


**Unit profile****Vocabulary:** Verbs of communication**Reading:** *Brothers and sisters***Grammar:** Past tense review**Vocabulary:** Phrasal verbs: relationships**Writing:** An apology email**Warmer**

- 1 Elicit adjectives to describe people and write them on the board, e.g. *funny, clever, annoying, sensible, fit, kind, considerate*.
- 2 Put students into pairs to describe two or three members of their family using different adjectives for each one. Tell them to give examples to support their choice of adjective.
- 3 Ask two or three students to share their descriptions with the class.

**Your profile**

Monitor as students discuss the question in pairs. If they have photos of their family on their phones, allow them to show them to each other and to tell their partner about the different people. Nominate one or two students to tell the class about their partner's family.


**VOCABULARY Verbs of communication**

- 1  1.10 Put students into pairs to look at the cartoons and describe what they can see. Play the recording for them to match the conversations to the pictures. Check answers.

**Answers**

1 b 2 c 3 d 4 a

**Audioscript****Conversation 1****Mum:** Did you get much homework this weekend, Alice?**Alice:** Quite a lot, yes. For once Mr Thomas didn't set us an essay though. Nobody could believe it.**Mum:** Right. Well, don't leave it all until Sunday night. We're leaving early on Saturday morning for your cousins' and we won't get back until after six on Sunday.**Alice:** That's OK. I can do it then.**Mum:** But you'll be tired on Sunday night. We all will. Why not do it now? Or some of it, at least.**Alice:** But Mum ...**Mum:** Go on. You'll be glad you did on Sunday. And if you do, we might all have time to watch a film together on Sunday evening.**Alice:** OK. But ... Can I choose the film then?**Conversation 2****Jack:** Mum, where have my apps gone?**Mum:** I've no idea, Jack. Sorry.**Jack:** Charlie! Why did you delete all the apps on my tablet? They were all here yesterday!**Mum:** Please don't shout, Jack. Go and find him and ask him politely.**Charlie:** I haven't touched your apps. You're always blaming me for ...**Mum:** Look at this room. Can you both tidy it up now?**Jack:** In a minute, Mum. I've just got to ...**Mum:** Give me that tablet at once, Jack! I've asked you both to clear this mess up. You can have it back then.**Jack/Charlie:** OK.**Conversation 3****Lily:** Hi Dad!**Dad:** Lily! Why didn't you answer my texts?**Lily:** I ...**Dad:** I didn't know what time you were coming home. The main reason we got you that is so that we can stay in touch with you. If you don't reply to my texts, I'll take it away.**Lily:** But I did answer it, Dad. I said I'd be back at 7. Look!**Dad:** Oh, sorry, there must be something wrong with this thing.**Lily:** Texts get delayed once in a while. It's normal, Dad. Ring me if you want an urgent answer. Anyway, it wouldn't make sense to take my phone away. Then it would be very hard to get in touch with me.**Dad:** Good point. Sorry. I didn't know whether you wanted dinner or ...**Lily:** Yes, please. I'm starving!**Conversation 4****Holly:** Where is it ...? Amy!**Amy:** Yes?**Holly:** Have you seen my red top?**Amy:** Um ...**Holly:** You know, the one with the buttons on it.**Amy:** Um, yes. Sorry, you were out and I needed something to wear to a party.**Holly:** So where is it?**Amy:** Um, it's in the washing machine.**Holly:** Amy! What about my new jeans? They're missing too. Did you ...**Amy:** Not me. I promise. They don't even fit me.**Holly:** How do you know?**Amy:** Well, I did try them on, but that was ages ago. Just after you bought them.**Holly:** Amy! I know you're my sister but you could ask!

- 2  1.10 Give students time to read the quotes and see if they can match them to the conversations from memory. Then play the recording again for them to check their answers. Check as a class.

**Answers**

1 E, H 2 B, F 3 C, D 4 G, A

- 3** Explain that the verbs in bold all describe different ways of communicating. Ask students to match each one individually and then check answers. Remind them of the importance of learning the prepositions that follow certain verbs too, e.g. *accuse of*, *suggest to someone*.

### Extension activity

Ask students to work in pairs to write a short story using all eight of the verbs. The story should be something that happens in a family. Students should use all eight verbs in just one or two paragraphs. Give students a few minutes to write their story and then ask them to swap with another pair. Each pair should now try to create a short dialogue based on the story. Ask two or three pairs to act out their dialogue to the class.

### Answers

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

- 4** Put students into pairs to match the verbs to their meanings. Check answers.

### Fast finishers

Ask fast finishers to use some of the verbs to write sentences that describe their own past actions. They can provide example sentences as you check answers to exercise 4.

### Answers

1 order 2 suggest 3 threaten 4 warn 5 confess  
6 accuse 7 claim 8 deny

- 5** Put students into small groups to discuss the questions. Monitor and join in, giving positive feedback for interesting ideas. Ask each group to report their most interesting responses.

## READING

- 1** Ask students to briefly tell their partner about whether or not they get on with their brothers or sisters, or if they are only children. Tell them to read the three options and to say who they think is luckiest. Then give them 30 seconds to read the first part to find the answer in the text. Check as a class and find out whether your students agree with the article.

### Answer

a

- 2** The exercise is related to *First Reading* and *Use of English Part 2*, in which students think of the best word to complete sentences in a short text. Tell students to read the next part of the article. Complete the first gap as a whole class and then ask them to complete the exercise individually. Remind students to look at the words either side of the gap to help decide the best word to complete the gap. Allow them to compare their answers with a partner before checking as a class.

### Mixed ability

For weaker students you could tell them which two are not needed to reduce the challenge of the task.

### Answers

1 on 2 according 3 can 4 each 5 that 6 of  
7 without 8 than  
Extra words: one, to

- 3** Tell students they are going to read some comments on the article. Ask them to complete the sentences and then check answers. Remind students to underline the key words in each stem, e.g. in the first one they should underline *two sisters*. This will help them to locate the answer.

### Answers

1 Lucy; two 2 Sara; older 3 Adam; brothers  
4 Sara; brother 5 Adam; more friends; brothers  
6 Lucy; maths; sister

## Talking points

Put students into small groups to discuss the questions. Try to organise groups so that there are people from different sized families in each one. For the first and second questions, get students to consider the disadvantages too.

### Extension activity

Tell students that typically, first-born and only children often tend to be more successful than the younger children in a family. For example, every US astronaut has been a first-born. Ask students to discuss why they think this is the case (e.g. they receive more adult attention, their parents have higher expectations for them, and they have experience of leadership from an early age). Middle children, e.g. Madonna, often tend to be easy-going and sociable, and youngest children, e.g. Cameron Diaz, often tend to be creative.

## EP Word profile

Books closed. Write *once* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 122. Check answers.

### Answers

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

### Cooler

- 1 Nominate a strong student to come and stand in front of the board. Write one verb from Vocabulary, exercise 3 on the board, without the student seeing it. Tell the rest of the class they have to describe this verb to the student and that the student must guess what it is.
- 2 Divide the class into two teams and tell each team to nominate one person to come and sit with their back to the board. Write five verbs from exercise 3 for each team and ask the teams to describe the verbs to their teammate. The first team to describe and guess all five words is the winner.

## GRAMMAR Past tense review

- 1 Books closed. Write the four tenses (*past simple*, *past continuous*, *past perfect* and *used to*) on the board and elicit an example sentence for each one (e.g. *My brother borrowed my jacket yesterday*; *My sister was watching TV earlier*; *She ran for the bus, but it had already left*; *He used to eat sweets every day*). Books open. Ask students to compare their ideas with the book and to complete the matching exercise. Check answers.

→ Grammar reference Student's Book page 140

### Answers

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

- 2 Tell students to look at the picture and find out what they know about the two people (see Cultural background). Ask them to complete the exercise individually before checking answers as a class.

### Cultural background

**Andy Murray** is a Scottish tennis player who has won many tournaments around the world. He was the first British man to win Wimbledon in nearly 100 years; in the same year he also won a gold medal in the Olympics. His brother, Jamie, is a tennis player who specialises in doubles, and is Britain's number 4 doubles player.

### Answers

1 were 2 used to play 3 always won 4 beat 5 'd played  
6 were travelling 7 started 8 were fighting

- 3 Check students understand *annoyed* and *furious* by eliciting situations that make their parents or teachers feel this way, e.g. *My teacher gets annoyed if we don't do our homework*. Ask them to complete the exercise individually. Monitor and help as necessary, before checking answers, encouraging stronger students to explain why their chosen answer is correct.

### Fast finishers

Ask fast finishers to work with each other to compare their spellings of the irregular past verb forms.

### Answers

1 were playing 2 had written 3 denied 4 blamed  
5 didn't know 6 dropped 7 was running 8 claimed  
9 'd tripped 10 was lying 11 didn't believe 12 'd bought

## Corpus challenge

Ask students to correct the sentence. Ask students when we use *use to* and when we use *used to* in the past. (We can only use *use to* when the past is given by another verb, e.g. *I didn't use to like swimming*.) Here the past is given by the verb *did*.

### Answer

The boys who stayed at our hotel used to jet ski all day.

## VOCABULARY Phrasal verbs: relationships

- 1 Write a simple verb, such as *go*, on the board and next to it write a range of prepositions it can go with, e.g. *on*, *up*, *in*. Remind students that with phrasal verbs are phrases which consist of a verb and a preposition (or adverb, or both), the meaning of which is different from the meaning of the separate parts. Elicit the meaning of each example you put on the board (e.g. *go on*: *continue*, *go up*: *rise* or *increase*, *go in*: *enter*). Ask students to read the sentences and to match the phrasal verbs to a definition. Check answers.

### Answers

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

- 2 This exercise is related to *First Reading* and *Use of English Part 4*. Do the first sentence as an example before setting the exercise as individual work. Tell students that it is important to make sure they use the word given and to not change its form. Students should consider which prepositions to use, and they may also need to use a pronoun. Allow them to compare their answers with a partner before checking as a class.

### Extension activity

Ask students to use all of the phrasal verbs to describe three or four relationships with family or friends to a partner. Tell them to do this as quickly as possible and to raise their hand when they have finished. Get the fastest pair to give their descriptions to the class to check they have used the phrasal verbs accurately. If the fastest finishing pair has not got all of the sentences correct, then ask the next fastest finishing pair for theirs. The winning team is the fastest one with the most correct sentences.

### Answers

- 1 identified with 2 pick on me 3 back me up 4 fall out  
5 I've been through 6 laugh at me

## WRITING An apology email

- 1 Introduce the activity by brainstorming different things people typically apologise for on the board. Tell students to discuss the questions with a partner and get feedback from one or two pairs. Ask students if they have ever sent a written apology.
- 2 Give students just thirty seconds to scan the emails to find the answers. Check as a class.

### Extension activity

Ask students to work in pairs. Tell the students to underline the verb forms in the email. Ask the students to discuss why they think the verb forms change so much in the email and whether they can work out any guidelines for this type of email. For example: the reason for writing is nearly always in the present continuous; describing the situation uses a variety of narrative tenses; offering to solve the problem is usually done with the *will* form of the future.

### Answers

Paul is the father of one of Cate's friends. She is apologising because she broke his camera.

- 3 Ask students to read Cate's email again and to match the paragraphs to the functions. Check answers. Remind students that it is important to plan the structure of their writing, so that their message is clear and logical.

### Answers

a 3 b 1 c 2 d 4

- 4 Ask students to make a note of the underlined words in their vocabulary notebooks and elicit any other words they know for giving reasons, e.g. *due to*, *in order to*, *so that*. Focus their attention on *because* and *because of* and highlight their different uses, as these are easily confused. (*Because* is a conjunction and *because of* is a preposition. For example, *I wasn't at school yesterday because I was ill. I was late for school because of the traffic.*)

### Answer

noun

- 5 Point out that the example sentence can also be the other way round, i.e. *I decided not to phone you as it was getting late*. Tell students that we don't usually use *because* at the start of a sentence and highlight that *since* is used here to give a reason rather than to refer to a point in time. Ask students to complete the exercise individually and then check answers.

### Answers

- 1 I didn't do my homework because I wasn't well at the weekend.
- 2 Since the pitches are flooded, there will be no football matches today.
- 3 I was an hour late because of the terrible traffic.
- 4 We can't come tomorrow because we'll be away.
- 5 They gave us a free dessert because of the slow service.

- 6 Go through the instructions and questions as a class. To help students, you could brainstorm possible events on the board, e.g. a broken window or damaged laptop. Give them a few minutes to answer the questions individually.

### Mixed ability

Go through each point individually, making notes on the board to support weaker students in exercise 7. Encourage them to highlight useful language in Cate's email and to use this as a model.

- 7 Set a time limit of 15 minutes to write the email. Monitor and provide support as necessary.
- 8 Give students five minutes to write a reply to their partner. When they exchange their replies, get them to check each other's work by giving them specific things to look for, e.g. *Is there a clear structure? Have the correct tenses been used? Is there a main topic in each paragraph? Are the ideas between sentences linked well? Have you checked your spelling?* Encourage students to use these questions to check their work whenever they write in English.

### Cooler

- 1 Ask students to think of two apologies they have made in the past and to invent another apology for an imaginary situation.
- 2 Put them into pairs to share their three apologies and guess which one is not real.
- 3 If anyone manages to trick their partner, get them to share their three apologies with the rest of the class to see if anyone else can guess which one is imaginary.

## **Project**

Ask students to use the Internet to research advice and tips on apologising. They should write down the three tips they think are the best. In the following class, put them into small groups to share their tips. Each group should work together to choose their five most useful tips. Tell each group to present their tips briefly to the class. As an alternative, students could also research how apologies are made in different countries and whether or not the customs associated with apologising vary much.

## **Teacher's resources**

### **Student's Book**

Grammar reference and practice page 140

Vocabulary list page 130

### **Workbook**

Unit 3, page 12

### **Go online for**

- Pronunciation
- Corpus tasks