

upper intermediate

real life

朗文环球英语教程



4

TEACHER'S HANDBOOK 教师用书

GILL HOLLEY



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出版前言

《朗文环球英语教程》是由上海外语教育出版社从培生教育出版集团引进出版的一套英语综合教程，适合我国初中至高中学生使用。本教程旨在培养和发展学生的英语学科核心素养，在帮助学生掌握“听、说、读、写、看”语言综合运用能力的同时，着力提高学生独立思考和判断的能力，促进学生多元思维和批判性思维的形成，使学生认识世界的多元性和文化的多样性，在体验中外文化的异同中形成跨文化意识，增进国际理解，提高人文素养，成为具有国际视野和跨文化沟通能力的人才。

《朗文环球英语教程》通过呈现学生所熟悉的日常生活的语境来传授语言知识，激发学生的积极性，使枯燥的语言学习变得充满乐趣而富有成效。《朗文环球英语教程》每单元话题皆围绕青少年的生活体验和关注焦点展开，并在真实的语境下教授语言交际功能，使学生有机会和同伴分享自己的观点和学习成果。

《朗文环球英语教程》属等级模块式教材，按照学生的知识水平分初级、预备中级、中级、中高级和高级，共5级。每级包含学生用书、教师用书、练习册和测试手册。每级学生用书包含5-6模块，每模块2单元。第1至第3级每单元分4部分，第4和第5级每单元分5部分，每部分均需两课时（共90分钟）完成：第1和第2部分以词汇、技能和语法学习为主；第3部分以补充阅读和拓展词汇学习为主，训练学生的综合语言能力。第1至第3级的单数单元中第4部分为“真实时刻”，通过听、说和交际型写作任务集中传授语言的交际功能；双数单元中，第4部分为“单元巩固”，提供语法、词汇以及技能训练的考试类题目，以复习和巩固每模块两个单元的学习内容。第4和第5级的单数单元中第4部分为写作训练，第5部分为“真实时刻”；双数单元中，第4部分为“真实时刻”，第5部分为“单元巩固”。在学生用书的最后，还安排了总词汇表、课堂或回家作业、不规则动词表以及学习策略等内容。

《朗文环球英语教程》作为一套体系完整的英语教程，除了纸质教材，还提供音频和视频材料，包括“MP3 音频下载”、“互动学习光盘”（配学生用书）、“教学资源光盘”（配教师用书）、“综合技能学习光盘”（配练习册）等，大大丰富了课堂教学手段，并符合当今学生的学习习惯。

互动学习光盘包含6至10集视频，在语言功能上与学生用书中“真实时刻”的内容相互呼应，提供英文字幕，语言地道，制作精美，寓教于乐。学生可在课内或课外使用，以培养良好的英语语音语调、提高听说能力，同时了解英语国家的文化和习俗。

教学资源光盘包含两部分内容，分别供课堂授课使用和教师备课使用。课堂授课使用部分包含学生用书和练习册中的所有内容以及一套白板工具。教师备课使用部分包含各类可供影印的文本和活动资料、课堂教学指导以及大量与学生用书配套的技能训练测试题。

综合技能学习光盘主要包含配合每单元使用的补充练习题、期中和期末测试以及词汇专项训练。

《朗文环球英语教程》提供丰富的教学资源，教师可根据学生的实际情况选择使用并根据需要灵活运用教学辅助工具。

朗文环球英语教程 4 教师用书

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Introduction

Real Life is a five-level course for upper secondary students, many of whom are preparing for a school-leaving exam. It recognises that most classes have students of a wide range of language ability and offers different ways of dealing with this in the classroom. It also notes that teachers are working in a range of situations, with different facilities and time constraints. Therefore, *Real Life Upper Intermediate* offers core material of 100 lessons with a flexible range of extra elements and components to supplement where necessary.

Why Real Life?

Teenage students learn best when they are motivated and when they recognise the relevance of a subject to their lives. They become more confident in using English in interesting and familiar contexts. In *Real Life*, we want to develop learners' language skills as well as their cultural awareness and knowledge of the world. We deal with topics through the eyes of people of the students' own age, drawing on real teenage experiences and viewpoints in conversations, interviews and vox pops. We look at real life issues, like medical ethics or choosing careers, as they affect young people around the world.

Where possible, we reflect the media formats that are part of students' real lives, for example the professionals give career advice on podcasts.

Central to our 'Real Life' approach are the *Real Time* sections, which follow a group of characters through everyday situations, like expressing an opinion or applying for a job. Real life language and tasks are integrated in these sections and the model functional language is practised further in realistic contexts in the accompanying DVD for each level.

Real Life and exams

We recognise the importance of exam preparation in secondary schools, the time when students have to prepare for a school-leavers' exam or an entrance exam for further study. *Real Life* prepares students for typical exam task types and the *Workbook Exam Trainer* provides comprehensive exams training and practice tests.

Real Life and the Common European Framework

The *Real Life* syllabuses are linked to the Common European Framework (CEF). The Teacher's Handbook contains a list of things students *can do* at the end of each lesson.

The table below shows how the *Real Life* levels fit both the CEF and the UCLES exams.

<i>Real Life</i>	CEF	UCLES
Elementary	A1	
Pre-Intermediate	A2-B1	KET
Intermediate	B1-B2	PET
Upper Intermediate	B2	PET
Advanced	B2-C1	FCE

The course components – at a glance

Students' Book

The Students' Book contains:

- ten units covering all the typical exam topics
- each unit has six lessons of grammar, vocabulary and skills, plus:
 - a *Real Time* section which focuses on speaking and writing skills
 - even units which end in an *Active Study* revision section
 - odd units which end in a Writing section. This focuses on writing skills.

At the back of the Students' Book, there is:

- a Mini Workbook for more grammar and vocabulary revision and practice to give your lessons total flexibility
- a unit by unit wordlist.
- a reference section with key language to complete speaking and writing activities and for students to refer to whenever they need to.

Interactive DVD-ROM

This DVD-ROM focuses on the language introduced in the *Real Time* sections of the Students' Book. It provides a fresh context for the situational dialogues. There are interactive on-screen activities for each episode.

Class Audios

The Class Audios contain all the listening activities in the Student's Book, plus:

- recordings of the reading texts
- recordings of the *Words2know* and *Phrases2know*.

Workbook

The Workbook reflects the order and reinforces the content of the Students' Book. It also provides additional training for writing and exam skills.

The Workbook contains:

- grammar practice with a *Grammar reference* on the same page with simple explanations and examples
- exam practice tasks in the skills sections
- extensive writing practice to build skills for typical exam text types, with model texts and explanations on the structure and content
- five self-assessment tests corresponding with the *Active Study* sections in the Students' Book. The answer key is provided for students to assess their progress before attempting the tests in the Test Master.

There is also a unique exam preparation programme:

- fifteen *Exam Trainer* sections with three *Exam Tests*
- activities to build reading, listening, speaking and English-in-use exam skills
- *Exam Tips* on how to deal with exam tasks
- an *Exam Test* for every five *Exam Trainers*, with an answer key for students to assess their progress.

Also in the Workbook is:

- a full wordlist organised by topic.

The audio for the listening exercises is on the Skills Multi-ROM.

Skills Multi-ROM

The Skills Multi-ROM (supplied with the Workbook) is a unique skills builder that gives students the opportunity to interact in greater detail with the reading and listening texts in the Students' Book and the dialogues in the DVD, as well as the topic vocabulary. The activities can be used in class or for homework and checked in class. It contains:

- more skills practice exercises for each of the ten units including interactive communication tasks where students can roleplay and record their part of the dialogue
- five self-assessment tests (from the Workbook)
- midyear and end-of-year tests to prepare them for the class tests
- practice exercises on the topic vocabulary
- wordlists that can be sorted by unit or topic, with audio and example sentences
- the audio for the Workbook.

The Skills Multi-ROM is included in the Active Teach DVD-ROM so that the teacher can use the exercises in class.

The Teacher's Handbook

The Teacher's Handbook contains:

- teaching suggestions for key exercises
- background notes (*Culture2know*) on the content of the lesson
- answers for Students' Book and Workbook activities
- audioscripts for the Class and Workbook activities
- ideas for warm-up exercises, extension activities and discussions topics
- a *Now your students can* list summarising the points that students have learned in each lesson
- board plans to give support when teaching grammar
- teachers' notes and information on when to use Mini Workbook, Workbook, Multi-ROM exercises and photocopiable activities in the Active Teach DVD-ROM.

Abbreviations used in the Teacher's Handbook:

[SB] = Students' Book; [TR] = Teacher's Resources (in the Active Teach and Website); [WB] = Workbook; [M-ROM] = Skills Multi-ROM (with the Workbook and in the Active Teach); [AS] = Audioscript; [BP] = Board plans.

Active Teach

This DVD-ROM is the perfect teaching resource with everything you need and more to help you create perfect lessons.

for the classroom

- an interactive whiteboard of the Students' Book, with zoomable areas, integrated audio, DVD and interactive activities
- the Skills Multi-ROM so that the teacher can use these exercises in the classroom
- a bank of teaching materials in the Teacher's Resources section of the Active Teach to add a personal touch to lessons, with:
 - photocopiable/downloadable grammar, vocabulary and skills activities
 - activities to activate language introduced in *Can you do it in English?*
 - activities based on the listening material in the Students' Book
 - worksheets for the DVD
 - ideas for short classroom activities.

to develop your teaching skills

- sixteen workshops on different aspects of language teaching
- ideas for using the classroom board in your lessons.

to create test materials

- the Test Master so teachers can photocopy the tests or manipulate them to prepare endless versions:
 - placement tests (Intermediate → Upper Intermediate)
 - ten short tests (one per unit), in versions A and B
 - five skills tests and five Use Of English tests (one for every two units), in versions A and B
 - speaking tests (for every unit)
 - writing tests (one for every unit)
 - midyear and end-of-year progress tests
 - audio for the listening comprehension tasks
- all test material is also available in the Test Book and accompanying Audio.

Website

The *Real Life* website provides extra practice and reference material for both the student and teacher:

- visit the website at www.pearsonlongman.com/reallife for fun activities and downloadables
- find out more about the authors
- watch and download video clips on a range of topics
- find lots of ideas for classroom activities
- get more information about other related teaching materials.

Introduction

How does the Students' Book work?

The Upper Intermediate Students' Book contains ten thematic units. Each unit consists of five two-page sections, each taking two forty-five-minute lessons. The Teacher's Handbook suggests where to break the two lessons but the boundary between them is generally flexible, making it easy to adapt the lessons to different learning styles.

The first two sections of the unit contain a vocabulary/skills lesson and a grammar lesson (*Grammar Focus*), so each unit has two grammar lessons.

The third section of each unit is an integrated skills section with extended reading skills and vocabulary work.

In odd units, the fourth section of each unit is a writing skills section which focuses on extended writing skills and vocabulary work. The final section is a *Real Time* section. *Real Time* focuses on functional language via listening and speaking and exam-type communicative writing tasks.

In even units, the fourth section of each unit is a *Real Time* section. The final section is an *Active Study* section. *Active Study* provides revision of the grammar and vocabulary from the previous two units and exam-type skills practice.

The *Mini Workbook* at the back of the book provides extra grammar and vocabulary practice exercises, suitable for class work or homework. The appropriate *Mini Workbook* exercises are signposted at the end of each lesson. These exercises are graded (from one to three stars), so that teachers can see at a glance which are appropriate for their students.

Grammar in Real Life

Grammar is key to building a student's confidence in using a foreign language and it is central to the syllabus of *Real Life*. Our aim is to revise and extend students' knowledge in as simple and straightforward a way as possible, while gradually developing their noticing and analytical skills. *Grammar Focus* provides clear explanations of the core grammar while *Grammar Plus* in the *Mini Workbook* provides additional information, for example *ought to* goes with modals of obligation and advice in Unit 4.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching grammar.

Vocabulary in Real Life

Vocabulary in *Real Life* is systematic and thorough. Lexical sets on key exam topics like *jobs*, *education* or *the environment* are presented, developed and recycled through the topics. High-frequency 'power vocabulary' is also presented to help students understand texts and express themselves fluently, including many phrases and collocations, for example *reach the top* or *off the beaten track*.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching vocabulary.

Reading in Real Life

Real Life contains a wide variety of text formats: magazine and news articles, fact files and encyclopaedia entries, quizzes and questionnaires, web pages, blogs and chat rooms, literary extracts, postcards and emails, brochures and notices. Reading is often integrated with work on the other skills, especially speaking and writing. Further reading material is included in the other course components (see pages ii–iii).

Visit www.pearsonlongman.com/reallife and download the video clip on teaching reading.

Listening in Real Life

There is a wide range of listening material in *Real Life*, including conversations and interviews, vox pops and monologues and radio and TV programmes. Each unit provides listening skills sections, and as with reading, key sub-skills and exam task-types are practised. There are also short pieces of listening material in other lessons. Wherever listening material contextualises target language, it is reproduced on the page, so that learners can see as well as hear the new language. The Skills Multi-ROM provides more practice exercises based on some of the listening texts in the Students' Book; the Teacher's Handbook has references to the listening exercises on the Multi-ROM that relate to the tasks in the Students' Book.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching listening.

Speaking in Real Life

Speaking is an area in which many teenagers particularly lack confidence, both in their linguistic skills, and because they don't know what to say, or feel self-conscious in front of their peers. Our approach is to integrate speaking little and often, around topics that will motivate learners, and to choose issues that they have something to talk about. We provide models or a stimulus to get students thinking about the topic, and where useful, we include prompts to give students ideas and the language for expressing them.

In more extended speaking activities, for example *Can you do it in English?*, students are encouraged to plan what they want to say and are given useful phrases to help them communicate and express their ideas, for example they persuade their partner to go on holiday with them.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching speaking.

Writing in Real Life

In *Real Life*, writing skills are presented in the *Real Time* sections, where we deal with typical communicative writing tasks (commonly set in exams), for example a description of an event, a formal letter and a CV. We always provide models and key phrases to support students and focus on the relevant sub-skills, such as paragraphing, as well. Writing skills are also developed in the writing section which appears in the fourth section of each odd unit. In each section, a model essay is provided, for example a 'for and against' essay, and analysis is made of the structure. A *Language4writing* box provides useful phrases for the students to use, for example listing arguments and introducing contrasting points. Each section ends with the student writing a first draft of an essay which they then check against a checklist of things to remember which is provided on the back cover. There is a full writing skills section in the Workbook and further practice exercises in the Skills Multi-ROM, also referenced from the Teacher's Handbook.

Visit www.pearsonlongman.com/reallife and download the video clip on teaching writing.

Learner Training and study tips in Real Life

Learner training in *Real Life* is simple and manageable. *Active Study* tips encourage learners to notice aspects of vocabulary, for example collocation, word formation, multi-word verbs and compound nouns. There are also simple tips in the *Active Study* revision sections, for example reminding learners to 'learn collocations' or 'notice sentence stress'.

Vocabulary, Skills and Grammar

Wide range of listening tasks, including typical exam tasks.

Words2know recorded in Class Audios and Skills Multi-ROM to help students with pronunciation.

Vocabulary contained in Words2know to provide clear focus and make revision easier.

Vocabulary presented in context, through quizzes, fact files and other short texts.

Controlled and less controlled practice exercises, with consolidation in the *Mini Workbook* at the back of the book.

going to extremes

Listening & Vocabulary

1 In pairs, read the questions and discuss your answers. Use the prompts to help you.

• What are your most important achievements and skills?

• What goals do you have, outside schoolwork?

2 Read about the three people in the photos. What are their goals or achievements?

3 a) What kind of practice and preparation do you think Pi, Amy and Carolina do? Listen and check. b) Describe each person's training routine briefly.

4 **Words2know** Check the words in blue. Then listen again and answer the questions.

Which speaker?

1 particularly impresses the interviewer with his or her motivation and dedication?

2 enjoys the challenge and satisfaction of doing difficult things?

3 gained inspiration from one of his or her parents?

4 compares the discipline of his or her daily routine with that of the army?

5 feels that his or her achievements will gain the respect of other people in his or her community?

6 feels under pressure because there is so much competition from other people?

7 made sacrifices when he or she was a young child, in order to improve?

5 **SPEAKING** Read the questions and tick (✓) three that you would like to answer. Discuss your answers in pairs.

1 Do you think that Pi, Amy and Carolina's hard work and sacrifices are worthwhile?

2 Do you know a dedicated sports person or musician? How does this affect his or her life?

3 Do you find doing difficult things motivating? Give some examples.

4 Are you motivated by competition? Why? Why not?

5 Are you disciplined? In what ways?

6 **My friend** Write in a dedicated notebook the promises you're making for two years before school and...

Grammar Focus

Present tenses

1 Read the texts about Pi, Amy and Carolina again. Find an example of:

- the present simple
- the present continuous
- the present perfect simple
- the present perfect continuous

2 Read Grammar2know and match the sentences 1-9 to the rules a-d. There is more than one example for some rules.

3 When someone crosses the finishing line everyone shouts, *well done!*

4 I'm doing exams so I'm not practising so much.

5 I've been coming to events for years.

6 I've always been musical.

5 I've just done a twenty-five kilometre run.

6 I'm taking a break from my studies to do Miss Venezuela.

7 I'm speaking to Carolina Carrizo.

8 I'm getting fitter and fitter.

9 I've been practising seriously since I was nine.

Present simple and present continuous

a Use the present simple to describe repeated actions, habits, routines and general truths. Any practices for several hours every day. She lives near London.

b Use the present continuous to describe actions in progress either at the moment of speaking or during the present period. Pi is currently training for this year's race. It's getting more interesting.

c Use the present continuous to describe gradual changes that are happening in the present period. Carolina's recently been a place at the Miss Venezuela School. (this affects her life now).

Present perfect simple and present perfect continuous

d Use the present perfect to describe actions that happened in the past but are still important in the present. Carolina's recently been a place at the Miss Venezuela School. (this affects her life now).

e Use the present perfect to describe actions that started in the past but continue into the present. Pi has wanted to compete in the race since he was thirteen.

f Use the present perfect continuous to emphasize that the action is repeated or has continued for a long time. Amy's been playing the piano since she was small. Remember that we do not use the present perfect continuous with state verbs (love, want, like, etc.).

Underline the correct verb form.

Our national hockey team *play/are playing* really well this season. They *love/did love* have been doing a lot of extra training recently and they *have just found/have just been finding* a fantastic new coach. Their results *'are really improving/are really improving - they have won* have been winning an important international match this week. But unfortunately the normal goalkeeper *'hasn't played/isn't playing* with them because he *recover/is recovering* from an injury.

9 a In pairs, tell your partner the name of someone you know who plays a sport or musical instrument well or has another skill. It can be yourself!

b Use the prompts to make questions in the correct tense about the person you chose in exercise 9a. Then ask and answer.

1 Which sport or musical instrument do you play? Which sport does she play?

2 How long did it take?

3 practice or train is?

4 prepare for anything special/at the moment?

5 win any competitions or pass any exams?

6 improve/much/recently?

Mini Workbook exercises 1-3 page 104

Two grammar input lessons per unit.

New language is thoroughly contextualised.

going to extremes

Grammar Focus

Past tenses

1 Discuss the questions in pairs.

- Who do you think are the best actors at the moment?
- Which have been their best roles?

Read the caption. Have you seen Daniel Day-Lewis in any films?

2 Read the text and answer the questions.

1 Which four films are mentioned?

2 What roles did Day-Lewis play in them?

3 Which films are in the photos?

4 How did he prepare for each role?

5 In what ways was his behaviour strange during filming?

6 Do you know any other actors who prepare like this?

3 a Read the text again. Find an example of:

- the past simple
- the past continuous
- the past perfect simple
- the past perfect continuous

b Read Grammar2know and find another example of each rule a-c in the text.

Past simple and past continuous

a Use the past simple to describe completed actions and events in the past and the past continuous to describe actions in progress (continuing) at that time.

Day-Lewis annoyed Nelson when they were making *Gangs of New York* together. Nelson *was in progress* at that time.

Past perfect simple and past perfect continuous

b Use the past perfect to describe what happened before an action in the past.

Gerry Conlon went to prison for a crime he *hadn't committed*. (before he went to prison)

c Use the past perfect continuous (had + been + verb + -ing) to emphasize that the earlier action continued for a long time or was repeated.

By the time filming started (main event), he *had been training* for two years. (a period of time before that)

DANIEL DAY-LEWIS

Does he take acting TOO FAR?

1 Like Robert De Niro and Christian Bale, the actor Daniel Day-Lewis believes that to play a role really well you have to live the way the character lived. But sometimes his preparation can be extreme! For example, when he was playing a disabled artist in the film *My Left Foot*, Day-Lewis refused to leave his wheelchair. The crew carried him everywhere and fed him with a spoon... even when he wasn't acting!

2 In the film *The Father*, he played Gerry Conlon, who was in prison for a crime he hadn't committed. Day-Lewis prepared for the role by spending several nights alone in a freezing prison cell. He told crew members to throw cold water at him, even when they weren't filming, because this had happened to Gerry Conlon. In 1997, Day-Lewis played the lead role in the film *The Irony*. By the time filming started, he had been training for two years, seven days a week! He was as good as a professional boxer. Other actors don't always like his approach. Day-Lewis annoyed co-star Liam Neeson when they were making *Gangs of New York* together. He addressed Neeson by his character's name, even when they were chatting in the hotel after work. 'The nerve! I know anyone like him,' said one crew member. Daniel was playing a gangster called Bill the Butcher and when he was doing a violent scene he got really furious. He was absolutely terrifying! He discovered later that Day-Lewis had been working as a butcher for months before filming started!

OSCAR WINNING ACTORS TOP FACTS!

1 Robert De Niro *'took a chance'* (also played) a boxer in his Oscar-winning role in the 1980 classic *Raging Bull*. When filming *'I started*, he *'(train)* so intensively that he *'(became)* one of the top boxers in the world. While he *'(make)* the film, the De Niro *'(quit)* on thirty kilos, in order to play the boxer as an old man. He *'(previously)* lost twenty-five kilos so that he *'(can)* play the young boxer.

2 Heath Ledger *'(win)* an Oscar for his role in *The Dark Knight*. The twenty-eight-year-old actor *'(train)* filming the movie just months before his death in 2008. Ledger *'(suffer)* very badly in the weeks before he *'(die)*, and friends say that he *'(suffer)* from exhaustion at the time of his death.

3 James Dean, the iconic 1950s actor, *'(receive)* two Oscar nominations after his death. He *'(film)* the movie *Great* until a couple of days before his death in a car crash and he *'(not finish)* all the voice work on the movie so another actor *'(have)* to imitate his voice.

4 Top Hollywood couple Brad Pitt and Angelina Jolie both *'(receive)* Oscar nominations in 2009. The two stars *'(first meet)* in 2004, while they *'(film)* *Mr and Mrs Smith* together.

Vocabulary & Speaking

Extreme adjectives and intensifiers

5 Find an adjective in the text about Daniel Day-Lewis that means:

- 1 very good *outstanding*
- 2 very cold
- 3 very angry
- 4 very frightening

6 Read Active Study.

Notice intensifiers

a With extreme adjectives, use an 'extreme' intensifier instead of very:

- absolutely terrifying NOT: very terrifying

b Do not use extreme intensifiers with ordinary adjectives:

- very surprising NOT: absolutely surprising

c Use really with both types of adjective:

- really tired really furious

7 Match the extreme adjectives 1-10 to the ordinary adjectives a-j. Use a dictionary to help you.

1 terrible	a very worried
2 amazed	b very clever
3 exhausted	c very wet
4 huge	d very surprised
5 desperate	e very funny
6 soaked	f very tired
7 starving	g very hot
8 brilliant	h very bad
9 hilarious	i very hungry
10 boring	j very big

8 Say how you would feel in the situations, using an extreme adjective and an intensifier.

- 1 Someone has deliberately broken your new mp3 player.
- 2 It's -10°C and the central heating has broken.
- 3 You have just finished a ten-mile run.
- 4 You haven't eaten for two days.
- 5 You have been out in the pouring rain all day.
- 6 Your favourite footballer has just joined your local team.
- 7 You have just got a grade K in your worst subject at school.
- 8 You have just seen a ghost!

Mini Workbook exercises 9-10 page 106

Active Study sections help to develop students' awareness of lexical features, such as compound nouns.

Regular practice of typical exam-task types, for example roleplay and picture description.

Grammar2know section with rules of meaning and form.

Target language always on the page.

More practice in the *Mini Workbook* and other components.

Introduction

Skills

All reading texts are recorded.

Skills such as skimming, scanning, predicting and guessing meaning from context developed systematically.

Special emphasis on exam-task types, for example true/false questions, multiple choice and matching exercises.

Modern, authentic-looking texts that are within the students' grasp.

Real Time presents functional language in real situations and teaches typical speaking exam tasks in realistic contexts.

Real Time

Useful functional and situational language in *Phrases2know* boxes helps students prepare for exam tasks.

Model dialogues with appropriate phrases, prompts and structure provided to support students' learning.

Speaking activities clearly structured to minimise misunderstanding.

going to extremes

Reading Speaking

1 Read the quotations about success. Which do you think are true? Can you think of anyone who illustrates these points?

"Success is often about being in the right place at the right time."

"It's not what you know in life that makes you successful, it's who you know."

"If you believe in yourself, you can achieve anything."

"Genius is one percent inspiration and ninety-nine percent perspiration."

"Behind every great man there's a great woman."

2 Check the Words2know and match them with the quotations in exercise 1. Which two qualities are not mentioned?

Words2know

self-confidence luck natural talent skill determination and hard work support from other people your social network

3 Read the text quickly. Which idea in exercise 2 does the author Malcolm Gladwell think is the most important ingredient of success?

4 Read the text again and choose the correct answer.

1 According to one study, if you have a lot of friends at school you will

a have a bigger social network later in life.
b earn more money when you grow up.
c grow taller.
d be an exception when you are older.

2 At Mel Gibson's audition, he

a was unlucky because some drunks had attacked him.
b was lucky because the drunks hadn't hurt him.
c was lucky because he was what the film director was looking for.
d got the role of Napoleon's general.

3 Malcolm Gladwell claims that to reach the top

a musicians have to practise for 10,000 hours.
b you have to do 10,000 hours of hard work.
c talent is not important.
d dedication is not important.

4 Gladwell says that Mozart

a was an exception to his theory.
b had already practised for 10,000 hours when he was four.
c was only successful because he had a strict father.
d didn't produce work of true genius until he had done a lot of practice.

Reaching the top

Have you got what it takes?

What is the secret X factor that you need in order to be as successful as Rafael Nadal, Bill Gates or Madonna? And why don't equally talented people make it?

Many social scientists have studied the phenomenon of success. One American study claims that your social network is the key to success. Apparently, every extra friend that you have at school adds two percent to your salary later in life! Perhaps this boosts your self-confidence or perhaps you have more people to support you. Another study links height and success: every extra centimetre is worth another \$300 per year. The trouble is that for every person who conforms to these theories, there is an exception.

So it seems just down to luck? Napoleon was once thinking about promoting a general in his army. After he had heard about all the general's talents, he said: "Yes, yes, I realise he's brilliant but is he lucky? And when you think about it, what else is talent without luck? In 1799, an unknown Australian actor arrived at a film audition looking nervous and exhausted. He had been partying the night before and three drunks had attacked him. The director was looking for a tough, battle-scarred actor to star in his film and immediately offered the actor the part. That actor was Mel Gibson and he went on to become a Hollywood superstar. Talent has kept him famous but it was luck that gave him his film break.

However, in his book *Outliers: The Story of Success*, author Malcolm Gladwell, has come up with a theory that he claims is true in every case. He says that the secret of success is simply many hours of hard work. He has calculated exactly how many hours work you need to do in order to become 'the best' in your field. 10,000 hours apparently or about four hours a day for ten years. Without this kind of determination and hard work you probably won't reach the top, regardless of your talent.

Researchers looked at violin players in a music school to test this theory. Teachers put the players into three groups: average players in group C, good players in group B and outstanding players in group A. It turned out that all the players in group A had done around 10,000 hours of practice in their lifetime. The good players had done around 6,000 hours and the average players only 4,000 hours. However, all the players had entered the school with similar levels of ability.

But surely there are exceptions to this rule! Mozart, for example, is always considered a 'born genius'. He performed in public at the age of five and by 10, he had composed several pieces. Surely his success was down to natural talent, not hard work? In fact, Gladwell argues, Mozart had a very strict father who made him practise for hours each day from an early age. And the music that Mozart composed when he was six wasn't outstanding. Mozart wrote his first real masterpiece when he was twenty-one. By that time, he'd done at least 10,000 hours of practice and had 'become' a genius.

Talent, argues Gladwell, is nothing without hard work. So next time you dream of scoring the winning goal in the World Cup or winning an Oscar, ask yourself this question: are you really prepared to put in the hours necessary to achieve your goal?

5 NOTICE IDIOMS Rewrite the sentences using an idiom from the text that means the same as the underlined words.

1 (line 3) Have you got the necessary characteristics?

2 (line 5) Why don't equally talented people become successful?

3 (line 13), the most important element of success.

4 (line 23) Is success just a matter of luck?

5 (line 39) It was luck that gave him his first opportunity.

6 (line 50) You probably won't become one of the best in your field.

6 Discuss the questions.

• Do you think Malcolm Gladwell's theory is generally true or not?

• Can you think of any exceptions?

• Are there any goals that you would work this hard for?

7 Listen to two students talking about a highly successful person whose achievements they really admire. Answer the questions about each person.

• Who is the person and what is he or she famous for?

• What are or were this person's main achievements?

• What is interesting or admirable about this person?

• Does this person fit Malcolm Gladwell's theory or not?

8 Think of a highly successful person, dead or alive, who you admire. It could be a sports person, actor, musician, writer or leader.

• Spend a few minutes preparing a short talk about him or her. Think about the questions in exercise 7 and use the phrases on the back cover to help you.

9 Take turns to give your talk. Discuss whether you think each person fits Gladwell's theory.

10 A person is really someone who has been playing - since - and has more friends.

11 I don't think - it's this theory because -

12 WORKBOOK exercise 11 page 106

REAL TIME

TALKING ABOUT PHOTOGRAPHS

1 a Look at the photo of Jake, Ella and Ibrahim and answer the questions.

1 Who do you think are the DJs and who is the producer of the show?

2 Why might they be looking at photos?

3 b Listen and check your answers.

2 c Listen again and answer the questions.

1 When is the radio show?

2 Which of the photos A-C is Ella describing?

3 What topic connects Ella's photos?

3 d Complete Ella's description with the Phrases2know. Then listen again and check.

Phrases2know

Talking about photographs

These photos are related to the topic of ...

They seem ... (i adjective)

I think it's ... I think they're ...

It looks as though ... (i clause)

They look like ... (i noun)

It makes you think of ...

... in the foreground ... in the background ...

... what they have in common is ...

Ella: Right, as you can see, these are the radio show. The photos are related to the topic of ... and the radio show. The first photo is of the DJ's and the producer of the show. It looks as though they're looking at photos. They look like ... It makes you think of ... In the foreground ... in the background ... what they have in common is ...

3 e In pairs, answer the questions about photo C.

1 Where are the people and what are they doing?

2 How do you think they are feeling?

3 What does the photo make you think about?

4 What does it suggest about having fun with music?

4 b In pairs, describe the photos using the Phrases2know.

EXPRESSING AN OPINION

5 Look at photos A and B again. Do you think either (or both) would make a good advert? Why?

6 a Listen to the rest of the conversation and answer the questions.

1 Why does the station manager, Mr Douglas, ask questions?

2 Which photo does he prefer in the end?

b Summarise Ibrahim and Ella's answers to Mr Douglas's questions.

1 How is life different for teenagers now compared to the past?

2 How do teenagers have fun nowadays?

3 How are teenagers now different from teenagers in the past?

4 Does advertising work on teenagers?

7 a Look at the Phrases2know. Write (E) if they express an opinion and (J) if they justify an opinion.

Phrases2know

Expressing and justifying your opinions

☐ In my opinion, teenagers do the same things that they have always done.

☐ If you ask me, the internet has changed life for teenagers.

☐ To my mind, teenagers have to cope with more pressure these days.

☐ The way I see it, teenagers like funny and interesting adverts.

☐ Don't forget that teenagers are naturally curious.

☐ You have to bear in mind that it's difficult to find a job these days.

☐ The main reason is it's interesting and funny.

b Use the words in brackets and the Phrases2know to express the opinions. If necessary, change the ideas to reflect your opinion and try to justify it.

1 (ad) listening to live music is better than listening to music on the radio

If you ask me, listening to live music is better than listening to music on the radio. The main reason is that it's more interesting and it's more fun.

2 (opinion) life is much easier for teenagers than it was in the past

In my opinion, life is much easier for teenagers than it was in the past. Teenagers have more freedom and they can do what they want to do.

3 (mixed) social networking sites are a good way to keep in touch with your friends

In my opinion, social networking sites are a good way to keep in touch with your friends. They are easy to use and they are free.

8 Give your own answers to questions 1-4 in exercise 6b. Use the Phrases2know.

What will help you be successful in life?

Talent, ability, determination and a good social network! Join our school's social network today!

www.schoolsocialnetwork.org

Students' Book contents pages

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Conversations	Inviting and persuading	A description of a place
	• Speaking: Photo comparison	Exam Trainer in the Workbook

Lesson 1

Draw students' attention to the objectives box at the top of the page. Tell students this is the grammar, vocabulary and phrases they are going to learn in this Unit. Tell them they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

The learning objectives for the unit are:

- **Grammar:** Present tenses (present simple, present continuous, present perfect, present perfect continuous)
Past tenses (past simple, past continuous, past perfect, past perfect continuous)
- **Vocabulary:** Success and achievements (e.g. *natural talent, dedication, challenge*)
Extreme adjectives and intensifiers (e.g. *very frightening, absolutely terrifying*)
Adverbials in narrative (e.g. *all of a sudden, fortunately, eventually*)
- **Phrases:** Talking about photographs
Expressing an opinion (e.g. *A person I really admire is ..., He/She has achieved ..., I admire him/her because ...*)

Culture 2 know

This background information will help you answer any questions students may have about the theme. You may want to give students some of this information but you should tailor it according to the needs of the class.

The Ironman Triathlon students read about in lesson 1 is held every year in Hawaii. It is the world championship of the event. Athletes take part in qualifying races in different locations around the world to earn a place to compete in it. It is a particularly challenging race; the water in which athletes swim is warm, the cycling leg takes place in strong winds, and the marathon is run in hot weather. As a result, just to cross the finishing line is considered a victory. Both men and women can compete in the race (women are also called Ironmen), and there is a special category for athletes with disabilities.

Warmer

Introduce the topic of achievements and goals. Check students understand the meaning of the words and the difference between them:

an achievement: something important that you have done that required special effort or determination

a goal: something that you hope to achieve in the future

Tell students about some of your own achievements and goals or those of people they are familiar with (e.g. scientists, writers, musicians, actors, sports people, politicians). Elicit other things that may be considered achievements and goals and write them on the board so that students can refer to them in exercise 1, e.g.

- achievements:
- learning to play a musical instrument
 - winning a sports competition
 - getting a good grade in an exam

goals:

- to speak another language well
- to travel to a particular destination
- to get an interesting job

Listening & Vocabulary SB p. 4

1 Have students read the example sentences and point out how they can express their ideas, e.g. *I've ..., I know how to ..., I want to ..., I would like to ...* Students discuss their ideas in pairs.

2 Tell students to look at the pictures and the title of the article and ask:

What are the three people doing? (They're running a race, playing the piano, and taking part in a beauty contest.)

What do you think the title means? (A person who is dedicated works very hard at doing something because they think it is important.)

Students do the exercise. After checking answers, ask:

Which of the things is an achievement and which is a goal? (PJ: a goal, Amy and Carolina: achievements).

How is each person 'dedicated'? (PJ is training hard to compete in the Ironman event, Amy spends several hours a day practising the piano. Carolina must work hard to be perfect.)

Answers: Philip (PJ) Foster's goal is to compete in the Ironman event and become one of the youngest competitors to complete it. Amy Hur has passed top level exams in the piano and cello at the age of eleven. Carolina Carrizo has won a place at the Miss Venezuela School in Caracas.

3a 1.3 Have students do the exercise in pairs. Elicit and write their ideas on the board. Play the audio for students to check their predictions.

Answers: PJ runs, cycles and swims. Amy practises the piano and the cello. Carolina learns everything you need to win beauty competitions.

3b Explain to students that it is a good idea to take notes while they listen. Tell them to write key words and information but not to write complete sentences.

Play the audio again for students to make notes. Have students compare answers. If necessary, repeat the audio before checking answers with the class. Elicit and write answers in note form on the board to check.

Answers:

PJ trains for 10–18 hours a week – running, cycling, swimming.

Amy practises for 4 hours a day – 2 on cello, 2 on piano. She practises a bit more at weekends.

Carolina learns how to walk properly, give interviews, speak English, learns about politics and works out for 3–4 hours a day in the gym.

4 1.4 Words 2 know

Students check the words in blue in their dictionaries. If you are going to do the Mini Workbook exercises, have them make a note of the related verbs and adjectives, too. Draw a table on the board and have students complete it in their notebooks.

Noun	Definition	Verb	Adjective
motivation		motivate	motivating/motivated
dedication		dedicate	dedicated
challenge		challenge	challenging/challenged
satisfaction		satisfy	satisfying/satisfied
inspiration		inspire	inspiring/inspired
discipline		discipline	disciplined
achievement		achieve	achievable
respect		respect	respected
pressure		pressurise	pressured
competition		compete	competitive
sacrifice		sacrifice	sacrificed

Note: the *-ed* adjectives describe how a person feels and the *-ing* adjectives describe what causes the feeling.

Students answer the questions. Play the audio and pause after each question for students to answer. Focus on the pronunciation of the *Words2know* and have students repeat each one.

Answers: 2 Amy 3 PJ 4 Carolina 5 Amy 6 Carolina 7 Amy

5 SPEAKING

Have students read the questions and check that they understand *worthwhile* (if something is worthwhile, a person doesn't mind spending time and effort on it). Put students into pairs to discuss. First, they should show their partner the three questions they chose and then they discuss the questions selected.

After students have finished speaking, go through each of the questions one by one and ask who discussed the question. Elicit answers from different pairs of students. Encourage them to debate the points by asking further questions and try to involve as many students as you can. Ask:

Why is/isn't the work and sacrifice worthwhile?
What do dedicated sports people or musicians have to give up?
Is it healthy to dedicate too much time to one thing?
Why is it motivating to do difficult things?
What positive and negative points are there about competition?
Why is it important to be disciplined?

MINI WORKBOOK exercise 8 page 106

8

Answers: 2 disciplined 3 pressure 4 competition
5 challenge 6 satisfaction 7 dedicated 8 achievement
9 satisfying

Lesson 2

Warmer

If there has been a gap between the previous lesson and this one, find out what students can remember about the stories of PJ Foster, Amy Hur and Carolina Carrizo. Write key information about the three people on the board and ask students which person they relate to:

eighteen (PJ) practises every day (Amy) swims and
cycles (PJ) passed top level exams (Amy) learns to speak
English (Carolina) runs 42 kilometres (PJ) works out in the
gym (Carolina)

Grammar Focus SB p. 5

Present tenses

- 6 Write four sentences on the board. Elicit the tense in each sentence and the form of the tense:
- *She practises every day.* (present simple: third person s)
 - *She's practising at the moment.* (present continuous: *be* + *-ing*)
 - *He has competed in races before.* (present perfect simple: *have* + past participle)
 - *He has been training since he was young.* (present perfect continuous: *have* + *been* + *-ing*)

Students read the texts about PJ, Amy and Carolina again and find examples of the tenses:

- present simple: *She practises for several hours every day.*
- present continuous: *PJ is currently training for this year's race.*
- present perfect simple: *Beauty queen Carolina has recently won a place at the Miss Venezuela School in Caracas, ...*
- present perfect continuous: *She has been playing the piano and the cello since she was six ...*

7 Grammar 2 know

Students do the exercise.

Answers: 2 b 3 f 4 e 5 d 6 b 7 b 8 c 9 f

Draw or display **Board plan 1.1**. If you think that students would benefit from having a written record of the board plan, have them copy it into their notebooks.

8 Students read the exercise. Tell them to notice any words that can help them choose the correct tense, e.g. *this season*, *recently*, *just* and *this week*.

Students do the exercise individually. Have them compare answers before checking with the class.

Answers: 2 have been doing 3 have just found 4 are really improving 5 have won 6 isn't playing 7 is recovering

- 9a Tell students that they can write the name of a person they know, e.g. a brother, a parent, friend, etc. Alternatively, they can write their own name if they play a sport or a musical instrument well, or have another skill. Make sure everyone has told their partner the name of a person and their skill.
- 9b Remind students that they need to make questions with *you*, *he* or *she*, depending on the person their partner chose, and to select an appropriate verb. Do some examples to show students the questions they can ask:

Which sport does he/she play?
Which musical instrument does he/she play?
Which sport do you play?
Which musical instrument do you play?

Suggest that fast finishers write more questions, e.g.

When did you start playing it?
How often do you practise?
What are you preparing for?
What did you win?

Students interview their partner using the questions they have prepared. After they have finished, ask them to decide which of the two people they spoke about is the most dedicated. Elicit from different pairs who is the most dedicated, and why.