we never see each other outside the office. He's one of those people that can always make you laugh, which is really important in a stressful work environment. He's very good at his job too and I'm always asking for his help with stuff.

Teacher development

Checking new words

Instead of asking students to use dictionaries or translation when checking the meaning of new words, use some of the following techniques:

- 1 Put the new word in a sentence to provide context:
My fiancé and I have been engaged for six months and we're getting married in November. I Joe is a colleague at work – we are in the same department, but he's not a friend.
- 2 Use a synonym, antonym or hyponym. You could say the first part of the sentence and elicit the missing new word (shown in brackets) from the class: *My sister's husband is my (wife); Jill's my wife and I'm her (husband); My grandmother and grandfather are my (grandparents).*
- 3 Use concept check questions instead of definitions: **an old friend** – *Have I known him for a long time? (yes) Do I know him very well? (probably); a flatmate* – *Do I live in the same place with him? (yes) Do we share the rent? (probably, but not necessarily).*

3

- Ask students to work with a new partner to look at the sayings (a–d) and discuss the questions (1–3).
- **Optional step** Ask pairs to choose just one of the sayings and discuss questions 1 and 2. Set a five-minute time limit. At the end, ask different pairs to present what they think their saying means to the class.
- In open-class feedback at the end, discuss question 3 and find out what other sayings students can think of.

ANSWERS

1

- a 'Blood is thicker than water' = family relationships and loyalties are the strongest and most important ones
- b 'A friend in need is a friend indeed' = a friend who helps you when you really need help is a true friend
- c 'Like father, like son' = you can expect a son's personality or behaviour to be similar to that of his father
- d 'No man is an island' = nobody is self-sufficient – people need the company and support of other people (this is a quote from a poem by the sixteenth-century English poet John Donne)

2/3 Students' own answers

1a Unlikely friends

Lesson at a glance

- vocabulary: describing character
- listening: animal friendships
- grammar: present tenses: simple, continuous and perfect
- vocabulary: friendships: phrasal verbs
- speaking: friendships

Vocabulary describing character

1

- Ask students to work in pairs or small groups to complete tasks 1 to 3. The aim here is for students to show what they know and to personalize the words, so encourage students to discuss words first before checking in dictionaries.
- **Optional step** Focus on pronunciation by asking students to listen to you say some of the longer words. Tell students to listen and mark the strong stress for each of them (see Pronunciation notes below).

EXAMPLE ANSWERS

- 1 Positive: considerate, dependable, energetic, good fun, outgoing
Negative: selfish, unreliable
Either positive or negative: laid-back, serious, shy
- 2 (near) opposites: considerate/selfish; dependable/unreliable; energetic/laid-back; outgoing/shy; good fun/serious
- 3 Students' own answers

Pronunciation note

Note the strong stress on the longer words: *considerate*, *dependable*, *energetic*, *outgoing*, *selfish*, *serious*, *unreliable*

Extra activity

Get students to personalize and practise the words by putting them into sentences about family and friends. Provide some examples first: *My sister Jo is very **considerate** – she never forgets people's birthdays; My young son Harry is **energetic** – he's always running around.* Then ask students to create personalized sentences of their own.

Listening

2

- Ask students to discuss questions 1 to 3 in pairs or small groups.
- In feedback, elicit answers to questions 1 and 2 briefly from the class. Ask different pairs and groups to suggest adjectives. Ask students if they can think of any other adjectives they might use (e.g. *intelligent, playful, caring, hard-working*).

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ANSWERS

- 1 an orang-utan: they are rarely found working, but are sometimes used in tourism; they are sometimes kept as pets in people's homes; in the wild they are found in the forests of Indonesia and Malaysia
a dog (labrador): they are often used by farmers, hunters and also as guide dogs for the blind or helping dogs for those with disabilities; they are frequently kept as pets; domesticated dogs do not usually live in the wild
- 2 Students' own answers – possible characteristics of orang-utans may include *laid-back* and *shy*, and of dogs: *dependable*, *energetic*, *good fun* and *outgoing*.

3 [2]

- Tell students they are going to listen to an extract from a radio programme about the two animals in the photo. Ask students to predict the unlikely things the dog and orang-utan might do together. Elicit ideas.
- Play the recording. Students listen and note answers. Let them compare their answers in pairs before checking with the class.

ANSWERS

They hug and play together; the orang-utan shares his food.

Audioscript [2]

This week we're looking at the subject of animal friendships. We know that animals often co-operate in their own social groups, helping each other to hunt or raise their young. Some highly intelligent animals, like elephants, go even further than this, and sometimes help other elephants who are not in their own family group. But co-operation between animals of different species is unusual, so that's why the story of Suriya, the orang-utan, has attracted a lot of interest.

Suriya lives with his keepers at The Institute of Greatly Endangered and Rare Species in Myrtle Beach, South Carolina, which is a kind of sanctuary for rare animals. Recently this orang-utan has been spending time with a local hound dog – an unlikely friend. Now most dogs avoid apes, because they are scared of them basically, but these two have formed a strong bond. Each day the dog comes into the compound and searches out Suriya.

When he finds him, they carry on like long lost friends, hugging and playing together. They've been doing this every day since they first met and over four million viewers have watched them since their video was put up on YouTube. The founder of the institute, Dr Antle explains: 'It's clear they are having the time of their lives. Suriya is really good fun, but what's more striking is how considerate he is. His understanding of the hound dog's character is growing day by day. For example, he has noticed that the dog is often hungry and so he regularly shares his monkey biscuits with him. Orang-utans are very generous creatures. If you give one a piece of candy, often they will break it in half and hand one piece back to you.'

So how does he explain the fact that their relationship has a lot of the characteristics of what we call 'friendship'? Antle says that the two animals have recognized a basic social need in each other that we don't normally associate

with animals. 'Animals need fun and interaction just like us and these two are not getting this from other animals in their group.'

Extra activity

Before playing the recording a second time, check some of the difficult words or phrases in the audioscript (see Vocabulary notes below).

Vocabulary notes

co-operate = to work together with other people to achieve something

hunt = to find and follow animals in order to kill them

(zoo) keepers = people who look after animals at a zoo

rare species = types of animals that aren't common

sanctuary = a place where people (or, here, animals) go to be looked after and to find peace

hound dog = any of several different breeds of dogs that are often used for hunting

compound = here, an area, usually with a fence or wall around it

just like us = similar to us (people)

4 [2]

- Read questions 1–5 to the class. Point out *ape* (= large, intelligent animals that are similar to monkeys but don't have tails – an orang-utan is an ape, and so are gorillas and chimpanzees).
- Play the recording. Ask students to listen and write short answers to the questions. Let them compare their answers in pairs before checking with the class.

ANSWERS

- | | |
|---------------------------|---|
| 1 co-operation | 4 as very generous |
| 2 they are scared of them | 5 a basic social need for fun and interaction |
| 3 they have a strong bond | |

Background information

Myrtle Beach is a city on the east coast of the United States. It has a warm sub-tropical climate, which makes it a popular tourist destination and an ideal location for The Institute of Greatly Endangered Rare Species.

Grammar present tenses: simple, continuous and perfect

5

- Ask students to look at the sentences in the grammar box and match the tenses with the uses. Go through the answers with the class.

ANSWERS

- 1 present continuous
- 2 present simple
- 3 present perfect (simple and continuous)

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Refer students to page 156 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

1a

- | | |
|----------------|-----------------|
| 1 are becoming | 5 She's staying |
| 2 has bought | 6 is always |
| 3 have known | 7 It's raining |
| 4 I often meet | 8 I'm learning |

1b

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

2

- | | |
|------------------------------|-----------------------------------|
| 1 are/'re | 5 's looking or he's been looking |
| 2 he's been going or he goes | 6 have moved |
| 3 haven't seen | 7 'm |
| 4 doesn't like | 8 's ringing |

3

- | | |
|--------------------|--------------------|
| 1 've been waiting | 5 have they been |
| 2 've had | 6 've been looking |
| 3 's been | 7 've seen it |
| 4 've been working | |

Grammar notes

The difference between the three tenses is down to aspect (aspect expresses how an action, event or state, denoted by a verb, extends over time, so perfect aspect connects past to present, and continuous aspect has duration and temporariness).

The tenses can be expressed in short, simple terms and as concept check questions (see Teacher development below).

- 1 Simple (simple means it has no aspect): *Is it permanent/ always true? (Yes) Is it a fact? (Yes) Is it a habit or routine? (Yes)*
- 2 Continuous aspect: *Is it temporary? (Yes) Does it have duration? (Yes) Does it happen over a period of time? (Yes) Is it temporary and happening now? (Yes) Is the situation changing? (Yes)*
- 3 Perfect aspect: *Did the action start in the past and continue to now? (Yes) Or did it happen in the past but the result is evident or important now? (Yes)*

Teacher development

What are concept check questions?

Concept check questions (CCQs) are simple questions you can use in open class to check the meaning of grammar or vocabulary (see checking new words in the development section earlier in this unit).

Form a concept check question by taking a simple grammar rule (e.g. we use the present perfect to talk about an action that starts in the past and continues to now) and turning it into short, simple questions, e.g. *Did the action start in the past? (Yes) Did it finish in the past? (No) Does it continue to now? (Yes)*. Note that the answer to CCQs is usually Yes or No.

6

- Ask students to match the tenses in each sentence in the grammar box with the specific uses in Exercise 5. Let them compare their answers in pairs before discussing as a class.

ANSWERS

Suriya lives with his keepers. – something seen as permanent

Most dogs avoid apes. – a fact

Each day the dog comes into the compound. – a habit or routine

It's clear they are having the time of their lives. – something happening around the time of speaking

His understanding of the dog is growing day by day. – a changing situation

This week we're looking at animal friendships. – something happening around the time of speaking

The story of Suriya has attracted a lot of interest. – a past event that has relevance in the present

Over four million viewers have watched them since their video was put up on YouTube. – something that started in the past and continues into the present – it has an impact on or relevance in the present

They have recognized a basic social need in each other. – it has an an impact on or relevance in the present

Recently, he has been spending time with a local dog. – something that started in the past and continues into the present – it has an impact on or relevance in the present

They have been doing this every day since they first met. – something that started in the past and continues into the present – it has an impact on or relevance in the present

7

- Ask students to answer the question individually.

ANSWER

present perfect continuous

Grammar notes

The difference in use between the present perfect simple and present perfect continuous forms is down to aspect. If the speaker chooses the continuous form, they see the action as having duration and/or as being temporary. Very often, both the simple or continuous form could be used depending on the speaker's intent. Compare:

The story of Suriya has attracted a lot of interest.

= here, the speaker sees the event as completed and with a result in the present (i.e. many people are interested now).

The story of Suriya has been attracting a lot of interest.

= here, the speaker emphasizes the duration and repeated nature of the activity – different news agencies or Twitter feeds have been talking about Suriya repeatedly over a period of time and are still active now.

It's important to emphasize that the uses aren't right or wrong, but are dependent on the message the speaker is sending.

Note that the continuous form cannot be used with stative verbs (*The two animals have been recognizing a basic social need*).

8

- **Optional step** Ask students to read the text quickly for general understanding without worrying about gaps. Set a focus task: *Which three animals are mentioned? (dogs, elephants, giant pandas)*.
- Ask students to work individually to choose the correct options to complete the text. Elicit the first answer to

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get them started. Let students compare answers in pairs before feedback. In feedback, ask students to justify answers by referring to the uses listed in Exercise 5.

ANSWERS

- | | |
|------------------------|--------------------|
| 1 have been | 5 are now asking |
| 2 have been discussing | 6 have been living |
| 3 show | 7 has provided |
| 4 has recovered | 8 live |

Grammar notes

The aim of this controlled accuracy practice is to make sure that students fully understand the uses of these forms. You can deal with any confusion that arises either by correcting individuals as they work, or with the class as a whole.

- have been* = present perfect simple: a past event that has an impact on or relevance in the present (*be* is a stative verb)
- have been discussing* = present perfect continuous: expresses a repeated activity that began in the past and continues to now
- show* = present simple: fact, always true
- has recovered* = present perfect simple: a completed past event that has an impact on or relevance in the present
- are now asking* = present continuous: happening at or around the time of speaking, including currently changing situations
- have been living* = present perfect continuous: expresses a prolonged activity that began in the past and continued to now
- has provided* = present perfect simple: a completed past event that has an impact on or relevance in the present
- live* = present simple: fact, always true, permanent

Vocabulary notes

extraordinary = very unusual

solitary = in a place or situation where there are no other people or animals, alone

9

- Ask students to work individually to complete the sentences. Elicit the first answer to get them started. Let students compare answers in pairs. In feedback, ask students to justify answers.
- Optional step** Ask students who finish quickly to rewrite three or four similar sentences that are true for them. Explain that personalizing language makes it more memorable.

ANSWERS

- | | |
|----------------------------|-----------------------------------|
| 1 'm living; has | 6 has always stood |
| 2 've just been learning | 7 have been teaching, 're writing |
| 3 've been | 8 never see |
| 4 do you know; 've known | |
| 5 often hangs; never comes | |

Grammar notes

- 'm living* (temporary – happening around now); *has* (stative verb, permanent)
- 've just been learning* (repeated activity over a period of time up to now – seen as temporary)
- have been* (stative verb – began in the past and continues to now)
- do you know* (stative verb – permanent fact); *have known* (stative verb – began in the past and continues to now)
- often hangs* (*often* suggests habit or routine); *never comes* (habit or routine)
- has always stood* (always true over a period of time beginning in the past)
- have been teaching* (repeated activity over a period of time beginning in the past); *'re writing* (happening around now)
- never see* (habit or routine)

Extra activity

Read out the list below, pausing after each one so your students have time to think and write brief notes. Ask students to write the following:

- something you've never done
- something you've been doing since the start of the lesson
- something you do every day
- something you haven't done for a while
- something people you know are doing now

Put students in pairs or groups to share and talk about what they wrote. Monitor as students are talking and note any errors of form or use that you hear. Give feedback to the whole class on one or two of the most common errors at the end of the activity.

Vocabulary friendships: phrasal verbs 10

- Tell students to find and underline the phrasal verbs in Exercise 9. Then ask them to work in pairs to discuss each verb, the number of particles, and what the verb means.
- In feedback, check the meanings of the verbs. Ask students whether the meanings are literal (e.g. *come round* = it makes sense that you 'come' to a friend's house and that it involves going 'round' other houses to get there) or non-literal (e.g. *get on with* = individually, *get, on* and *with* give no clue as to what the whole phrase means).

ANSWERS

get on (with) = to have a good relationship with

stand by (someone) = to support and be friends in difficult times

hang out (with) = an informal way of saying to spend time with (e.g. go for a coffee, to clubs or parties together)

hang around = to stay in a place doing nothing or waiting for something to happen

meet up = to come together with someone, either as planned or unexpectedly

keep up (with) = to stay in contact and share news

come round = to visit (when a friend comes to visit you at your house)

go round = to visit (when you visit a friend at their house)

Phrasal verbs that contain two particles: *get on (with)*, *hang out (with)* and *keep up (with)*

Vocabulary notes

'Phrasal verb' is a term used to describe the three combinations below. Strictly speaking, the verb + adverb combination is a particle verb, and the verb + preposition combination is a prepositional verb, but the term 'phrasal verb' tends to be used to refer to all three variations.

1 verb + adverb or particle

I'll come round tomorrow; We'll just hang around here = intransitive phrasal verbs (no object)

2 verb + preposition

Joe stood by me = *by* is a preposition that introduces the prepositional phrase *by me*

3 verb + adverb + preposition

I get on with Frank = *on* is an adverb that qualifies *get*, and *with* is a preposition that introduces the prepositional phrase *with Frank*

11

- Ask students to work individually to complete the sentences. Let them compare answers in pairs before feedback.
- **Optional step** Ask students to write personalized sentences with the phrasal verbs, e.g. *My cousins often come round at the weekend; My parents stood by me when I left university.*

ANSWERS

- | | |
|-------------------|--------------|
| 1 get on | 4 come round |
| 2 hang out/around | 5 stand by |
| 3 kept up | 6 meet up |

Speaking my life

12

- Start by writing a brief note on the board for each bullet point to show what you as a teacher might say about one of the students in the class, e.g. *Anna – met Sept 2016.*
- Then ask students to use the points to prepare similar notes about a friend. Encourage students to make notes rather than write whole sentences or a script. Monitor and help with ideas and vocabulary.

13

- Organize the class into new pairs. When students have finished describing their friends, ask them to work with a new partner so that they get lots of practice at using language from the lesson.
- **Optional step** As students speak, monitor and note down errors you hear (see Teacher development below). Concentrate on errors with the use of the present tense forms. At the end of the activity write up five or six sentences containing errors you heard. You can present them as 'common' or 'typical' mistakes and therefore avoid attributing errors to specific students. Ask students to work in pairs to correct the errors.

Teacher development

Error feedback

It's important to give feedback on your students' language performance after a free speaking activity in which one of the aims is to practise language recently learned or revised. Here are some tips for carrying out useful feedback on errors:

- 1 Decide what type of errors you are listening for. As you monitor students' language performance, have a clear idea of what type of errors you will focus on. You could set a clear aim, e.g. *I will listen for form and pronunciation errors with present perfect simple and continuous.* You could prepare a notepad page with different sections or categories for errors (e.g. form, pronunciation, meaning). Carry it with you and note down errors under each of the headings as you monitor.
- 2 Explain your role. Tell students that you are going to listen to them and note errors. Students usually welcome this constructive personal feedback when they understand the process.
- 3 Monitor each pair or group equally. Note down just one or two things you hear before moving on to listen to other students. It's important to show you are listening, but to be unobtrusive, too, so that students keep talking.
- 4 Feedback on content before errors. Find out what information students shared, problems they solved or conclusions they reached, before correcting. This is important because, from the students' point of view, they need to feel a sense of purpose and conclusion in the task.
- 4 Let students correct the errors collaboratively. At the end of a speaking activity, write up no more than six short sentences with errors in them on the board. These should be errors that you noted as you monitored. Then put students in pairs to discuss and correct them. Never say who made the original error. Encourage students to see correcting errors in feedback as a collaborative exercise that they do to help each other collectively to learn from their mistakes.

1b A confused generation

Lesson at a glance

- reading: changing attitudes in China
- wordbuilding: forming adjectives
- grammar: past simple and present perfect
- pronunciation: auxiliary verbs *have* and *has*
- speaking: differences between generations

Reading

1

- Organize the class into pairs to discuss the photo and questions.
- In feedback, elicit ideas and encourage students to share personal experiences.

ANSWERS

- 1 It shows a girl who is sitting at a table with her parents, her head in her hands.
- 2 She is possibly having an argument, or she has been told off by her parents for something she has done. In any case, she doesn't look happy.
- 3 Students' own answers

2 [3]

- Ask students to work in pairs to discuss what they know about modern-day China. You could ask them to think of three facts and three opinions.
- **Optional step** If you feel your students may have little to say about China, write the following phrases from the text on the board before they read and ask them to say how they relate to China: *economic boom*, *old values*, *duty*, *western brands*, *rebellious teenagers*.
- Ask students to read the article. In feedback, ask students to share any new information they learned.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.

3

- Ask students to read the article again and find examples of how the new China and the old China are different for each of the areas listed.
- Let students compare answers in pairs before checking the examples with the class.

ANSWERS

Caring for the old: caring for aged parents has always been a child's duty, but now families are putting their older relatives into care homes

The relationship between parents and children: *'Once parents taught children, but now we learn from them.'*

Standard of living and shopping: the family can buy many more things these days; Bella wants to buy the 'right' western brands

Experience and knowledge of the world: in spoken English Bella has overtaken her parents; she has already, in her short life, learned more about the outside world than her parents have

4

- Discuss the question with the class. Ask students to give opinions and reasons for their opinions.
- Alternatively, you could organize the class into pairs or small groups to discuss the question. Encourage them to justify their opinions.

ANSWERS

Bella's parents are finding the changes difficult (*Her parents are part of a confused generation in a confused time.; I suppose our child-raising has been a failure.*).

Bella is part of the 'new' generation, so is finding the changes more natural.

Extra activity

Ask students to discuss how things are changing for younger and older people in their country, and to say how their situation is similar to or different from China.

Vocabulary notes

Check that students are familiar with the following vocabulary:

economic boom = a period when the economy improves very quickly

material benefits = higher salaries, a broader range of products on sale and a better standard of living generally

duty = a duty is something your family or society says you must do

(don't want to be a) burden = a burden is a heavy load – here it is used in a fixed expression meaning that somebody doesn't want to make life difficult for somebody else (compare: *a financial burden*)

latest slang = most recent phrases used by young people in the street

glare = to look at somebody angrily

Wordbuilding forming adjectives

5

- Ask students to read the information in the box. Elicit other words students may know with similar endings (e.g. *hopeful*, *active*, *childish*).
- Ask students to work individually to find adjectives in the article that come from the root words in the box. Let students compare their answers in pairs before checking with the class.

ANSWERS

painful, selfish, dutiful, supportive, rebellious

Refer students to Workbook page 11 for further information and practice.

6

- Ask students to form adjectives from the words. Elicit the first answer to get them started, and point out that they may have to change the root word a little as well as add a suffix. Let students compare their answers before checking with the class.

ANSWERS

- | | |
|-------------|--------------|
| 1 ambitious | 4 helpful |
| 2 childish | 5 respectful |
| 3 decisive | 6 successful |

Extra activity

Ask students to write personalized sentences using the adjectives they have just formed.

Grammar past simple and present perfect

7

- Read the information in the box to the class. Ask students to tell you how the present perfect forms are made (present perfect simple: *have* + past participle; present perfect continuous: *have* + *been* + present participle or *-ing* form).
- Ask students to choose the correct options to complete the sentences. Let them compare answers in pairs before checking answers with the class.

ANSWERS

- | | |
|-------------------|-------------------|
| 1 present perfect | 3 past simple |
| 2 past simple | 4 present perfect |

Refer students to page 158 for further information and practice.

ANSWERS TO GRAMMAR SUMMARY EXERCISES

- 4
- | | |
|---------------------|----------------------------|
| 1 from 2012 to 2014 | 5 since |
| 2 twice this week | 6 over the last few months |
| 3 in 1998 | 7 for |
- 4 for a few days
- 5
- | | |
|----------------------------------|--------------------|
| 1 have been arguing | 4 helped |
| 2 I've tried | 5 have given |
| 3 's not spoken or hasn't spoken | 6 didn't teach |
| | 7 've been working |

Grammar notes

The aim of this section is to provide revision of when to use the past simple and when to use the present perfect. A simple way to establish this is to ask whether we say 'when' or not. If 'when' is important, then it is a past event (past simple). If 'when' is not stated or important, then there is a link between the past and now (present perfect).

8

- Ask students to work in pairs to find and underline three sentences with the past simple and five with the present perfect in the article. In each case, ask them to say which tense is used and why. In feedback, ask students to explain and justify answers by referring to the rules given in Exercise 7.

ANSWERS

Examples of the past simple:

- A few months ago, Bella's family put Bella's grandfather into a nursing home.* – refers to something at a specific time in the past and uses an adverbial of finished time (*a few months ago*)
- It was a painful decision ...* – refers to something at a specific time in the past
- When she told us that ...* – refers to something at a specific time in the past
- Once parents taught children, but now we learn from them.* – refers to something at a specific time in the past
- ... they gave up helping with Bella's homework some time ago.* – refers to something at a specific time in the past and uses an adverbial of finished time (*some time ago*)

Examples of the present perfect:

- In the last twenty years, China's economic boom has brought enormous material benefits ...* – (present perfect simple) impacts on the present or is relevant now
- Have new possessions made our lives richer?* – (present perfect simple) impacts on the present or is relevant now
- ... in China, caring for aged parents has always been a child's duty.* – (present perfect simple) a situation which started in the past and is continuing now
- This is something my daughter has been trying to teach us.* – (present perfect continuous) an action which started in the past and is continuing now
- 'I suppose our child-raising has been a failure.'* – (present perfect simple) impacts on the present or is relevant now

Pronunciation auxiliary verbs *have* and *has*

9 [4]

- Ask students to look at the present perfect sentences they underlined in Exercise 8.
- Play the recording. Students listen and note the pronunciation. Let them practise saying the sentences in pairs.
- Optional step** Model and drill the sentences or play the recording and ask students to repeat each sentence in turn.

Audioscript [4]

- In the last twenty years China's economic boom has brought enormous material benefits.
- Have new possessions made our lives richer?
- In China, caring for aged parents has always been a child's duty.
- This is something my daughter has been trying to teach us.
- 'I suppose our child-raising has been a failure.'

Pronunciation notes

In natural speech, *has* and *have* are reduced to /həz/ and /həv/. Because these words are generally unstressed, the schwa sound /ə/ is used.

When practising the sentences, encourage students to reduce other unstressed sounds in the sentences to /ə/, and reduce *been* to its short unstressed sound /bɪn/. For example, in sentence 4, students should stress *try* in *trying*, but reduce the sounds in *has*, *been* and *to*: /həz bɪn tə ɪn ɪt/. In sentence 5, *has been a* becomes /həz bɪn ə/.

UNIT 1 Relationships

10

- Ask students to read the conversation once without trying to complete the gaps. To make sure they understand the content in general, ask: *Does the child want the parent's help?*
- Ask students to work individually to complete the conversation. Monitor and prompt as students write. Let them compare in pairs before checking answers with the class.

ANSWERS

- | | |
|-----------------|------------------------|
| 1 Have you done | 5 asked |
| 2 didn't do | 6 've been looking |
| 3 was | 7 haven't studied |
| 4 've studied | 8 've already arranged |

11

- Ask students to underline the time expressions in Exercise 10 and complete the table. Let them compare answers in pairs before checking with the class.

ANSWERS

Time expressions in the text: *yet, yesterday, before, a few days ago, all morning, since I was a child, already*
Past simple: *yesterday, a few days ago* (finished time)
Present perfect simple: *yet, before, already, since I was a child* (unfinished time)
Present perfect continuous: *all morning* (unfinished time)

Grammar notes

Note that the unfinished time expressions in the table could be used with both the present perfect simple or continuous. The exceptions are *ever* and *yet*, which are almost always used with just the present perfect simple.

ever: *Have you ever been to France?* – used in questions to mean 'at any time'

just: *I've just left home* – used to say 'very recently'

not ... yet: *I haven't done that yet* – used to say something hasn't happened, but will in the future

already: *I've already left* – used to say something has happened earlier than expected

since + point in time: *since Wednesday / 1999 / last August*

for + period of time: *for two weeks / a hundred years / ever*

12

- Ask students to work in pairs to prepare and act out conversations. You could ask students to brainstorm ideas of things to say for one minute before improvising conversations, or you could ask students to work together to write a dialogue before acting it out.

13

- Ask students to work individually to choose the correct options to complete the sentences. Let them compare answers in pairs before checking the answers with the class.
- Ask students to discuss the statements in pairs or in groups of four (put two pairs together). Tell them to choose three or four statements they are interested in rather than discussing all of them.

ANSWERS

- | | |
|--------------------------------|------------------|
| 1 have been growing | 5 had |
| 2 has left | 6 has replaced |
| 3 probably worked; didn't have | 7 rebelled; were |
| 4 have already retired | 8 have spoiled |

Speaking my life

14

- In the same pairs, ask students to work together to list the ways in which their parents' lives have been different from their own. Monitor and help with ideas and vocabulary.
- Ask students to work with a new partner or in groups of four. When students are ready, ask them to discuss which generation has had a better life.
- As students speak, walk round and listen to how well your students are using the present perfect and past simple forms. Note down some errors as you monitor. At the end, write several errors on the board and ask students to work in pairs to correct them.

EXAMPLE ANSWERS

Here are some possible differences from a UK perspective about the previous generation's experience:

upbringing and school: stricter rules; wore uniform, ate simple school meals, strict discipline

work opportunities: more jobs in factories, jobs for life, fewer opportunities in high tech industries, fewer opportunities for women

free time: more time outside, less time on computers, holidays at home not abroad

standard of living: less money to spend, fewer electronic gadgets – no smartphones

Extra activity

Ask students to write a blog entry based on their ideas about how life has changed over the years. This could be done for homework.

1c Bloodlines

Lesson at a glance

- reading: immigrant families
- critical thinking: evaluating conclusions
- word focus: *sense*
- speaking: family influences

Reading

1

- Pre-teach *emigrate* (= to go and live in another country) and *first-generation immigrants* (= people who go and start a new life in a new country).
- Ask students to work in pairs to discuss the questions. Elicit a few ideas from the class in feedback.

EXAMPLE ANSWERS

Reasons for emigrating: work opportunities, better quality of life, friends and family, better education, escaping war or poverty

Difficulties: learning a new language, getting used to local customs, finding work and housing, not having family and friends, racism or hostility from local people

Students' own answers

2 [5]

- Ask students to look at the photo and read the three article headings on page 15 of the Student's Book. Check the meaning of *ancestors* (= people in your family who lived before you). Ask students to predict what the article might be about and what information it might include.
- Ask students to read the article individually. Then ask them to cover the page and work in pairs to try to remember the details of Richard and Tanja's stories.
- **Optional step** The reading text is recorded. You could play the recording and ask students to read and listen.
- **Optional step** Ask students to write notes from memory for each bullet point before they talk about the details of Richard and Tanja's stories.

ANSWERS

Richard:

- 1 His grandfather came to America (from Poland) when he was fifteen. He wanted to run away from his stepmother.
- 2 Richard is a builder.
- 3 He has a strong sense of belonging to a group that has struggled and fought together to succeed in America.

Tanja:

- 1 Her parents came to America from Jamaica. Her father wanted to be a doctor in the US.
- 2 Tanja is also a doctor.
- 3 She has a desire to get ahead.

3

- Ask students to read the article again and decide whether the sentences are true or false. Let them compare answers in pairs. In feedback, ask students to justify answers by quoting from the article.

ANSWERS

- 1 T (*a common feeling of pride in their American identity*)
- 2 F (*their ancestral roots; tracing back your family tree*)
- 3 F (we infer he is unhappy: *Tomas didn't like his new stepmother*)
- 4 F (he saw an announcement in the paper by chance, but they arranged the meeting in New York: *Tomas got in touch and the two had an emotional reunion in New York.*)
- 5 F (we infer this as she worked as a nurse and was very involved in her children's lives)
- 6 T (*Both my sister and I have followed them into the medical profession and now I'm working as a doctor*)

Background information

Queens is the easternmost and largest in area of the five boroughs of New York City.

First generation means people who are born in one country and emigrate to live in another. So, second generation means their children and third generation means their grandchildren.

4

- Ask students to find the words and phrases in the article. Students work in pairs to discuss the meaning of each word or phrase. Encourage students to look at the context of the surrounding text to help them work out the meaning of each item.

ANSWERS

- 1 a place where different people mix together
- 2 where they came from
- 3 look for a way to get rich
- 4 a necessity
- 5 a belief that hard work is important

Vocabulary notes

There are other words and expressions in the article that may be new to students. You could ask students to underline three or four more words or phrases in the text and try to guess them from context.

trace your family tree = to find out about the people in your family who lived before you

descendant = person in your family who lives after you

settle = to start living permanently in a particular place

identity = how you see or define yourself

Critical thinking evaluating conclusions

5

- Ask students to work individually to read the conclusions (a–e) and decide which ones the author wanted the reader to draw. Briefly elicit which conclusions your students think are correct but don't confirm or correct answers at this stage.

6

- Ask students to work in pairs to compare their answers to Exercise 5. Encourage students to find evidence in the text to support their ideas.
- In feedback, ask students to justify their choice.

ANSWERS

Exercise 5

Students' own answers, but c and d are the main points of the article.

c: ... how their grandparents and great-grandparents arrived in America what brought them there in the first place, and how they – their descendants – can best honour their memory; she never forgets family details. This has meant that all of us ... now have a strong sense of belonging

d: a group that has struggled and fought together to succeed here; I don't know if that kind of dedication is genetic or just something that you learn from your parents, but that desire to get ahead ... we've certainly both inherited it.

Exercise 6

d is the author's main conclusion.

Word focus sense

7

- Read the example sentence to the class and draw their attention to the phrase 'sense of belonging'. Ask students to choose the best option to complete each sentence. Let students compare answers in pairs.

ANSWERS

- | | |
|----------|-------------|
| 1 make | 4 duty |
| 2 common | 5 direction |
| 3 humour | |

Vocabulary notes

The word *sense* has many meanings and uses and, depending on the context, may mean a strong feeling or belief, an ability, a meaning or a purpose.

make sense = to be practical or sensible

common sense = the ability to use good natural judgment about everyday things

a sense of = here, it's used to describe a feeling for or understanding of something, e.g. sense of humour/duty/direction/loss/helplessness, etc.

Extra activity

Ask your students to research *sense* in a learner's dictionary to find its different meanings and collocations. They may find other interesting phrases, e.g. *talk sense, see sense, business sense, a sense of identity/well-being/optimism*. Ask students in pairs to choose three of these new collocations and write sentences that show their meaning.

Put each pair with another pair and ask them to read out their sentences, but say 'beep' instead of the collocation with *sense*. The other pair must guess the missing collocation.

Speaking my life

8

- Ask students to read the questionnaire individually and note their own answers to the questions.
- Ask students to work in pairs or small groups and take turns to ask and answer the questions. In feedback, ask students to summarize what they found out about their partners.

Extra activity

Do a class survey. Organize the class into groups of three. Ask groups to choose three questions to ask from the list on the page. Tell students to mingle individually and interview different class members using the questions they chose, and to note responses. Then put students in their groups of three again, and ask them to collate their information and produce a report for the class on their findings.

1d What have you been up to?

Lesson at a glance

- real life: meeting people
- pronunciation: word boundaries

Real life meeting people

1

- Students work in pairs to discuss the questions and categorize the phrases. Elicit the first answer to get them started.

EXAMPLE ANSWERS

- How do you do? Pleased to meet you.
- How are you?
- How are things? How are you? How's it going?

Background information

You could ask your students, especially if they are studying in an English-speaking country, whether they have heard other informal ways of greeting. *Hi!, Hiya!, Hello!, What's new?, What's up?* and *Whatcha?* are all informal greetings used by British English speakers.

2  [6]

- Tell students they are going to listen to a conversation in the street between two friends. Ask them to read the three listening questions.
- Play the recording. Students listen and note answers. Let students compare answers in pairs before checking with the class.

ANSWERS

- a long time ago
- Tim has been working abroad (in India) for the last eighteen months doing some teacher training for the British Council; Greta has been doing a course and studying for her law exams.
- They are going to meet up for a drink the next time Tim is back in the UK, in two months' time.

Audioscript [6]

G = Greta; T = Tim

G: Hi, Tim! This is a surprise. How are you?

T: Oh, hi Greta. Yeah, I'm doing fine, thanks.

G: Oh, that's good to hear. I haven't seen you for ages. What have you been up to?

T: Actually, I've been working abroad for the last eighteen months.

G: Really? Anywhere exciting?

T: Yeah, in India. I've got a contract with the British Council, doing some teacher training.

G: Well, it obviously suits you: you're looking very tanned and relaxed.

T: Thanks – it's been a lot of fun. And you? You're looking very well too. How are things?

G: Oh, you know, busy as ever. I've been studying for my law exams.

T: Oh yes, of course – I remember. Is the course going OK?

G: Well, you know, it's a lot of work. But it's going well, generally, thanks.

T: Good. And what about Amanda? I haven't seen her for ages either. How's she getting on?

G: Yeah, she's well. We still meet up from time to time. She was asking after you the other day, actually.

T: Oh, well, I'm only back for a few days, but please give her my best wishes when you next see her.

G: I will.

T: And the next time I'm back, perhaps we can all get together for a drink.

G: That'd be great. How long will you be away for?

T: Well, I've got to do another two months over there. Then I'll be back in the UK for a while, I hope.

G: OK. Well, give me a call when you're back. You've got my number, haven't you?

T: Yeah, if it's still the same one.

G: Yeah, it is. I'll look forward to that. Well, I don't mean to be rude, but I need to get back to college – but it was really nice to see you. I hope the journey back goes well.

T: Thanks. Well, it was great to see you too, Greta. Take care ... and good luck with the exams.

3  [6]

- Tell students to read the expressions in the language box and to work in pairs to discuss which of the expressions were used in the recording.
- Play the recording. Students listen, check and tick the expressions they hear.

ANSWERS

The following expressions should be ticked:

How are things?

What have you been up to?

I'm doing fine, thanks.

Busy as ever.

I've been studying for my exams.

You're looking very relaxed / very well.

It obviously suits you.

How's she getting on?

She was asking after you the other day.

Please give her my best wishes.

I don't mean to be rude, but I need to ...

It was really nice to see you.

It was great to see you.

Good luck with ...

4

- Check meaning by asking students to match the expressions in the language box that they ticked with the functions (1–5). Explain *mutual friend* (= a friend that you both have).
- Elicit the first answer to get students started. Let students compare their answers in pairs.

ANSWERS

- 1 What have you been up to?
- 2 You're looking very well.
- 3 Busy as ever.
- 4 She was asking after you the other day.
- 5 I don't mean to be rude, but I need to (get back to college).

Vocabulary notes

Busy as ever. = I'm as busy as I always am
to ask about someone = to ask whether someone is well or what their news is
it suits you = here, this means that a job / a lifestyle / a relationship, etc. is good for someone because they appear happy or confident

Pronunciation word boundaries

5a [7]

- Start by reading through the information in the instruction with your class. Explain what a word boundary is (see Pronunciation notes below) and why they can be difficult to hear in fast speech.
- Play the recording. Students listen and write expressions 5 to 8.
- Play the recording again and ask students to listen and repeat.

Audioscript [7] (and answers)

- 1 How are things?
- 2 How's everything going?
- 3 What have you been up to?
- 4 I haven't seen you for ages.
- 5 Busy as ever.
- 6 I'm in a bit of a hurry.
- 7 That'd be great.
- 8 Give her my best wishes.

5b

- Organize the class into pairs. Students take it in turns to practise saying each expression.

Pronunciation note

Linking and word boundaries

The term *word boundaries* refers to where words begin and end, so *been* begins with /b/ and ends with /n/. In fast speech, these word boundaries become compromised. Often, it may sound as if a word begins with the consonant sound of the previous word, for example.

When one word ends with a consonant sound and the next begins with a vowel sound, the consonant sound appears to join the next word: *How severything? It's beenages.* We can show this with a linking line: *It's beenages.* When a word ends with a vowel and the next begins with a vowel, an intrusive, or extra, consonant sound may be introduced: *How ware things? Busy jas ever.* This makes it easier to say.

In fast, natural speech, unstressed sounds are often reduced to /ə/: *What have* becomes /wətəv/.

Sometimes sounds are lost or changed. For example, the /d/ in *That'd be great* is lost or reduced to a glottal stop, a sound made when air is blocked and released in the throat.

6

- Ask students to read the task. Then tell them to stand up, walk round and practise meeting and greeting each other. You could start by modelling the activity with one student: *Hi, Anna. How are things? What have you been up to? Are you free on Sunday?* etc.
- In a very large class, divide the class into groups of about six, and ask them to meet and greet people within their group.
- As students speak, listen for errors, and prompt students to use expressions correctly.

Extra activity

Here are two variations on the activity:

- 1 Play music. Students walk round. When you stop the music, they chat to a person they are near. When you start the music again, they say *I'm in a bit of a hurry* and move on to someone new.
- 2 Students move round the room until you say stop. Before they chat, you tell them what their relationship is to the person they are talking to, e.g. an old friend, a colleague, an acquaintance, someone you didn't like at school.

1e News from home

Lesson at a glance

- writing: an informal email
- writing skill: greetings and endings

Writing an informal email

1

- Discuss the question with the class or ask students to discuss the question in pairs or groups. Elicit ways of communicating: letters and postcards, special occasion cards, emails, instant messaging, texts, social networking sites, Facebook, Twitter and tweets, telephone calls, video conferencing, etc.
- **Optional step** Ask students to say how they communicate with different people, e.g. emails and video conferencing for work colleagues, phone calls for older relatives, Facebook for cousins.

2

- Ask students to read the email and answer the focus question. Let students compare answers in pairs.

ANSWERS

Mateo is in Sri Lanka (in the hills outside Kandy). He's there to try and get experience as a freelance journalist and photographer.

3

- Ask students to read the email again and work in pairs to discuss how the listed things are expressed in the email.

ANSWERS

- 1 *I hope all's well with you; Do send everyone my love.* (at the beginning and end)
- 2 *How's the family? Is Sarah still ... ?* (3rd paragraph)
- 3 *I'm now ... ; At the moment I'm ... ; I'm trying to ...* (2nd paragraph); *my plan is to ...* (3rd paragraph)
- 4 *It would be great to get together with you then.* (3rd paragraph)
- 5 *I've been meaning to write with my news ...* (1st paragraph)

4

- Read the differences between formal and informal written English to the class. Then ask them to find and underline as many examples of informal language as they can in the email. Let students compare answers in pairs before checking with the class.

ANSWERS

Contracted verb forms: *all's well; I've been meaning to*, etc.

Informal linking words: *but my work ... ; But I have to ... ; So, my plan is to ...*

Conversational words: *for ages; or so; get a plane; go and chat to; great to get together; working for that awful estate agent*

Idiomatic expressions: *I hope all's well with you; you wouldn't believe it; Fingers crossed!; Do send everyone my love; I'll write again soon; All the best*

Writing skill greetings and endings

5

- Ask students to work in pairs to discuss which phrases are appropriate for an informal email.

ANSWERS

All my love, Best wishes, Hello, Hi John, Love.

Note that *Kind regards, Regards* and *Warm regards* are too formal for a close friend, but might be used with, for example, an elderly relative.

Extra activity

The verb *get* is used often in spoken or informal written English. There are five phrases or sentences in the letter where it is used. Ask students to work individually to find and underline the five phrases with *get* in the email. Then ask students to work in pairs to discuss what *get* means in each case. Follow up by asking students to work in small groups to give recent news about themselves using *get*.

ANSWERS

- getting quite homesick* = becoming
- get experience* = to gain, achieve
- get an interview* = to receive, obtain, be given
- get a plane* = to catch, travel on
- get together* = to meet up

Vocabulary notes

Get is a very common verb in English, and is used informally, especially in spoken English, with a wide range of meanings. In some ways, it's a verb native speakers use because it is so versatile. What unites the many meanings of *get* is the idea of 'change':

Change of state: *get homesick/experience (get older, get tired, get ill, get thinner)*

Change of possession: *get an interview (get an email, get a new car, get a job, get some shopping)*

Change of position: *get a plane / get together (get home, get in a car, get up, get on a train)*

6

- Read the imaginary situation to the class and ask individuals to decide who they want to write to.
- Ask students to make brief notes under each heading in their notebooks. Be available to help with ideas and vocabulary. Ask students to share their notes in pairs and to suggest possible ways of adding to or improving the notes.
- Ask students to work individually to write the email. This could be done in class or for homework.

Extra activity

Give students alternative scenarios to write about, e.g. an email to a person you secretly want to date; an informal email to an old friend who owes you money; an informal email to a family member who you dislike.

7

- After students have written a first draft of the email, ask them to work in pairs and exchange emails. Each student reads their partner's email and uses the questions in the Student's Book to check it and make suggestions for improvement.
- Students rewrite their emails in response to the feedback. Put the emails on the classroom wall for others to read.

1f 'Lady Liberty' and Ellis Island

Before you watch

1

- Ask students to read the description of the video and work in pairs to answer the questions. Refer students to the glossary at the bottom of page 19 for the meaning of *stewards*.

ANSWERS

- 1 because of significant damage from Hurricane Sandy
- 2 stewards and visitors

Background information

Liberty Island and Ellis Island are in Upper New York Bay, and can be visited as part of a boat trip that leaves regularly from Manhattan, New York. They are separate islands, but both form part of the Statue of Liberty National Monument.

On Liberty Island stands the Statue of Liberty, the iconic symbol of New York, which was erected in the 1880s.

Between 1892 and 1954 Ellis Island was the nation's busiest immigrant inspection station and during this period was the gateway for over 12 million immigrants to the United States. Today there is a museum of immigration at the Statue of Liberty National Monument.

Hurricane Sandy hit New York City on 29th October 2012, flooding streets, tunnels and subway lines and causing power cuts in and around the city.

Key vocabulary

2a

- Ask students to guess the meanings of the words in bold and either make notes, or discuss in pairs.

2b

- Tell students to match the words in bold in Exercise 2a with the definitions (a–e).

ANSWERS

- 1 d 2 b 3 a 4 e 5 c

While you watch

3  [1.1]

- Ask students to watch the whole video. Tell them to make notes to answer questions 1–3 as they watch. Let students compare answers in pairs before discussing as a class.

ANSWERS

- 1 immigrants from all over the world
- 2 tourists
- 3 no

Videoscript [1.1]

Part 1

0.00–0.30 David Luchsinger I don't know if that's something to be proud of, but I have the dubious distinction of being the last resident of Liberty Island, yes. Walking around the island at night and looking up at the Statue of Liberty, it's quite an experience seeing all the different ways she changes. Some nights she's actually a little bit blue, as opposed to green.

0.31–0.44 I had two sets of grandparents that came through Ellis Island. I wonder what they would think if they found that their great grandson was going to be the steward of the Statue of Liberty on Ellis Island.

0.45–0.49 Welcome to the Statue of Liberty.

0.50–1.15 It's about going to a different country, they may not speak the language. And they show up; everything that means the world to them is in this one or two bags that they are carrying. And they are told to drop those bags and go upstairs to be processed, and they never even know if they are ever going to see that picture of their parents or their children that they left behind. They are relying on their faith that everything is going to be OK because this is a country that they want to come to.

1.17–1.25 It's been reported that we've never lost a bag on Ellis Island. I guess the folks today could learn a thing or two about keeping tabs on bags.

Part 2

1.28–1.37 Judith Leavell Everybody came from some place in America, except the native Americans. And it's important to keep that alive, I think.

1.38–1.47 I don't know that our generation would be as gutsy as they were, to come. My grandmother was twenty, and she never went back to Italy.

1.48–2.14 Pablo Cachón I don't know why, but I got emotional when I saw it for the first time I was crossing. I think it was just part of history, it being there, and it was an emotional moment. I mean, even me being born here, I guess I put myself in the emotion of all the people that came by boat, and the first thing they saw was this statue, in a sense welcoming them to a new world, to freedom.

2.15–2.14 Peter Wong Right here, at Ellis Island, this is where my family became 'American'. My parents immigrated here from Hong Kong in China. To be able to tell their story by using the site as a focus. I just love it, I mean, there's just no way around it.

2.33–2.45 Raea Hillebrant Our ancestors came over in 1914 from Lithuania. When we walked up the steps it gave you the chills down your spine, kind of what they went through when they came on the boat and came up here.

Part 3

2.50–3.03 David Luchsinger During our peak immigration period at Ellis Island, we would average between eight and ten thousand people a day. In our biggest visitation we processed over twelve thousand people.

3.04–3.25 Today, our visitation during the summer is between eighteen thousand and twenty-two thousand people a day, so we welcome quite a few more people. Of course, we don't process these people, other than putting them through security.

3.26–4.10 October 29 2011, we had closed down to do some life safety renovations. Fortunately when Sandy hit, none of those upgrades were damaged. But our entire infrastructure were all destroyed. While it was a very sad day for us, we quickly realized it was also an opportunity to make this a more sustainable park. It was also kind of moving, in this devastation, to see the statue standing there, the flag still flying, proud and defiant. No storm was going to bother her.

4 [1.1]

- Ask students to read questions 1–5 and complete any answers that they remember.
- When students are ready, play the first part of the video (0.00–1.25) again. Let students compare their answers in pairs before discussing as a class.

ANSWERS

- 1 resident
- 2 His two sets of grandparents came through Ellis Island (as immigrants).
- 3 'everything that means the world to them'; pictures of their children or parents
- 4 drop them
- 5 They have never lost a bag on Ellis Island.

5 [1.1]

- Play the second part of the video (1.28–2.45) again. Ask students to make notes to complete the table. Let students compare their answers in pairs before discussing as a class. Note that the word *gutsy* is checked in the vocabulary exercise later, so there is no need to explain the word here.

ANSWERS

- 1 Judith: Italy; –
- 2 Pablo: –; emotional
- 3 Peter: Hong Kong; loves it
- 4 Raea: Lithuania; gave her the chills

6 [1.1]

- Play the third part of the video (2.50 to the end) again. Ask students to choose the correct options to complete the facts. Let students compare their answers in pairs before discussing as a class.

ANSWERS

- 1 a day
- 2 up to
- 3 the infrastructure
- 4 the park

Vocabulary notes

over 22,000 = more than 22,000

up to 22,000 = 22,000 or fewer than 22,000

After you watch

Vocabulary in context

7a [1.2]

- Explain that students are going to watch some clips from the video which contain some new words and phrases. They need to choose the correct meaning of the words.
- Play the clips. When each multiple-choice question appears, pause the clip so that students can choose

UNIT 1 Relationships

the correct definition. You could let students compare answers in pairs before discussing as a class.

ANSWERS

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

Vocabulary notes

Note: son – grandson – great grandson – great-great grandson

show up (at a party/wedding) = to appear unexpectedly or without invitation

means the world to me = e.g. *My children mean the world to me* or *This promotion means the world to me* = nothing is more important

keep tabs on = an idiomatic expression which means to follow or watch something or someone very carefully so as not to lose them

gutsy = compare to *have guts* = be brave

devastation = is similar to, but stronger than, destruction – it means everything is destroyed

Videoscript 1.2

- ... if they found that their **great grandson** was going to be the steward ...
 - wonderful grandson
 - son of a son
 - son of a grandchild
- ... and they **show up**.
 - arrive
 - feel nervous
 - present themselves
- Everything that **means the world to** them is in these one or two bags.
 - belongs to
 - is very important to
 - is necessary for
- I guess the folks today could learn a thing or two about **keeping tabs** on bags.
 - knowing where something is
 - treating something carefully
 - putting labels on something
- I don't know if our generation would be as **gutsy** as they were ...
 - emotional
 - strong
 - brave
- It was also kind of moving in this **devastation** to see this statue standing there ...
 - bad weather
 - destruction
 - rebuilding

7b

- Students work individually to complete the sentences in their own words. Elicit one or two ideas for the first sentence to get them started. Let students compare sentences in pairs.

EXAMPLE ANSWERS

- My job/promotion/family means the world to me.
- I showed up late for work / my wedding / my daughter's performance.
- It was very gutsy of my brother to run a marathon / admit he was wrong.

8

- Give students one minute preparation time individually first, then ask them to work with a new partner. Ask them to take turns to describe their place or monument. Monitor and prompt students as they speak.

EXAMPLE ANSWERS

Stonehenge is an ancient monument in the UK. It is made of ancient stones that are arranged in a circle. The huge stones make you feel small and thoughtful. It means the world to British people. They are proud of its history and it makes them feel connected to their ancestors. I was disappointed when I visited because there were a lot of tourists and it is close to a busy road.

Extra activity

As an alternative, you could ask students to describe a famous place or monument without saying its name. Their partner must guess which place or monument it is.

Another alternative is to get students to prepare and give a presentation on the place or monument they choose. The preparation could be done for homework.

9

- Ask students to prepare key points individually or in pairs. Monitor and help with ideas and vocabulary.
- Optional step** Once students have thought of some ideas, ask them to write them down in a formal way. Tell them to produce a guide entitled 'A Guide for Immigrants'. Tell them to use the imperative form to write six clear bulleted points.

10

- Organize the class into groups. Ask students to compare their six key points in the guides they have produced. Ask students to find out which points are similar or different.
- Ask students to discuss the questions.

EXAMPLE ANSWERS

Reasons why it is hard to adapt to a new life: language barrier, missing family and friends, having to learn new customs and ways of doing things, having no money or contacts, racism or distrust from people already in the country

UNIT 1 Review and memory booster

Memory Booster activities

Exercises 3, 5, 6 and 9 are Memory Booster activities. For more information about these activities and how they benefit students, see page 10 of this Teacher's Book.

I can ... check boxes

As an alternative to asking students to simply tick the *I can ...* boxes, you could ask them to give themselves a score from 1 to 4 (1 = not very confident; 4 = very confident) for each language area. If students score 1 or 2 for a language area, refer them to additional practice activities in the Workbook and Grammar summary exercises.

Grammar

1

- Ask students to work individually to complete the article by choosing the correct verb forms.

ANSWERS

- | | |
|-----------------------|----------------|
| 1 need | 6 were |
| 2 means | 7 are choosing |
| 3 has been decreasing | 8 have changed |
| 4 relied | 9 are losing |
| 5 We shared | 10 have lost |

2

- Ask students to read the article again and answer the questions.

ANSWERS

- A nuclear family is just the parents and children; an extended family is all the people who are related to us by blood or marriage, e.g. grandparents, cousins, aunts and uncles.
- help with childcare, being looked after in old age, sharing domestic chores, cheaper living costs

3 >> MB

- Ask students to work in pairs to answer the questions.

ANSWERS

- 3 *Has been decreasing*: it's still continuing
4, 5 and 6 *relied, shared, were*: things that happened in the past
7 are choosing: it's a trend
8 have changed: (recent) past event with an impact on the present
- 2 *for some time* = since the 1950s, for many years, in recent years
In the past = 50 years ago, last century, in my grandparents' time

Vocabulary

4

- Ask students to complete the words and phrases individually, then check with a partner.

ANSWERS

- | | |
|-------------|----------------|
| 1 companion | 4 flatmate |
| 2 close | 5 acquaintance |
| 3 mutual | 6 blood |

5 >> MB

- Ask students to talk about the people in pairs. Encourage them to use words and phrases studied in the unit.

ANSWERS

Students' own answers

6 >> MB

- Ask students to look at the photo and the list of adjectives. Then ask them to work in pairs to answer the questions.

ANSWERS

Students' own answers

Real life

7

- Ask students to work individually to complete the phrases using a preposition or particle. Check answers with the class.

ANSWERS

- | | |
|-------|------------|
| 1 in | 4 with |
| 2 for | 5 together |
| 3 on | 6 up |

8

- Ask students to put the sentences in the right order to make a conversation. Check answers by inviting individual students to read the lines to the class in the correct order.

ANSWERS

The sentences in the Student's Book should be numbered as follows: 1, 9, 3, 7, 5, 11, 10, 6, 4, 8, 2

9 >> MB

- Students work in pairs to act out the conversation from Exercise 7. You could then ask students to find a new partner and act out the conversation again, from memory if possible.