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1 Relationships

Reading 1 (page 6)

- This section gives practice in the second part of the Reading paper – a multiple matching task allocating summary sentences to paragraphs in the text.
- In order to do this effectively students must develop their skimming (looking quickly over a text to get the main idea) and scanning skills (looking quickly over a text to find a particular item of information).

Word power
- Use the pictures to elicit or teach some of the Word power vocabulary. Ask students to describe the pictures and say which word might suit which picture.

Answers
picture 1 embarrassment, argument
picture 3 argument, fight, jealousy, bully, tease

Starting point
- This lead-in aims to focus students’ attention on the topic – teenagers’ problems.
- It is best done in groups, with each group thinking about one question. Two minutes should be enough before getting feedback.

Answers
parents: being over-protective; not giving enough pocket money; ringing them on their mobiles all the time; nagging all the time about school work, etc.
other people at school: bullying; violence; mockery because of unfashionable clothes, studying too hard, being a ‘nerd’, etc.
brothers and sisters: not sharing; interfering in each other’s private affairs, annoying habits, eg loud music, untidiness, etc.
friends: gossiping; mockery (as above), betrayal of friendship; arguments, quarrels, etc.

A
- Focuses on the particular theme of this passage – a children’s ‘help line’, which children can phone for help and advice.

B
- Practises scanning. Ask students to underline the examples and only give two minutes. Students need to realise the necessity for speed in the FCE exam.

Answers
bullying, running away from home, being embarrassed while shopping with mum, being jealous of friend because of new mobile phone, birthday not being remembered by friends, boy wanting to do ballet, splitting up with girlfriend

How should you do Reading Part 2?

Answer
b is the right answer

- Discuss this with students. There are always plenty of unfamiliar words in the FCE exam and students must get used to reading for global meaning without being worried about individual words they may not know.

Exam practice Reading Part 2
- Do this in class. Give them a time limit, eg 10 minutes. Tell them to find their own answers first, then compare their answers with their neighbour’s.

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

- Remember to ask students to justify their answers in the feedback session. Expect disagreement!

D
- Recycles passive vocabulary in the text or removed sentences and helps to train students to guess meaning from context.
- Ask students to replace the word in the text or removed sentences with their chosen meaning and read it out. Ask them whether their meaning fits grammatically and logically.
1 Relationships

**Answers**
1. good idea – brainchild
2. idea – concept
3. solved – sorted out
4. have a conversation – chat
5. do impossible things – work miracles
6. worries – anxieties
7. introduced – brought up
8. problems and situations – issues

**Work it out!**
- Focuses on guessing meaning from context. Ask students to do it in pairs and during class feedback ask them to justify their answers; they should point out the clues in the passage which helped them find their meaning.

**Answers**
- charity – philanthropic organisation
- launched – started
- a friendly ear – a sympathetic listener
- turn to – ask for advice
- frustrations – feeling of annoyance at not being able to do something
- looking into – investigating

**Have your say!**
- Students should ask each other here, before class discussion. Some students might be against the idea, and this will lead to interesting debate.

**WB Unit 1 page 6**

**Grammar 1 (page 8)**

**Present simple and past simple**
- This section presents and practises the present and past simple, focusing on the fact that the present simple always has the idea of permanency (except in future uses) and that the past simple can have either the idea of permanency in the past or the idea of a specific occasion.

**Grammar presentation:** Write up
- ‘often go out with my friends’
- Ask students if it is correct.
- Rub out the ‘go’ and substitute ‘went’ – is it correct?

**Answer**
Yes in both cases
- Change the sentence to ‘I go out with my friends now’. Is it correct?

**Answer**
No, when we use ‘now’ to mean a specific occasion.
- Change to ‘I went out with my friends last night / then’. Is it correct?

**Answer**
Yes, because the past simple can refer to a specific occasion.
- Ask students to read the presentation in the Student’s Book silently, and also ask them to turn to Grammar database 1 on page 174.
- Point out that the Grammar database is for reference and is for their own use rather than classroom study.

**Be careful**
- Draw students’ attention to the grammar point in the box.

**A**
- Focuses on examples of the two tenses in the passage. Students find the examples in pairs.

**Answers**
1. Who do they turn to? (paragraph 2)
2. It really does help to talk (paragraph 8)
3. He didn’t want to talk (paragraph 6)

**B**
- Gives practice for the error identification section of the Use of English paper, and also important practice for composition revision.
- Do this in pairs, then ask students to tell you their answers.

**Answers**
1. the second get should be do
2. do go should be go
3. are always having should be always have
4. don’t tease should be doesn’t tease
5. aren’t always agreeing should be don’t always agree
6. didn’t fancied should be didn’t fancy
7. wasn’t be should be wasn’t
8. was going should be went
9. meet up should be met up
10. did went should be went

**C**
- Students work in pairs to do this. Ask for feedback from the class.

**Answers**
1. forgot 2. gets in 3. met
4. made 5. don’t go 6. didn’t know
7. seems

**D**
- These give freer practice of the two tenses, and also give students a chance to find out something about each other.
- Before getting the students to write, elicit a few other
possible questions for each tense to make sure they have the right idea.

**Answers**
b What does your father do? Does your mother work? Do you have a boy/girlfriend?
a What programmes did you watch on TV? Did you go out on Saturday evening? Did you do a lot of homework?

- When the students are ready, ask them to do this, stressing that they should not write full sentences. Ask one student a few questions, as above, and note down the answers on the board to show what you mean.

**Be careful**
- Focus students’ attention on this.
- Write up ‘Who told you?’ and ‘Who did you tell?’ Then write up ‘John told you’ and ‘You told John’. Ask students to give the right answer to each question.

**Answer**
Who told you? → John told you.
Who did you tell? → You told John.

- In the first case ‘Who’ is the subject of the verb, and in the second, the object.
- Now allow students time to write their questions, monitoring for accuracy.

**Vocabulary (page 9)**
**Feelings and situations**
- Focuses on the key vocabulary needed when talking about relationships.

A
- This section focuses on the difference between the active and passive participles. Write up a few sentences with blanks in them and ask students to put in a suitable participle, eg:

  The film was so .......... that we forgot to eat our popcorn.
  My neighbour is very ............... . He always plays heavy metal music when I’m trying to sleep.
  You look very ............... . Have you had a good sleep?

- Use the pictures to elicit the words for the topic vocabulary.
- Illustrate the difference between the active participle (boring) and the passive (bored) by asking ‘Why is the person in the second picture looking bored?’
- Elicit comments from students about the other pictures.

**Additional activity:** Write up the following:
a film, an audience watching a film, a lesson, a student, a teacher, a person who is watching TV, a TV programme, a ghost, a person who has just seen a ghost.

- Ask the students to write them down with a suitable adjective formed from the Student’s Book list, eg an exciting film, an interested audience, etc.

**Answers**
| bore   | bored | boring
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**Phrasal verbs: relationships**
- Focuses on phrasal verbs related to the topic of relationships.

B

**Answers**
1 brought me up 2 grew up 3 took after 4 looked after 5 put up with 6 let me down

**Be careful**
- The point here is that parents can’t ‘grow up’ children. Farmers can ‘grow’ crops, however (not ‘grow up’).

**Word formation**
- Gives practice in derivatives formed by adding prefixes or suffixes (Use of English, Part 3).
Confusable words: people and relationships

- This exercise focuses on words often confused by students.

**Answers**
1. annoyed ('nervous' implies tension, for example, before an exam.)
2. honest ('sincere' means saying what you really feel and believe, eg *He was completely sincere in his beliefs.*)
3. alone ('lonely' has a negative meaning.)
4. kind (‘polite’ is only concerned with good manners, eg *He was very polite and had beautiful manners but was basically a bad person.*)
5. enjoyed (You ‘entertain’ someone else. You ‘enjoy yourself’. Or you can ‘enjoy something’, a party for example.)
6. fun (something ‘funny’ makes you laugh.)

See explanations above.

**Word patterns**

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Listening (page 10)

- This practises the first section of the Listening paper – deduction of context from clues in a short dialogue.

Starting point

Use the pictures to recycle vocabulary about relationships. Ask students to explain their answers.

**Answers**
- Picture 1 friends
- Picture 2 strangers
- Picture 3 colleagues
- Picture 4 family members

- This preliminary exercise is designed to focus attention on:
  a) what are sufficient clues to enable the listener to guess the context of an exchange and
  b) the fact that the appearance of the same word in the dialogue and in one of the multiple choice answers does not necessarily mean that that answer is correct.
- Encourage class discussion but avoid giving students the right answer yet.

Confusable words: people and relationships

- This exercise focuses on words often confused by students.

**Answers**
1. annoyed ('nervous' implies tension, for example, before an exam.)
2. honest ('sincere' means saying what you really feel and believe, eg *He was completely sincere in his beliefs.*)
3. alone ('lonely' has a negative meaning.)
4. kind (‘polite’ is only concerned with good manners, eg *He was very polite and had beautiful manners but was basically a bad person.*)
5. enjoyed (You ‘entertain’ someone else. You ‘enjoy yourself’. Or you can ‘enjoy something’, a party for example.)
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See explanations above.

**Word patterns**

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How should you do Listening Part 1?

**Answer**

b is the right answer
(repetition of ‘ticket’ in question 3 and ‘nervous’ in question 4)
Exam practice Listening Part 1
• Do this exactly as in the exam, i.e., students listen twice, with only a short pause between the two recordings. Allow students to compare answers before feedback.

Answers
1 A (They both seem to know the layout of the business premises.)
2 C (He doesn't disapprove of Derek and he doesn't think the marriage is a good idea.)
3 B ('She's got nowhere to stay.')
4 A ('That's just not fair, is it? They shouldn't do that.')
5 B ('Never swears ... always says 'please' and 'thank you' ... better at saying the right thing ...')
6 C ('He's not selfish because he does a lot of work for charity. Arrogant because 'He looks down on all those people'.)
7 B (The boy's parents had got back early and didn't know anything about the party.)
8 A ('I remember the times when she used to talk about becoming a writer or an actor ... and everyone thought she'd make such a great success of her life.')

See explanations above. Use the tapescript or play the listening text again if necessary.

Have your say!
• Do this in pairs first, monitoring discreetly, then open into a class discussion.

Speaking (page 11)
• Gives practice in the speaking part of the FCE test.

Starting point

Answers
• Two young people are being interviewed for the FCE exam. They probably feel rather nervous!

• There are two examiners, one called the interlocutor, who asks the students questions, and another, called the assessor, who listens to the candidates and notes down grades in four different categories:
  1. Grammar and vocabulary
  2. Discourse (i.e., ability to construct coherent, logical sentences)
  3. Pronunciation
  4. Communicative ability

There are four parts to the speaking exam:
• general conversation about candidates' lives and interests (three minutes)
• comparing pictures (four minutes)
• discussing a problem with the other candidate (three minutes)
• general questions about the topic in part 3 (three minutes)

The whole interview lasts fourteen minutes.

This section introduces students to the first part of the speaking test by giving a recording of the part in jumbled order. Students are asked to match the answers given by the candidate to suitable questions.
• In the actual exam the interlocutor chooses from a wide range of questions, so be careful not to give the impression that the questions given here will definitely be those asked in the test.
• Try to avoid students learning answers off parrot fashion. Most probably, parroted answers will not be appropriate answers to questions asked, and even in the best case, it is immediately obvious to a native speaker if answers have been learnt off by heart.
• Ask students to match the questions to the answers after only one listening, and when they tell you their answers ask for evidence from the listening itself.

Answers
1 C 2 B 3 A 4 E 5 F 6 D

Here the interview is played in the correct order and students are invited to comment on the candidate's performance. This will provoke good discussion.

Answers
1 Yes
2 Yes, but not excessively.
3 No (her answers are very natural)
4 Yes
5 No
6 No
7 Yes

How should you do Speaking Part 1?

Answer
a is the right answer
One-word answers get zero in the discourse category (mentioned above).

Exam practice Speaking Part 1
• Here the students roleplay Part 1 of the FCE interview. You could do it with one group performing for the whole class, and the rest of the class acting as assessors. With a large class, it is more suitable to divide it into groups of four, with two students as interlocutor and assessor and two as candidates. Marks can then be discussed in private among the members of the group.
• This can be followed by a single group of three acting the interview for the whole class. In this case, be careful to select a fairly good pair to be interviewed. They would then get good marks from the other students.
• Students can now turn to the Speaking database on page 194 for information on words and phrases which they can use in the FCE Speaking test.

Reading 2 (page 12)
• This section gives practice in the first part of the Reading paper—multiple choice answers. Questions may test global meaning or detail, but in either case students should beware of relying on single words in the text which are repeated in the possible answers—as in the Listening paper.

Word power
• Elicit these words from the pictures, eg
  How do you think the girl / boy is feeling?
  Why might they be feeling like this?
• Keep a sharp eye on the students here. Avoid embarrassing them!

Starting point
• Best done in pairs. A sensitive subject—keep it as impersonal as you can!

A
• Focuses attention on content of article to help students read faster and more effectively by anticipating content.
• Elicit possibilities from students but be careful not to confirm or reject their ideas at this stage.

B
Scanning exercise. Elicit from students what ‘Dos’ (things you should do) and ‘Don’ts’ (things you should not do) are. Give students about three minutes to do the task and ask for feedback. Note down answers in brief on the board.

Answers
Dos
Remember relationships aren’t like exams
Talk to parents or friends
Buy some new clothes or get a new hairstyle
See a film
Go to a party
Let your ex know you can survive

Don’ts
Think you’ve failed
Do anything impulsive

How should you do Reading Part 1?
Answer
B is the right answer

• Students should look at all the distractors before making their choice, and find evidence in the text why they are right or wrong.

C Exam practice Reading Part 1
• This is best done in class with a time limit, eg 10 minutes, as the previous reading. Allow students to discuss answers in pairs before feedback.

Answers
1 C (‘You probably feel that no-one has ever felt this way before.’)
2 D (‘It reminds us that relationships are not like exams.’)
3 D (‘If a friend came between you and your boyfriend or girlfriend...’)
4 C
5 C (‘Let them see you can have a good time without them.’)
6 D (‘But don’t be tempted to rush into another relationship. This is called going out with someone ‘on the rebound.’)
7 D (‘In a year, it will all seem ancient history.’)

D
• Recycles ‘emotions’ vocabulary. Ask students to do the task in pairs then elicit answers.

Answers
rejected alone unwanted miserable
betrayal humiliated embarrassed sympathetic
regret worried unhappy

E
• Focuses on new vocabulary in the passage. Remember to get the students to fit their meanings into the context, as mentioned above. Do this in pairs before feedback.

Answers
1 recover from – get over
2 experiences – goes through
3 cause a disagreement or argument between – come between
4 do something special for – treat
5 happen – come about

Work it out!
• As above, this helps students to guess meaning from context. Do in pairs before feedback.

Answers
childish – like a child
sympathetic – ready to listen and help
traumatic – causing suffering
bearable – tolerable, not impossible
impulsive – without thinking beforehand
miserable – very sad
**Have your say!**
- This will work well if you give students a chance to prepare their answers in pairs. As before, expect disagreement.

**WB Unit 1 page 8**

**Grammar 2 (page 14)**

**Present perfect simple and past perfect simple**
- This section focuses on the present perfect simple with its meaning of something which happened in the past (we are not interested when) with an effect on the present situation.
- The past perfect simple is presented in its parallel meaning of something which happened before a point in the past with an effect on the past situation.
- The line from the reading text is used to introduce the present perfect simple. The students are then asked three concept questions.

**Answers**
- Yes, it happened in the past.
- Yes, it's relevant now.
- No, we don't know exactly when she told you.
- It is ‘had thought’ because the thought took place before the announcement in the past that the relationship must finish.

**Additional activity:** Use two magazine pictures, eg a picture of a model wearing one set of clothes, and another picture showing her wearing different clothes. Elicit ‘She has changed her clothes, she has put on a red dress’ etc.
- Illustrate with a time line, eg:
  
<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>??????????????????????</td>
<td>· · · · · →</td>
</tr>
</tbody>
</table>
  
  - Use your two pictures, but establish that the second picture is about the past. Elicit by asking: ‘What had happened when this photograph was taken?’

**Answer**
She had changed her clothes etc

- Illustrate with a second time line:
  
<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>??????????????????????</td>
<td>· · · · · →</td>
</tr>
</tbody>
</table>

  - Ask students to read the Grammar presentation in the Student's Book silently, and the Grammar database on page 174.

**Answers**
- He's been at the beach.
- Someone has written to you.
- We've moved into the flat next door

**B**
- Gives practice for part 4 of the Use of English paper, focusing on present perfect. Do in pairs before feedback.

**Answers**
- I think they have / they've lived here for six years.
- We have / we've already bought her birthday present.
- The Taylors have gone to Australia on holiday.
- Stacy has / Stacy's never been to France before.
- Eleni and Alan have been engaged since April.
- Andy still has not / hasn’t sent me a reply.

**C**
- This exercise is similar to the previous one but focuses on past perfect simple. Students work in pairs first, then ask for feedback from the whole class.

**Answers**
- I had lived in Brisbane and Sydney before I moved to Canberra.
- As soon as Charlotte had heard the news, she called Phil.
- After I had gone / been / to the supermarket, I went to the Post Office.
- We had already finished eating when Diane arrived.
- Diane had only just arrived when Rick turned up.

**D**
- This exercise focuses on the past perfect. Again, be ready for a variety of answers, not necessarily using the past perfect, but encouraging students to use the past perfect. Students work in pairs first, then ask for feedback from the whole class.

**Answers**
- They had won the national lottery.
- Justine had gone out with her boyfriend.
- He had just run twenty kilometres.
- He hadn’t studied at all.

**Be careful**
- The point here is that whenever we count the number of times something has happened we must use the present perfect.
- If the time reference is in the past, we must use the past perfect.
- If we have never done something, we also have to use the present perfect, eg ‘I've never seen the Coliseu.’
Additional activity: Write the following up on the board:

- Seen the Coliseum 1, eaten snails 2, spoken to a Russian 1, danced the tango 2, been to Naxos 1, been in love 4.
- Ask the students to ask each other and answer as if they were doing the activity now, eg ‘Have you ever been to the Coliseum?’ ‘No, I’ve never been there before’ (or: ‘This is the first time I’ve been here.’)
- ‘Have you ever eaten snails?’ ‘Yes, this is the second time I’ve eaten snails’.
- Do in pairs before feedback.
- Refer students to Grammar database 2 on page 174.

Have your say!
- Pairwork. If there is time, ask some students to give feedback.

Use of English (page 15)
- This section introduces students to two types of exercise in the Use of English paper. The first (Part 1) is a gap-filling exercise which focuses on lexical appropriacy; students are given four choices for each blank. The second (Part 3) focuses on use of prefixes and suffixes to form derivatives.
- Ask students who James Dean is. If they don’t know, ask who they think he might be.

A
- Scanning exercise. Students should be able to do this in half a minute.

Answers
1. He was killed in a car crash.
2. Three
3. Twenty-four

How should you do Use of English Part 1?

Answer
- If students read through the text before attempting the blanks, they will be more likely to get the right answers, as they will have a better overall impression of the text.

B Exam practice Use of English Part 1
- Give students about five minutes to do this. Encourage them to compare answers when finished, then check their answers round the class, making sure that students understand why their answers are right or wrong.

Answers

C
- This introductory activity helps to focus students’ attention on the function of the word in the sentence, which helps them make the correct form of the word.

Answers

How should you do Use of English Part 3?

Answer
- As mentioned above, it helps to get an overall impression of the text.
- Remind students to write their answers in capital letters.

D Exam practice Use of English Part 3
- Students should do this alone. Remind them of Exercise C if they have a problem.
- Ask for feedback and write the correct answers on the board. Correct spelling is essential here.

Answers

Writing: informal letter/email (page 16)
- This section introduces the students to informal letter/email writing. Students are asked to analyse and comment on a sample email, practise personal description, and write a response to another email according to given notes.
- In these introductory stages the preparatory work should be done in class. Then the teacher can make sure students have the right idea and can guide them towards a good piece of writing.

Starting point
- Elicit from the whole class. Make notes on the board as students make suggestions.
Answers
What are their hobbies and interests?
What do they want to do when they get here?
Is there any food which they particularly like or dislike?
What pop / sports / film stars do they like?

A
• Ask the students to read the email and discuss the questions below with their partner or group.

Answers
1. Very informal, eg ‘Thanks’, ‘I can’t wait’... ‘I’m crazy about’...
3. She and her parents are coming in August, she’s good at tennis, she likes pop music, she’s fifteen.
4. Whether she likes tennis and pop music, what she wants to do during her stay, what she looks like.
5. Whether she likes swimming, whether her parents will let them go to a club, whether she has a photo to send.
6. ‘Thanks for your email’, ‘Please write back soon.’, ‘Can’t wait to meet you!’, ‘Bye for now!’
8. Probably, as they seem to share many interests and are the same age.

B
• Ask students to read the statements and elicit whether they are true or false.
• Remind students that informal letters and emails are written in the same way.

Answers
1. T
2. F
3. F
4. T

Plan ahead
How should you write an informal letter/email?

Answer
b is the right answer

• Informal letters/emails need to give a friendly impression, so they give a lot of personal information. Refer students to the Writing database on page 200.

Exam practice: informal email
• Ask the students to read these notes. Elicit the main tenses they will need to use in the email (present tenses with some future) and then ask them to answer the questions below in pairs.
1 Relationships

Answer

Hi Adam and thanks for your email. It was great to hear from you. I'm really looking forward to meeting you.

Well, we seem to like the same kind of things. I've never tried skateboarding though, but I've always wanted to learn. You can show me some tricks! I'm crazy about basketball and I love playing computer games. Oh, and I like seeing adventure films at the cinema. What about you?

Tell your mum that I don't mind what we do, it will be fun just to be in another country. There's only one thing; I've never seen an old castle. Is there one near you that we could visit?

Please write back and tell me what you would like me to bring with me. Can't wait to meet you all!

Bye for now!

Giles
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