

 CAMBRIDGE



OPEN WORLD

Lisa Darrand

B1

PRELIMINARY

TEACHER'S
BOOK

with Downloadable
Resource Pack

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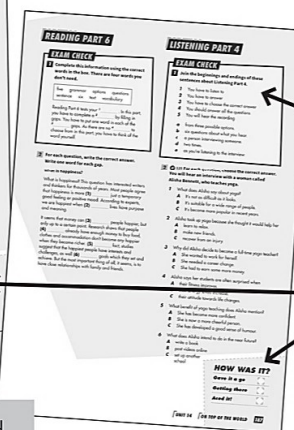
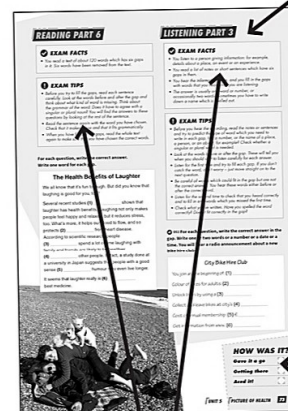
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The unique exam journey in Open World Preliminary allows learners to build their confidence and develop their skills as they progress through each unit, ensuring they are ready on exam day. Along the journey there are ...

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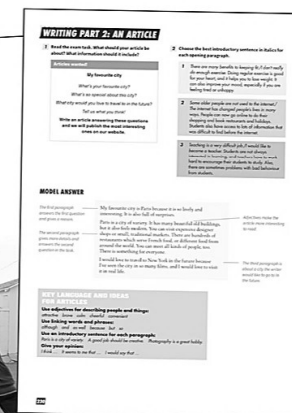
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Exam check boxes where students can check their understanding before doing an exam task for the second time in the Exam focus pages

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Exam facts and tips boxes to remind students how to approach each exam task when doing the task for the first time in the Exam focus pages



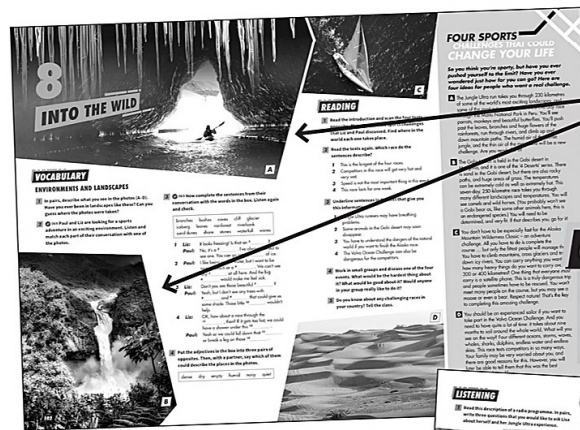
Extra practice sections for speaking and writing exam tasks at the back of the book, with preparation exercises and model exam tasks for students to follow



HOW TO USE THE STUDENT'S BOOK

WELCOME TO OPEN WORLD THE COURSE THAT TAKES YOUR STUDENTS FURTHER

Learn about the features in the Student's Book



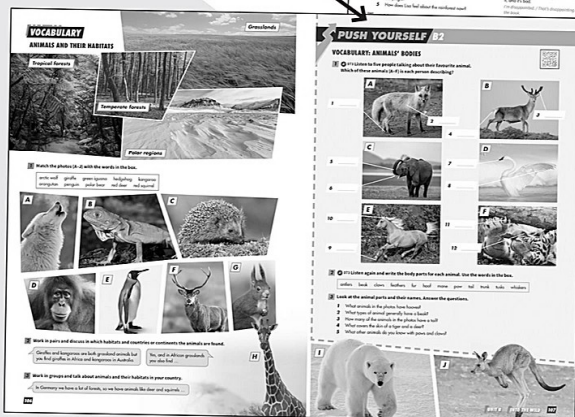
Large images at the start of each unit introduce the topic and get students talking

GRAMMAR ON THE MOVE

Students scan the QR codes to watch grammar animations in their free time to learn about each grammar point.

PUSH YOURSELF

Students learn and practise more challenging language and skills that take them to the next level



DID YOU KNOW?

Students learn the differences between British English and American English

EXAM TRAINING

'Training' exam tasks provide guidance and tips on each part of the exam

EXAM CHECKS

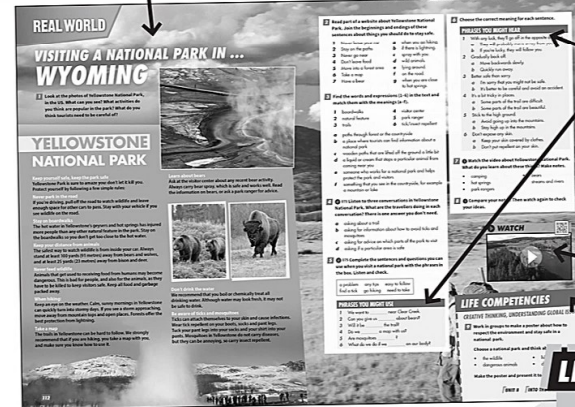
test what students remember about the exam

EXAM FOCUS

Students read exam tips and facts and do two complete practice exam tasks after every unit

REAL WORLD

pages take you outside the classroom and into the real world



PHRASES YOU MIGHT USE AND HEAR

Students learn and practise phrases they might use and hear when they are using English in the real world

Students scan the QR codes to watch videos of different locations around the world on their mobile phone or tablet

LIFE COMPETENCIES

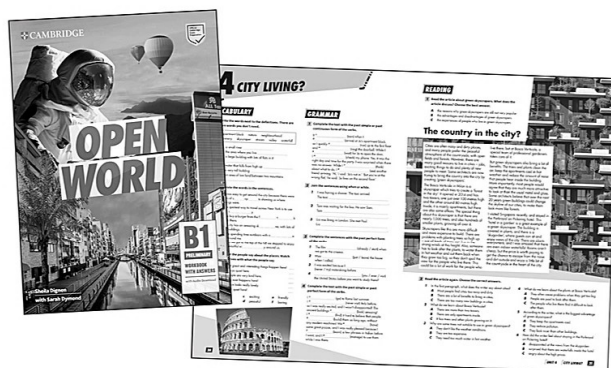
Students develop important skills, knowledge and attitudes that they can use in their daily life

Students can find extra grammar practice, and extra speaking and writing exam practice at the back of the book

COMPONENT LINE-UP

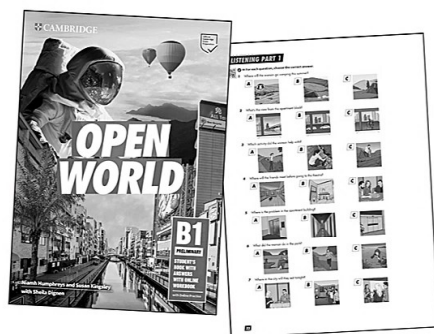
WORKBOOK WITH AND WITHOUT ANSWERS WITH AUDIO DOWNLOAD

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice in every unit. Students can access and download the audio files using the QR code or the code in the book.



ONLINE WORKBOOK

The Online Workbook is a digital version of the print Workbook and allows you to track your students' progress, highlighting areas of strength and weakness for ongoing performance improvement.



TEACHER'S BOOK WITH DOWNLOADABLE RESOURCE PACK

This Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, background information, model answers and extension tasks. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopyable resources
- Speaking videos
- Two practice tests

TEST GENERATORS

The Test Generators allow you to build your own tests for each unit, term and end-of-year assessment. They are available at two levels: Standard and Plus.

PRESENTATION PLUS

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content and allows you to present and annotate content and link to the online resources.

B1 PRELIMINARY EXAM INFORMATION

PART/TIMING	CONTENT	EXAM FOCUS
1 Reading 45 minutes	Part 1 Five very short texts: signs and messages, postcards, notes, emails, labels, etc. followed by five three-option multiple choice questions. Part 2 Five descriptions of people to match to eight short texts. Part 3 Longer text with five four-option multiple choice questions. Part 4 Gapped text where five sentences have been removed. Candidates must select the five correct sentences from a list of eight. Part 5 Four-option multiple choice cloze text with six gaps. Candidates select the word which best fits each gap. Part 6 An open cloze text consisting of a text with six gaps. Candidates think of a word which best suits each gap.	Parts 1–4 and Part 6: Candidates are expected to read for the main message, global meaning, specific information, detailed comprehension, understanding of attitude, opinion and writer purpose and inference. Part 5: Candidates are expected to show understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.
2 Writing 45 minutes	Part 1 An informal email. Candidates write an email of about 100 words in response to a text. Part 2 An article or story. There is a choice of two questions. Candidates are provided with a clear context and topic. Candidates write about 100 words.	Candidates are mainly assessed on their ability to use and control a range of Preliminary-level language. Coherent organisation, spelling and punctuation are also assessed.
3 Listening approximately 30 minutes	Part 1 Short monologues or dialogues with seven three-option multiple choice questions with pictures. Part 2 Six short unrelated dialogues with six three-option multiple choice questions. Part 3 Longer monologue. Candidates complete six sentences with information from the recording. Part 4 Longer interview. Six three-option multiple choice questions.	Candidates are expected to identify the attitudes and opinions of speakers, and listen to identify gist, key information, specific information and detailed meaning, and to identify, understand and interpret meaning.
4 Speaking 12 minutes	Part 1 A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions. Part 2 An individual long turn for each candidate. A colour photograph is given to each candidate in turn and they talk about it for about a minute. Each photo has a different topic. Part 3 A two-way conversation between candidates (visual stimulus with spoken instructions). The interlocutor sets up the activity. Part 4 A discussion on topics related to the collaborative task in Part 3. The interlocutor asks the candidates the questions.	Candidates are expected to be able to ask and understand questions and make appropriate responses, and to talk freely on topics of personal interest.

PERSONAL PROFILE

UNIT OBJECTIVES

Topic:	daily life and personal information
Grammar:	present simple and present continuous; adverbs of frequency; present continuous with <i>always</i>
Vocabulary:	personal interests; habits and routines; occupations
Listening:	note taking: celebrity profiles
Reading:	open cloze: profile of a blogger
Speaking:	introducing yourself
Writing:	a personal profile
Pronunciation:	intonation to show interest

Ask your students to watch the Grammar on the Move videos on pages 10 and 12. You can use these to present or reinforce the present simple and present continuous and adverbs of frequency.

VOCABULARY

SB P8

PERSONAL INTERESTS

WARMER

Read the title of the unit to the class. Ask one or two volunteer students to tell the class about their daily life: *what do they do, where do they go, who do they see?* Put students into groups of three to discuss. Give students 2-3 minutes to talk, then elicit some information from individual students about someone in their group.

- 1 Draw students' attention to the photos in the Student's Book and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to note down (e.g. *selfie, mountains, underwater, snorkeler*).

Suggested answers

- A sport, snorkelling
B travel, trekking, holidays, walking
C art and crafts, pottery D shopping, fashion

- 2 Read the title with the class and elicit what the text might be about (writing a blog). Students read the blog first, then match the photos to the words in colour. Allow students to check their answers in pairs and if they have different answers, they should try to find the correct answer together. Check answers with the class.

- A sports B travel C arts and crafts D fashion

- 3 Write any new and interesting words on the board for students to note down in their books. For stronger classes, ask students to put the interests and hobbies into two groups of things they do on their own and things they do with friends.

- 4 Read the sentence and the rule in the box with the class. Elicit any more verbs like *like/love/enjoy* that we can use with the *-ing* form to talk about activities (e.g. don't like, hate).

-ing

EXTENSION

Students stay in the same groups as they were in Exercise 3 and talk to each other about the different personal interests and hobbies they brainstormed using *like/love/enjoy, don't like/hate* and the *-ing* form where appropriate. Monitor and note any good use of the language to elicit during class feedback.

- 5 Ask students if they have a blog. If so, ask them what it's about. If no one writes their own blog, ask students if they read anyone else's blog. What kind of blogs do they read? Students discuss the question in the Student's Book. Tell them to try to give reasons or examples for their answers. Allow students around three minutes for discussion, then elicit some ideas.

READING

SB P9

- 1 Read the title of the blog with the class and ask students what they think the text will be about (a description of a blogger's day). Students can read the blog quickly to find out if they were right.

Students read the blog (again) on their own and complete the answers. They can then check answers with a partner. Remind students to go back over any answers which differ and try to find the right answer together. Check answers around the class and ask students to say why the answer is correct, e.g. 1 *with* is the preposition we use when talking about living *with* someone.

- 1 with 2 of 3 in 4 every 5 to 6 my

- 2 Give students one minute to reread the text and decide which parts of the text support their opinion for the first question. Students can then refer to these when they are discussing the questions in their groups. Give students 3-5 minutes to discuss the questions, then conduct class feedback. Ask students if they were surprised by anyone else's opinion.

VOCABULARY

SB P9

HABITS AND ROUTINES

- 1 Go through the words in the box and check students' understanding of *hang out with* (spend time with) and *meet up* (meet someone). For weaker classes, go through the box together and add to the table the things which everyone does every day, e.g. *have breakfast/lunch/dinner*. When students have completed the activity, they can share their routines in pairs, then ask individuals to share with the class what they do every day/most days/sometimes.

- 2 Students work alone to complete the sentences, then check answers in pairs before you check the answers around the class. Students could work in pairs to take turns saying the sentences but changing the information so that they are true about them.

- 1 eats out 2 get up 3 hangs out with
4 meet up 5 work out

- 3 Give weaker classes a couple of minutes to prepare and write down their sentences before they share them in groups of three. Allow students no more than three questions each, time permitting. Monitor and at the end of the activity, invite students who fooled their groups to share their sentences with the class.

GRAMMAR

SB P10

PRESENT SIMPLE AND PRESENT CONTINUOUS

- 1 This section should be revision for most students but for weaker classes, you might like to present the grammar on the board. With Student's Books closed, write the three sentences on the board, labelling them 1-3, and a timeline arrow pointing from left to right. Draw a perpendicular arrow in the middle of the timeline and write *now* on it. Ask a student to read the sentences. Elicit from the class which sentence is happening right now: *Martina - she is sitting at her desk and feeling very happy*. Write '3' on the *now* line. Draw more perpendicular lines along the time line in the past, present and near future to denote a habit. Elicit from the class which one of the sentences is a habit, i.e. something Martina does often/every day: *Martina gets up early*. Write '1' on each of the lines. Finally, draw a shaded block around the present to denote a temporary action and elicit which one of the sentences this belongs to: *She's creating information pages for her blog*.

Students open their books and complete the grammar box.

- 1 c 2 b 3 a
1 simple 2 continuous 3 continuous

- 2 Weaker students can do this activity in pairs, finding one example each and swapping their ideas. Encourage students to write the sentences in their notebooks and the rule in the grammar box, circling the parts of the sentence which relate to the form. Ask one student for each sentence to come up to the board and write the form and the example sentence, circling the language and the form.

Present simple: Why do I get up so early?
Present continuous: So what am I writing?
1 do 2 does 3 be

- 3 Students work alone to complete the questions, then check answers in pairs. Stronger classes can also say which tense and use each question is, e.g. 1 *present simple - things that are generally true*.

- 1 do; do 2 does; work 3 is; working
4 is; having

- 4 As before, weaker students can do this activity in pairs, finding one example each and swapping their ideas. Elicit feedback from the class. In both cases, ask students to underline the auxiliary verbs in the sentences.

Present simple: I don't go to bed late.
Present continuous: It's the autumn term now, and I'm not travelling.
1 doesn't 2 isn't

- 5 For stronger classes, get students to work in pairs to decide the tense and the use, then elicit the answers around the class before students complete the blog with the correct tenses.

- 1 write 2 do you earn 3 'm not earning
4 'm working 5 Do you interview
6 don't understand 7 is getting

- 6 In the same pairs, students discuss the questions. Encourage students to try to use the present simple and continuous carefully in their answers and give reasons or examples for their answers. Give students two minutes for discussion, then students feedback their ideas to the class. Ask some extra questions, e.g. *Would you like to be a paid blogger? Why/Why not?*

Refer students to the Grammar reference on page 196 for further information/practice on the present simple and present continuous.

EXTENSION

If students have access to the internet in class, they can do an online search to find out how much money a successful blogger can earn and find an example of a famous blogger. If students do not have access to the internet in class, they could do the task for homework.

VOCABULARY

SB P11

OCCUPATIONS

- 1 Read the title of the section with the class and elicit another word for *occupation* (job). Students can do the matching exercise alone or in pairs for support. Weaker classes can match the words in the box to the pictures first, then match them to the descriptions in 1–6.

Ask students if they know anyone who does any of the jobs shown and whether they like their job.

- 1 D police officer 2 F hairdresser 3 A chef
4 C gardener 5 B mechanic 6 E sales assistant

- 2 002 Read the instructions with the class. To help weaker students, tell them that it is one of the occupations from Exercise 1. Play the recording, then elicit the answer. Ask students to say what part of the recording made them choose their answer.

He's a waiter.

AUDIOSCRIPT 002

I get up at about eight or nine o'clock. Then, I have a shower and a cup of coffee. I leave my flat at half past eleven. At work, we get a small lunch from the restaurant before we start, and at twelve thirty the first customers arrive. I finish serving lunch at about four o'clock, and I have a break of two hours. I often go to the gym and work out, or I hang out with friends. Then I go back to work at six in the evening and serve dinner for the next three or four hours. Sometimes, I can go home at about ten o'clock, but it's often much later: eleven p.m. or even after midnight on Saturdays if big groups of people have eaten in the restaurant. But that's OK. I like working with the relaxed customers in the evenings.

- 3 Weaker classes can use the jobs in Exercise 1, otherwise students could also use a different job. Remind students that the listening didn't mention the man's job or a restaurant/café. Encourage students to do the same here, i.e. give clues but don't make the job too easy to guess. Give students one minute to make their notes, then put them in groups of three to share their working day. If no one guesses the job, the student should not tell them what it is. Instead when everyone has shared their job, ask if there were any jobs no one guessed, then invite those students to share their working day with the class to see if someone can guess it.

LISTENING

SB P11

BACKGROUND INFORMATION

People call Simone Biles the greatest gymnast of all time. She won four gold medals in Rio de Janeiro at the 2016 summer Olympic Games. She has also won the World Championships a number of times in different disciplines.

Tom Holland is a dancer and an actor, performing both on the stage and in TV and cinema. He has recently starred in a number of box office films and is now a famous star. Tom would like to move from acting to directing one day.

- 1 003 Draw students' attention to the photos of the two people in Exercise 3 and elicit if anyone knows who they are and what they do. Students listen and write the names in the profiles.

- A 1 Simone 2 Biles
B 1 Tom 2 Holland

AUDIOSCRIPT 003

Successful, famous and still very young ... Today, we are announcing this year's Young Celebrity of the Year. We asked which young celebrities our listeners like and respect the most. Hundreds of you wrote to us. Thank you for all your tweets and messages. We now have the two most popular young celebrities, successful in very different ways. From the world of film, our listeners really love Tom Holland and sports fans have chosen gymnast Simone Biles. And today we want listeners to vote for one winner.

- 2 Write *Holland* on the board, underlining 'll' and elicit how we say it: 'double-l'. Ask students to ask and answer using *How do you spell ...? I think it's ...* for both first names and surnames.
- 3 004 Before students listen, ask students what they will need to write for *Place of birth* (a town or city) and *Siblings* (how many brothers or sisters they have). Students can now listen individually and complete the full profiles. Allow students to compare their answers before you check the answers around the class. Ask the class where Belize is and if you have a map, invite a student to show the class where it is.

- A
3 (gymnast) 4 14th March 1997
5 Ohio 6 (Belizean and) American
7 one sister and two brothers
8 reading, history and spending time with friends
B
3 actor 4 English 5 1st June 1996 6 London
7 three brothers 8 watching football

AUDIOSCRIPT 004

OK, let's start with sport now. Simone Biles is a gymnast. She was born on the 14th of March 1997 in Ohio in the USA, but she grew up in Texas, where she still lives today. She's American, but she also has Belizean nationality, as her mother was born in Belize. Simone has a sister and two brothers. Simone's teachers saw her talent for gymnastics when she was six years old, and she quickly started winning competitions. She has won in the World Championships many times, and in 2016, she won gold four times at the Olympic Games.

Simone's successful because she does a lot of training, but she also likes to sit down with a good book. She enjoys reading and is very interested in history.

We love Simone because you have to work really, really hard to be a world-class gymnast, but she finds time for friends, hobbies and fun, too.

Our second young celebrity is the English actor Tom Holland and he was born on the 1st of June 1996 in London, where he grew up with his three brothers.

Tom started acting, and also dancing, when he was very young. He started working in theatre and then went on to having parts on TV and in films. Tom Holland is most famous for playing *Spider-Man* in several hugely successful films. He still lives in London. In his free time, he likes watching football – he supports Arsenal – but we don't think he has a lot of free time at the moment!

We love Tom because although he's very rich and very famous, he's also such a normal, nice guy.

So now it's time for you to vote. Who is your Young Celebrity of the Year? You can message us...

- 4 Tell students to write in sentences rather than single words as in Exercise 3. Students could do the task for homework and use the internet to find out more information about their celebrity to include in their profile. As before, if the partner can't guess the celebrity, the student can open it up to the class during class feedback.

Model answer

This person is an actor from my country, Mexico. He was born in 1978 so he's a bit older than the celebrities in the listening. I don't know if he has siblings but he has two children. He started acting when he was a child. He's had roles in the theatre, on television and in films. Most of his films are Mexican but some of them are famous all over the world. One famous film that he starred in was *Babel*.

(Answer: Gael García Bernal)

GRAMMAR

SB P12

ADVERBS OF FREQUENCY

- 1 Ask a student to read the sentences to the class, then elicit which word in each sentence tells us how often the action takes place (*usually, never, sometimes*). Elicit what type of words these are (adverbs of frequency). Ask students to look at the first two sentences again and elicit where the adverbs of frequency come in the sentence (before the verb). Look at the third sentence together and ask if that's true here (no, the adverb of frequency comes after the verb). Elicit that this is because the verb *be* is different. Explain that otherwise adverbs of frequency always come before the verb.

- 1 between the subject and the main verb
2 it comes after the verb

- 2 Read the instructions and give students one minute to complete the task while you replicate the line on the board. Elicit ideas and encourage students to talk it through if there are any disagreements on the order.

- 1 rarely 2 often 3 hardly ever 4 usually

- 3 Students complete the sentences alone then compare in pairs. Encourage students to extend their answers and give reasons why in each case, e.g. *I usually get up before 6 o'clock on a weekday so I can take my dog for a walk before work, but at the weekend I don't get up before 9 am.*

- 4 Give weaker classes a minute to prepare and make notes, then put students into different pairs from usual to ask and answer the questions. After a few minutes, elicit feedback by asking students to give you information about their partner.

Refer students to the Grammar reference on page 197 for further information/practice on adverbs of frequency.

PRESENT CONTINUOUS WITH ALWAYS

- 5 Read the example sentences and the rule with the class. Ask students to complete the rule and check answers with the class. Then elicit from the class where the stress appears in the sentences (on *always*). Ask students why they think this is (to emphasise/stress that the speaker doesn't like it / it happens too often. Drill the sentences then students practise saying them in pairs. Listen and check they are saying the stress correctly.

- 1 continuous 2 verb

- 6 Students complete the sentences on their own, then check answers as a class. Students can then practise saying the sentences and stressing *always*.

- 1 I'm always forgetting my telephone number.
- 2 My sister is always taking my phone.
- 3 Our teacher is always giving us extra homework.
- 4 He's always complaining about my work.

- 7 Give students an example from your own experience, then invite students to do the same.

Refer students to the Grammar reference on page 197 for further information/practice on the present continuous with *always*.

WRITING

SB P12

A PERSONAL PROFILE

- 1 Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson.

Students should aim to write 100–150 words. When students have finished their paragraph, they can swap it with their partner for feedback. Their partner can check for spelling mistakes, grammar and whether they have included all the points in the question.

Model answer

Hello! My name is Ricardo. Welcome to my blog. I'm 20 years old, Spanish and a student at the University of Valencia. I study Political Science and I share a flat with three other students. My room is tiny but life in our little flat is fun.

I have a typical student life. From Monday to Friday I work very hard. I get up early every day and go to lectures or to the university library. We have a lot of exams and essays so I'm always busy. I usually meet up with my friends at lunchtime but only for one hour. I hardly ever go out in the evening.

However, at the weekend, everything changes! I never get up early on Saturday or Sunday. On Saturday afternoon I work out at the gym or in summer I often go swimming at the beach. In the evening I eat out with friends or go to a party. I'm usually very lazy on Sundays. I hang out with the others in my flat and we sometimes cook together. We all need our energy for the next week at university.

SPEAKING

SB P13

INTRODUCING YOURSELF

- 1 Read through the questions with the class to check students' understanding, then allow students to discuss in pairs for 3–4 minutes. Monitor and help students with any vocabulary they might need. Elicit ideas from the class. Accept any good ideas and discuss reasons why any ideas wouldn't be appropriate with the class.
- 2 Read the instructions with the class and elicit what *small talk* is (polite conversation when you first meet someone). Give students 30 seconds to tick the topics they think are good topics to talk about, then compare answers in pairs or groups of three. If students have different answers, then they should try to justify their answers by giving reasons. Elicit ideas from the class and elicit why some of the topics are not good topics for small talk.

- 3 005 Before you start the activity, elicit when students might have to use small talk when they meet someone new for the first time, e.g. going out with a group of people and you don't know all the people. Elicit from the class what kind of small talk they use in this kind of situation.

Read the instructions and the list with the class, then play the recording for students to choose their answers. Elicit answers from the class, then play the recording again to check, pausing after each expression.

Read through the note on pronunciation with the class. Students make a note of where the intonation goes up when the speakers try to sound interested.

EXTENSION

Students practise saying the conversation. Tell students to remember to use the correct intonation to sound interested when they are talking and to listen to what their partner is saying.

Nice to meet you.
Really?
Me too.
What do you do?
That sounds interesting.

AUDIOSCRIPT 005

- Zoe:** Hi, I'm Zoe. What's your name?
Anne: I'm Anne.
Zoe: Nice to meet you! Anne ... are you Karl's friend from the film club?
Anne: No, that's Anne McDonald. I'm Anne Dumont. I was at school with Karl. How do you know him?
Zoe: He's my cousin so I've known him all my life. And we sometimes play tennis together.
Anne: Really? You play tennis? Me too! I go to the new club in Green Park. Where do you play?
Zoe: Oh, we just play in the park near the swimming pool. It's not great, but it's cheap. I'm a student, so I don't have much money. What do you do?
Anne: I'm a journalist.
Zoe: Oh, that sounds interesting. Is it hard to be to be a journalist nowadays, with all the bloggers ...

- 4 006 Read the instructions with the class. Tell students to use the first listening to decide on their answer and the second listening to check. Play the recording the first time, then allow students to compare their answers. Tell students that if they got any different answers from their partner, they should listen more carefully to those dialogues on the second listening and change their answer if necessary.

1 b 2 a 3 a

AUDIOSCRIPT 006

- 1, A**
Karen: I go swimming every morning.
Sam: [flat intonation] Really?
1, B
Karen: I go swimming every morning.
Sam: [interested, rise-fall intonation] Really?
2, A
Karen: I think everyone should have a hobby.
Sam: [interested, rise-fall intonation] I agree.
2, B
Karen: I think everyone should have a hobby.
Sam: [flat intonation] I agree.
3, A
Karen: I love watching winter sports on TV.
Sam: [interested, rise-fall intonation] Me too.
3, B
Karen: I love watching winter sports on TV.
Sam: [flat intonation] Me too.

- 5 Allow students two minutes for their conversation. Encourage students to use intonation to sound interested in what the other student is saying. Monitor and note any interesting conversations and ask students to role play these for the class during class feedback.

EXTENSION

Tell students you're having a party right now and they are all invited but they are not allowed to talk to their usual partner. Split the class into two groups of 'interested' and 'uninterested'. Students stand up and mingle around the classroom making small talk. All the interested students should use intonation to sound interested and also to listen with interest to what the other student is saying; the uninterested students should use flat intonation to make it clear they are not interested in what the other person is saying. Give students two minutes to talk, then tell them to swap roles so that the interested students are now uninterested and vice versa. At the end of the activity, elicit class feedback. Ask students if there were any conversations where both students were 'interested' and elicit feedback on how that compared to the other conversations where only one person was interested or neither student was interested. Elicit how the different conversations made students feel.

⇒ **WORKBOOK** / Workbook, Starter Unit, page 4

1 GETTING AWAY

UNIT OBJECTIVES

Topic:	travel and holidays
Grammar:	comparatives and superlatives; so and such, too and enough
Vocabulary:	holiday activities; easily confused travel words; weather; environment
Listening:	listening for gist and detail: a talk about Madagascar
Reading:	Part 2: matching holidays and people
Speaking:	Part 3: making and responding to suggestions, negotiating agreement Part 4: questions about holidays
Writing:	review of a holiday
Pronunciation:	to and too
Exam focus:	Reading Part 2; Speaking Parts 3 and Part 4
Real world:	where can I stay in Auckland?

Ask your students to watch the Grammar on the Move videos on pages 16 and 18. You can use these to present or reinforce comparatives and superlatives and *so, such, too and enough*.

VOCABULARY

SB P14

HOLIDAY ACTIVITIES

WARMER

Read the title of the unit to the class. Ask students what they think 'getting away' means (travelling away from home or going on holiday). Elicit the difference (*travel* means going from one place to another and can be for fun, for work or for something else; *holidays* means a long visit away from where you live for fun, not for work or anything else). Ask students to work in pairs to tell each other if they travel or go on holidays and which one they like more. Why? Go around the class and note any interesting answers and elicit these during class feedback.

- 1 Draw students' attention to the photos in the Student's Book and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to note down. Keep these on the board for use in Exercise 2. Allow students to discuss in pairs for a minute, then draw their attention to the words in the box and ask them to match them to the photos. As this is the first lesson, allow students to work in their pairs to do this. Check answers.

A hiking B buying souvenirs C sunbathing
D sightseeing; taking photos

- 2 007 Read the instructions with the class, then look at the photos again. Refer students to the vocabulary you wrote on the board in Exercise 1. Ask the class to say what words from the board they think they might hear on the recording for each picture, e.g. *sightseeing, map, camera, tourist*. Can they add any of their own words? Play the recording, then allow students to compare their answers in pairs before checking with the class. How many words did they guess correctly?

1 B 2 C 3 A

AUDIOSCRIPT 007

- 1
Woman: It's what I always do on the last day of my holidays. I like having something to take home with me. It reminds me of my holiday, and I get presents for my friends and family, too.
- 2
Man: No, I never do that. It looks so boring – just lying there doing nothing. I prefer being active when I'm on holiday, doing sports and things.
- 3
Man: That's my favourite thing! I really like spending time outdoors when I'm on holiday. I love fresh air, doing some exercise and seeing the countryside.

EXTENSION

Play the recording again and ask students to note down any words they heard which the class didn't predict. Ask students to say if each word helped them find the answer or not.

- 3 Ask students to discuss the question in pairs and try to incorporate any of the vocabulary which they brainstormed in Exercises 1 and 2. Ask volunteers to share their ideas with the class.
- 4 Draw students' attention to 3b in the quiz. Ask them what they think a *lively café* might be like (e.g. full of people and sounds). Ask: *What do people do when they go exploring?* (They look for new and interesting places.)

Students can do the quiz on their own or in pairs, taking turns to ask each other each question or to interview each other. At the end, ask students to total up their partner's score and turn to page 192 to find out what kind of holidaymaker they are. Conduct feedback around the class. Ask students to say what kind of holidaymaker their partner is and whether they agree or disagree with the answer.

What kind of holidaymaker are you?

Mainly As? You're the kind of person who goes on holiday to RELAX

Mainly Bs? You're the kind of person who goes on holiday to have FUN

Mainly Cs? You're the kind of person who goes on holiday to have ADVENTURES

- 5 If students did the quiz in pairs in Exercise 4, ask them to focus on asking their partner their own questions. Read through the example with the class first and elicit answers from one or two strong students. Allow students 2–3 minutes to discuss, then ask students to share their ideas around the class.

EXTENSION/ALTERNATIVE

In their pairs, students write four more questions like the one in the quiz, then join another pair to ask each other their questions. Can they guess what kind of holidaymaker they are from their answers?

READING PART 2

SB P15

EXAM INFORMATION

Part 2 of the Reading paper is a multiple-matching task. Here students have to match the people in 1–4 with the places or things in the six texts A–F. They need to be careful to match *all three* things mentioned in each of the paragraphs about the people to one of the texts. This section teaches the students that underlining the key words in the descriptions of the people will help them in this task. In the exam, students will have to match five people to eight places/things.

- 1 As an extra task, you might like to ask students to keep their books closed at the beginning of the lesson and write the text about Lauren and Abby on the board. Ask students to work in pairs to decide what the key words are in the three sentences, then share ideas as a class. Do they all agree? If students disagree, ask them to try to justify their choice to their classmates. Tell students that this is a Preliminary exam-style task. Ask students to open their books and refer them to the words in orange. Alternatively, refer students first to the six texts on page 15. Give them a few seconds to look at the title and texts and tell you what they are about (six different holiday destinations by the sea). Then refer students to the four texts about the people. Ask the class what they have to do (match parts of the texts to the people).

For weaker classes it might help to break the exercise down into three parts:

- a) Read the text about Lauren and Abby without looking at the holiday destination texts. Ask students to work in pairs to think about what words they might look for in the texts that match the keywords highlighted in yellow, e.g. *relax* – *sunbathe*; *hot* – *warm*.

- b) Ask pairs to match the key words to the highlighted sections in the text – did anyone predict the words correctly?
- c) Ask students to count how many things are matched in each paragraph about the destinations. How many texts match all three things? (One – Text E.) Explain to students that in the exam it's important that they find the text which matches all three things the people need.

Ask students to repeat the process with 2, the text about Birgit and Oscar. Read through the instructions and make students understand they should highlight the text themselves. Students can do this in their pairs again or they can attempt the task on their own. Get feedback from the class. When you are confident students understand what is required from Reading Part 2, allow them to continue with questions 3 and 4 on their own. Otherwise, continue breaking down the process for each question as in the three steps above.

- 1 E *relax on the beach* = *sunbathe on the soft sand by the edge of the sea*; *shopping for clothes* = *market where you can buy ... the latest fashions; somewhere they can dance* = *with nightclubs and discos*
- 2 A *fond of the countryside* = *green hills and valleys; like to go hiking* = *ideal for walkers; want ... souvenirs* = *buy ... unusual gifts*
- 3 D *sightseeing* = *exploring the castles and interesting historic places; suitable for their small children* = *safe for all the family; cook their own meals* = *a grocery store selling local fruit, vegetables and fresh fish*
- 4 C *watersports* = *surf; windsurf and dive; meet new people* = *great place to make friends; try some typical dishes from the region* = *restaurants ... famous for their traditional local cooking*

- 2 Ask students to discuss the questions in pairs. Then ask volunteers to share their ideas with the class.

GRAMMAR

SB P16

COMPARATIVES AND SUPERLATIVES

WARMER

Put students into pairs and ask them to look at the map and tell each other about any places they know and point them out on the map.

If you didn't do the lead-in activity, refer students to the pictures now. Ask students to find England and Scotland on the map. Ask students what they know about Edinburgh (some students may have heard of the university). Do students recognise any of the places in the photos? Ask them to say what they can see (Edinburgh Castle and a street performer).

- 1 008 Read the instructions with the class. Elicit the meaning of a *couple* (two people who love each other and live together or are going out together). Ask students to underline the keywords in the questions (*London, Edinburgh, how, travel*). Put students into pairs to compare their answers and then think of what they might hear in the recording that matches the keywords they have underlined.

by train

AUDIOSCRIPT 008

- Emma:** Hey, Tim. Let's talk about our weekend trip to Edinburgh next month. I'm so excited about going to Scotland.
- Tim:** Me too.
- Emma:** I really want to take a tour of Edinburgh castle.
- Tim:** So do I. It looks great.
- Emma:** So, what about transport? How shall we go?
- Tim:** Do you want to go by car? It's much easier than taking a bus or a train.
- Emma:** Hmm, I'm not sure about that. Edinburgh is such a long way from London! It's 650 kilometres, you know. The journey will take us at least seven hours. We're only going for three days, so that'll only leave us one full day in Edinburgh.
- Tim:** I see what you mean. It's too far to drive for the weekend. So ... how do you think we should go?
- Emma:** Maybe by plane? It's fast. The flight is just over an hour.
- Tim:** Yes, but the tickets are often so expensive. If we fly, we won't have enough money to have fun in Edinburgh.
- Emma:** Mmm, that's true. Air travel costs a lot.
- Tim:** You know, if we want to save money, we could drive. Driving is cheaper than buying two air tickets. In fact, it's even cheaper than buying two train tickets.
- Emma:** Yes, but going by train is much faster than going by car – it only takes four hours by train.
- Tim:** Does it? That's not too bad.
- Emma:** And what's more, the train's much greener than either driving or flying.
- Tim:** Yeah, you're right. Let's do that.

- 2 Read through the instructions with the class. For weaker classes, check students' understanding by asking questions: *How many types of transport do you write for each answer? (one); Can you use each type of transport once or more than once? (more than once).* Play the recording twice if necessary, pausing the recording the second time after each answer to check the answers around the class.

1 plane 2 car 3 car 4 plane 5 train

Ask students to look at 1–5 in Exercise 2 again. Ask: *Why is 4 different from the others?* Elicit that it is a longer adjective and we use *the most* with longer adjectives. Read through the grammar box with the class. Superlatives should be revision for the class but check understanding by drawing a two-column table on the board and writing *the -est* above one and *the most* above the other. Give students different adjectives and ask them to tell you which column they go in. Write them on the board. When you have finished, ask them to make superlative sentences using the adjectives on the board.

Alternatively, and if you think your class might need a bit more support, present comparatives together on the board: write *Mount Etna (3,350 m)* on the board and elicit the sentence: *Mount Etna is 3,350 m high*, then add: *Mount Kilimanjaro (5,895m)*. Write a gapped comparative sentence, e.g. *Mount Kilimanjaro is _____ Mount Etna*, and elicit the comparative sentence: *Mount Kilimanjaro is taller than Mount Etna*.

Finally, add *Mount Everest (8,848 m)* and elicit: *Mount Everest is the tallest*.

- 3 Ask students to do the task alone or in pairs if they need the support. Check the answers around the class. Again, ask students why we use adjective + *-ier* in 1 and *more* + adjective in 2. Elicit the answer, then read through the second grammar box with the class.

LANGUAGE NOTE

Remind students that we use *than* in comparative sentences as a preposition and conjunction to join the two parts of the sentence. Students should not confuse it with *that*, which we use to refer to something we mentioned earlier or that the person we are talking to already knows about, e.g. *She went to that school*.

1 easier 2 more 3 quickly 4 better

- 4 Stronger classes can work through the two parts of the activity together, otherwise break each part down and check the answers to the gapped sentences before moving on to the rule.

Fast finishers can see how many more adjectives they can add to each category and share these with the class when you check the answers.

1 bigger 2 the largest 3 more slowly
4 the worst 5 more comfortable 6 better
7 more quietly 8 better

- 5 Read through the sentences and rule with the class. Then elicit answers.

1 a smaller amount 2 a different amount
3 the same

Refer students to the Grammar reference on pages 199–201 for further information/practice on comparatives and superlatives.

WRITING

SB P17

A REVIEW

- 1 Students read the text quickly to find out if the writer liked Salzburg.

Although the writer says the train journey was expensive and that Salzburg Zoo is a long way from the city centre, everything else he says is positive. In particular he says, "We spent three great days in Salzburg ..." which tells us he enjoyed the trip.

- 2 Ask a student to read the first two sentences out to the class. Read the second sentence beginning *Although* ... again and elicit whether the first part of the sentence agrees with the second part of the sentence (no, they contain opposing or contrasting information). Ask a student to read the next sentence and ask the same question (this time the second clause adds more information). Ask students to do the same in pairs with the remainder of the text. Check students' ideas and for each linking word, elicit what part of the text it refers to, e.g. *too* in the second line adds information to 'fast and comfortable'.

Adds more information: and, too, also, What's more, As well as
Contrast: Although, but, though

- 3 For weaker classes, draw a two-column table on the board, with the titles *add info* and *contrast*, and elicit the linking words from the text to go in each column. Students then have a clear reference to aid them in completing the sentences.

1 but 2 Although 3 and 4 What's more
5 As well as 6 too 7 also 8 though

- 4 Ask students to write around 100 words. Students can do this task in class or for homework. If they do it for homework, there will be more time in class for peer marking: ask students to swap reviews and provide feedback. Ask them to focus on their partner's correct use of linking words and phrases and whether they liked the review.

VOCABULARY

SB P17

EASILY CONFUSED TRAVEL WORDS

WARMER

Put students into pairs and ask them to read the speech bubbles together, noting the words in bold. Students tell each other about an experience for each of the words in bold. Give pairs two minutes to discuss, then ask individuals to report back on one of their partner's experiences.

In their same pairs, ask students to look at the words in bold again and come up with a definition for each word. Tell students to make sure that the definitions show the difference between that word and the other word.

Suggested answers

trip: a journey in which you go somewhere, usually for a short time, and come back again
tour: to a place or area, especially when you look around the place and learn about it
transport: a system of vehicles such as buses, trains, aeroplanes, etc. for getting from one place to another
travel: make a journey, usually over a long distance
journey: the act of travelling from one place to another, especially in a vehicle

- 1 Ask students to complete the sentences either on their own or in pairs for support. Go through the answers as a class.

1 trip 2 transport 3 tour 4 journey 5 travel

FAST FINISHERS

Fast finishers can pair up and begin discussing the questions in Exercise 2.

- 2 You might like to mix up the pairs for this activity so that students have the chance to talk to someone different. Fast finishers can ask each other their own questions using the words in bold.

GRAMMAR

SB P18

SO AND SUCH, TOO AND ENOUGH

WARMER

Ask students to look at the photo and say what they think the people are doing (looking at a timetable and planning their journey). Ask students what kinds of journeys you need to plan (long journeys, journeys with lots of connections, etc.). Ask: *In your country, how do most people make long journeys? Why? How do you like to travel?* Put students into groups or pairs to discuss the questions. Give them two minutes then check students' ideas around the class.

- 1 Read the instructions with the class and ask students which adjectives *best* and *worst* come from (*good*, *bad*) and elicit the comparative forms (*better*, *worse*). Look at the reviews with the class and ask students how they can find out which hotel has the best/worst comfort/service/food (by looking at the stars). Allow weaker students to find the information in pairs, then feedback as a class.

Campbell House has the best food.
Drumcraig Lodge is the smallest.
Hotel Glenross has the worst service.

- 2 009 For weaker classes, explain to students that they won't hear the two people making a decision, just the things that are important to them. The students have to choose the best hotel for them and say why. Play the recording, then elicit the answer.

Drumcraig Lodge because it's not too noisy and it's fairly close to the city centre. The quality of food doesn't bother them because they're planning to explore lots of different restaurants.

AUDIOSCRIPT 009

- Emma:** Right, so, what about a hotel? We want to do lots of sightseeing, so we shouldn't stay anywhere that's too far from the city centre.
- Tim:** Yes, but we don't want anywhere too noisy – I hate it when you can't get enough sleep at night.
- Emma:** So do I. And we want somewhere that serves good food.
- Tim:** Do we? We're going to explore lots of different restaurants, aren't we? Edinburgh has such great places to eat. The hotel restaurant doesn't matter so much.
- Emma:** No, I guess it's not so important. Now, let's look at some reviews.

- 3 Read the section in the grammar box on *so/such* with the class and elicit the answers. Elicit or point out that when we are making a sentence using *such* with a singular noun we use *a/an*: *Edinburgh is such a great city*. Ask students why we use *so/such* (to make the adjective stronger). Ask students to make other sentences with *so/such* in pairs or around the class. Correct any mistakes relating to the formation of *so/such*.

Then go through the section on *too/enough*. Explain to students that *enough* can also go before a noun: *Did the students have enough pens?*

1 such 2 so 3 too 4 enough

- 4 Ask students to try to complete the sentences on their own. Weaker students can refer to the grammar box to help them but stronger students should try to complete the exercise alone. Allow students to compare answers in pairs and if they have different answers, they should try to look back over the grammar box together to find the correct answer. Check answers around the class.

1 so 2 such 3 enough 4 enough 5 too
6 too

- 5 Follow the steps for Exercise 4.

1 so 2 too 3 such 4 enough 5 too

FAST FINISHERS

Fast finishers can try to make more gapped sentences from the hotel reviews and swap them with another fast finisher to complete. Ask the rest of the class to check these when you check the main key.

Refer students to the Grammar reference on page 201 for further information/practice on *so*, *such*, *too* and *enough*.

- 6 Before students discuss the question, brainstorm a few alternative places to stay and write these on the board to help students. Give students a couple of minutes for discussion, then elicit answers around the class.

EXTENSION

Ask students to look again at the online reviews and talk in pairs about which hotel they would like to stay at. They should give each other reasons for their answers, using comparatives and superlatives.

EXTENSION

Put students into groups of three or four and ask them to each think of two adjectives each (or more depending on the time you have available) and write these on small pieces of paper. Students should place the pieces of paper in a pile in the middle of the table face down. They take turns to turn over an adjective and make a sentence using *so*, *too/enough* or a comparative or superlative adjective.

P TO AND TOO

- 7 010 Stronger classes could attempt this listening with their books closed and try to write down the word they hear. Play the recording again and drill the words chorally and individually.

They sound the same.

AUDIOSCRIPT 010

too to

- 8 011 Point out that students are listening for the word which *sounds* shorter and they should try not to think about how they are spelled. Play the recording and elicit the answer, then drill the sentence if necessary.

to is shorter

AUDIOSCRIPT 011

It's too far to drive.

- 9 012 Read the instructions with the class then play the recording. Drill the sentences once with the class then allow students to practise in their pairs.

AUDIOSCRIPT 012

It's too small to stay in.

It's too far from the city centre.

Do you want to go by car?

That's not too bad.

LISTENING

SB P19

WARMER

Refer students to the map and the photos and ask them what they can see and what they show (Madagascar). If students have access to the internet in class, they could spend a few minutes doing an internet search to find some interesting facts to share with the class.

- 1 Match the photos with the landscapes as a class. Invite students to compare the photos using the comparative and superlative structures they covered in the previous lesson, e.g. *The rainforest is wetter than the mountain region*.

A rainforest B dry and rocky
C high and mountainous

- 2 Put students into pairs to brainstorm. If you are short on time, split the class into three and have groups look at just one photo, then feedback to the rest of the class on their photo.

- 3 013 Draw the four points of the compass on the board and elicit the words for each point. Write them on the board. Then do the same for *north-west*, *south-east*, etc. Read the instructions with the class and check that students understand they have to match the parts of the island with the photos from Exercise 1. Play the recording, then check answers as a class.

A the east B the south C the centre

AUDIOSCRIPT 013

Hi, I'm Jo, and I want to tell you about my trip to the sunny island of Madagascar. I went there last year for a university geography project. The island has just two main seasons – a dry season, and a rainy season. But even in the rainy season, there's still plenty of warm sunshine, especially in the morning. Then in the afternoon, there are often storms. But the most interesting thing about Madagascar's climate is the incredible variety – in fact, it's completely different in every part of the island.

For example, the south of Madagascar is warm, dry and windy. The temperatures drop down to about twenty-three degrees in the dry season from May to October. And because there's so little rainfall in the south, the landscape is really dry and rocky. I took some photos of scenery that looks exactly like the moon! It was amazing.

That's very different from the northwest of the island, where it rains a lot. It's especially wet at the beginning of the year. But then, from May to October the northwest is pretty dry too. And because it's not so windy, it's warm all year round.

Then there's the east coast, where there's plenty of rain all year, with an average of two or three hundred millimetres of rain a month. So it's always warm and wet on the east coast.

And because the weather is so humid, there are thick rainforests in this part of the island. These are home to lots of fantastic wildlife, especially monkeys!

Finally, there's the centre of the island, which is different again. Here, the temperatures are only around twenty-two degrees in the warmer part of the year, and it's fairly cool between May and September. It rains quite a lot from December to March, and then much less in the dry season. The island's high and mountainous in the centre, and there are farms on the hillsides. I went on a trip to a rice farm, which was really interesting. Madagascar is a truly amazing place!

- 4 013 Give students a few moments to read and underline the keywords in the six questions. Play the recording, then check answers around the class. For weaker classes, play the recording a second time and pause after each answer for the students to say the answer.

1 False. The island has two main seasons.

2 True 3 False. It's warm, dry and windy in the south of Madagascar. 4 False. It's warm all year round in the northwest. 5 True 6 True

- 5 Students choose which one of the three areas they would like to go to and give reasons why it's the best place to go to. Their partner should use polite language to disagree and put forward their own choice.

EXTENSION

In their pairs, students choose one of the places in the photos they want to visit. They then have to decide what items they are going to pack in their suitcases which are suitable for the trip. Students report back to the class – *Did everyone pack the same thing? Did anyone forget to pack something important?*

VOCABULARY

SB P19

WEATHER

WARMER

Put students into pairs and give them one minute to brainstorm as many weather words as they can. When one minute is up, ask students to count how many words they've got, then ask the pairs with the most words to come and write them on the board. The rest of the class can check to see if they have any different words.

- 1 Read and model the words in the box, paying particular attention to *dull* and *humid*. Ask students to work in pairs to match the items. Tell them not to worry if they aren't sure of an answer, but to match all the ones they are sure of first, then have a guess at the rest. Remind them that it's always worth having a guess, particularly in the exam, because they won't be penalised for an incorrect answer. Check the answers around the class.

1 cool 2 showers 3 breeze 4 climate
5 dull 6 humid 7 fine 8 lightning
9 chilly 10 damp

- 2 Ask students to complete the sentences with the words in the box from Exercise 1. Check answers around the class.

1 lightning 2 showers 3 climate 4 humid
5 cool

- 3 Ask students to work individually to complete the text, then elicit answers to check as a class.

1 damp 2 chilly 3 dull 4 fine 5 breeze

- 4 Ask students to tell you what the weather is like today, then ask students what the climate is usually like where they are.

PUSH YOURSELF

B2

SB P20

VOCABULARY: ENVIRONMENT

BACKGROUND INFORMATION

Green tourism (also called *responsible tourism*, *sustainable tourism* and *eco-tourism*) is low impact, environmentally-friendly tourism that does not harm the local environment.

- 1 This activity would also work well in groups of three or four so that students can pool their information. If students don't know what green tourism is, tell them to have a guess. Tell students to give reasons and examples when they are answering. Go around the class and help with any vocabulary students might need; note down any interesting points to share with the class later, but don't correct students at this point. Allow groups five minutes for this activity, then check students' ideas around the class. Check students' ideas of what green tourism might be, then elicit different ideas on how tourism can be green.

- 2 Ask students to quickly read the leaflet on green tourism and say how many of their ideas were mentioned. Then ask students to complete the sentences on their own, before checking answers around the class.

1 fossils fuels 2 environmentally friendly
3 Conservation 4 waste 5 carbon footprint
6 Climate change

- 3 Put students back into the same groups as in Exercise 1 and give them five minutes to discuss the questions. For extra practice, ask two students from the group to move to the group on their left and share their ideas with the new group.

Read through the *Did you know?* box with the class. Ask students if they know any other words which are different in British and American English, e.g. *flat* – *apartment*.

SPEAKING PART 3 TRAINING

SB P20

MAKING SUGGESTIONS, ASKING FOR OPINIONS, AGREEING AND DISAGREEING

- 1 If your class is a multinational class, split students so that they are working with students from another country. In pairs, students answer the questions. Give them a couple of minutes, then elicit ideas from the class.

EXAM INFORMATION

In this part, students are given a visual stimulus and asked to have a discussion around the situation shown in the pictures. The candidates will always hear the same standard instructions from the examiner. Students are then expected to discuss the pictures with each other for 3–4 minutes. They should show that they can use a variety of language to perform such functions as making and responding to suggestions, which they will be introduced to in this section.

- 2 014 Explain to students that they are going to listen to exam candidates doing Part 3 of the Speaking exam. Examiners are interested in how the candidates make and respond to suggestions, and what language they use to do this. Read through the questions with the class and ask them to underline the keywords (1 sound interested; 2 make suggestions; 3 respond to ideas), which are the things they need to listen out for. Play the recording, then check students' answers.

1 yes 2 yes 3 yes

AUDIOSCRIPT 014

Man: So, a group of teenage students want to go away on a weekend trip. What do you think?
Woman: OK, let's take a look. Well, I think the city is the best place for them to go.
Man: Sorry, but I don't agree with you. I think it costs a lot to take a weekend break in a city. The teenagers might not have enough money for city hotels, restaurants and theatres and so on.
Woman: Yes, you're right. It is expensive. So, let's see what the other possibilities are. Well, I think they'd enjoy going to the seaside.
Man: Do you think so? I think the seaside's more for children. I don't think there's much they could do at the seaside.
Woman: Really? I think there are lots of things that teenagers can do at the seaside. Beach volleyball, windsurfing, all sorts of things.
Man: That's true. They could have fun at the seaside.
Woman: More fun than in the countryside, I think.
Man: Yes, I agree.

- 3 014 Draw students' attention to the table in Exercise 3. Tell them to ignore the gaps at the top for now. Read through the phrases with the class, then tell students they are going to listen again and to tick what they have read. Play the recording and check students' answers. You might like to pause the recording after each answer and ask students if the speaker is agreeing, disagreeing, making a suggestion or asking for an opinion.

Column 1
I think they'd enjoy going to ...
I think the is the best place for them to go.
Column 2
What do you think?
Column 3
Yes, you're right.
I agree (with you).
That's true.
Column 4
Sorry, but I don't agree (with you).
Do you think so?
Really?

- 4 Ask students to complete the table with the correct headings. Students can check their answers in pairs. If their answers don't agree, they can check with another pair to try to find the correct answer.

Column 1: making a suggestion
Column 2: asking for an opinion
Column 3: agreeing
Column 4: disagreeing

- 5 Students can complete these sentences on their own, then practise saying them with a partner. Their partner can then give them feedback on their intonation and whether they sound interested. Monitor and help students with their intonation.

1 might 2 agree 3 a great idea 4 you agree?

- 6 Direct students' attention to the pictures and tell them that they are now going to do Speaking Part 3 together. If you think your class might need a bit more support, draw a mind map on the board and elicit some ideas from the class. Write the ideas on the mind map.

As an alternative, have students do the activity in groups of four so that one pair does the speaking exam and the other pair times them for 3–4 minutes, listens and provides feedback by asking themselves the questions in Exercise 2 about their classmates. When they have finished they provide their feedback, then swap roles.

Otherwise give students a limit of 3–4 minutes and tell them that they should treat the speaking activity as if they were in the exam. Go around the class, and note any interesting language or any issues with the functional language to share with the class after the activity.

SPEAKING PART 4 TRAINING

SB P21

EXAM INFORMATION

This section is approximately three minutes long. This is a three-way discussion inviting candidates to agree and disagree. The Student's Book focuses on giving answers and reasons individually in this unit.

- 7 015 Give students a couple of minutes to read through the questions and answers then match them. Students check their answers in pairs before you play the recording. For extra practice, ask the students to answer the questions in pairs using the information in the table.

- 1 Do you like holidays in the city or at the seaside?
I prefer holidays in the city because I love shopping and visiting museums.
- 2 What's your ideal holiday destination?
My ideal holiday destination is somewhere lively that has good nightlife because I really enjoy dancing.
- 3 Do you prefer to go on holiday with your family or with friends?
I'd rather go on holiday with my family than with my friends because we have a lot of fun together.
- 4 What time of year do you like to go on holiday?
Autumn is my favourite time of year to go on holiday because I prefer cooler weather and there aren't so many people.
- 5 What do you think about camping holidays in the countryside?
I like the countryside, but I'd rather stay in a hotel than a tent because the weather might be cold and wet.

AUDIOSCRIPT 015

- 1
Examiner: Do you like holidays in the city or at the seaside?
Candidate: I prefer holidays in the city because I love shopping and visiting museums.
- 2
Examiner: What's your ideal holiday destination?
Candidate: My ideal holiday destination is somewhere lively that has good nightlife because I really enjoy dancing.
- 3
Examiner: Do you prefer to go on holiday with your family or with friends?
Candidate: I'd rather go on holiday with my family than with my friends because we have a lot of fun together.
- 4
Examiner: What time of year do you like to go on holiday?
Candidate: Autumn is my favourite time of year to go on holiday because I prefer cooler weather and there aren't so many people.
- 5
Examiner: What do you think about camping holidays in the countryside?
Candidate: I like the countryside, but I'd rather stay in a hotel than a tent because the weather might be cold and wet.

- 8 Put students into groups of three. Two are candidates and one is the examiner. The examiner times the candidates for 3–4 minutes. The examiner should ask the students the questions and note any areas of improvement in order to give positive feedback. The candidates should try to remember to look up, maintain eye contact and be cheerful and interested. When the students have finished, they should swap roles and repeat. If time is short, the examiner can ask each candidate one question before they swap roles.

Suggested answers

Do you enjoy holidays at the seaside or in the mountains?

I prefer holidays in the mountains because I love snowboarding.

What's your favourite holiday destination?

My ideal holiday destination is somewhere where there is a lot of nature because you can really relax.

Who do you like to go on holiday with?

I like to go on holiday with my friends because we always have lots of fun together.

What time of year would you rather go on holiday? Why?

I'd rather go on holiday in the summer because it's warm and you can spend all day at the beach surfing.

What kind of accommodation do you prefer to stay in? Why?

I prefer to stay in a tent because it's different and lots of fun.

EXAM FOCUS

SB P22

READING PART 2

Look at the descriptions of the people and places on the page, then read the exam facts in the box with the class. Elicit from students how many requirements the people have which students have to match (three). Ask how many of the requirements they have to match to one place (all three). Read through the tips box with the class.

Suggest that students spend seven minutes doing the task individually under exam conditions. Remind students to follow the tips in the tips box. When the time is up, check the answers around the class.

FAST FINISHERS

Ask fast finishers to read the part of the text which gave them the answer.

- 1 C spend as little money as possible = attractions at a discount or for free; would like to explore the city on foot = walking tours; speak ... a little of the local language = a section with basic words and phrases
- 2 H things to do ... with her six-year-old daughter = suggestions for activities for every age group; choose some accommodation = information about where to stay; would also like to know how to use the city's public transport = everything you need to know about getting around by bus or underground
- 3 A with his wife Carole, who uses a wheelchair = helpful information about places suitable for disabled visitors; recommends good restaurants = tips from local people about where to eat out; details about well-known paintings = descriptions of the contents of famous museums and art galleries
- 4 D driving in Paris = anyone who needs to travel ... by ... car; making trips outside the city = useful information about places to visit in the areas surrounding Paris; suggestions about the best places to listen to music = concert halls
- 5 G see as much as possible of Paris in just two days = tours taking in the main sights suitable for the ... shortest of trips; discover about the history of the city = everything you need to know about Paris from ancient Roman times up to the present; some ideas on where to buy stylish clothes and shoes = tips to help you find ... the latest fashions

SPEAKING PART 3

SB P23

Read the exam facts and tips with the students. See if students can remember from the previous lesson how long they need speak for (3–4 minutes). Also tell students that even if they agree with the other candidate at the beginning of the discussion, they should still continue to discuss the other options so that they can demonstrate their language skills to the examiner.

As before, students can do the exam practice task in pairs on their own or with another pair acting jointly as the examiner, then swap roles. Alternatively, if you have time, they can do the task in groups of three with two candidates and one examiner and rotate so that all three students take a turn at being the examiner. Monitor the students and note any interesting language to feedback on after the activity, but don't interrupt students while they are doing their speaking exam practice. You can either give feedback to individual groups or class feedback at the end.

➔ **SPEAKING BANK** / pages 241–242

SPEAKING PART 4

SB P23

Read through the exam facts and exam tips with the class. Tell students it's better to speak at a natural speed and make the odd mistake than speak slowly and think about everything you are saying.

Ask students to do the exam practice task in groups of three, with one student in the group acting as the examiner. When they have finished, ask the examiner to join another group and change roles with one of the candidates. Repeat this so that everyone in the class has had a chance to be a candidate and an examiner.

➔ **SPEAKING BANK** / page 243

EXTENSION

Ask students to stay in their groups and discuss what they found easy or difficult in Parts 3 and 4. Then elicit students' experiences. If a few students have issues in the same area, go over this with the students and/or give students extra practice from the Speaking Bank on page 243.

HOW WAS IT?

Finally, read through the options in the *How was it?* section and elicit the meaning of each one: *gave it a go* (I tried hard but didn't feel it went particularly well); *getting there* (I'm improving but I'm not perfect yet); *aced it* (I feel I did really well). Ask students to tick the appropriate box.

You might like to ask students to share how they felt about the task to get an indication of your students' confidence. Depending on your class, you might like to do this openly or allow students to give their feedback without their classmates seeing. For example, give each student a piece of A4 paper with the *How was it?* scale written in large letters. Allow students to tick the relevant box then hold up their papers at the same time so that you can see how well students think they are doing.

REAL WORLD

SB P24

WHERE CAN I STAY IN ... AUCKLAND?

WARMER

Put students into pairs and give them 30 seconds to brainstorm as many different types of accommodation as they can. This can either be for their own country if students are all from the same place or generally. After 30 seconds, ask students to total up their words. They get one point for each answer. Invite the pair with the most points to write their words on the board. If they spell something incorrectly, the rest of the class can challenge them and they lose a point. If they lose enough points to fall below the pair with the second highest score then that pair can replace them at the board to finish the list.

- 1** If you did the warmer activity, remind students to use their ideas in their discussion. Give students 2–3 minutes to talk in pairs or small groups, then ask students to share their ideas with the rest of the class. Alternatively, ask one student from each pair or group to join a different pair or group and share their ideas, then ask students to say if they found any of the ideas reported from the other group interesting or surprising.

To extend the activity, ask students to also come up with disadvantages and record both the advantages and disadvantages in two columns on the board.

- 2** Ask the class what they know about New Zealand. If you have a world map in the classroom, ask a confident student to locate the country on the map. Ask what the climate is like there and what sort of things a tourist might visit there. If students have access to the internet in class, they could do a quick internet search to find information to share with the class.

Draw students' attention to the photos and ask them what types of accommodation they think they show. Ask students to read the text individually and match the accommodation types with the descriptions on the web page. For weaker classes, you might prefer to read the text as a class, with a different student reading each section.

A bed and breakfast and homestays **B** campsites
C hostels **D** DOC huts **E** motels

- 3** Before students read the text, give them a few moments to underline the keywords in the questions. Students read the text again, this time individually, and match the sentences with the accommodation type in the text.

FAST FINISHERS

Fast finishers can create more sentences from the text for another fast finisher to match to the text.

Check the answers around the class and ask students to say the part of the text which helped them find the answer.

1 DOC hut **2** apartment **3** bed and breakfast/homestay **4** hotel **5** hostel

- 4** Stronger students can try to match the words with the definitions first, then read the text to check. Check answers around the class and ask students to read out the section in the text when giving the answer.

Have a quick show-of-hands poll to see who has stayed in each of the room types. Invite students to share their experiences, e.g. who they stayed with, where they visited.

1 twin **2** en suite **3** single **4** dormitory
5 double

- 5** **016** Check students' understanding of what they need to do by asking: *How many options do you need to use?* (three). Give students a couple of moments to underline the key words in the options before they listen (a *arriving*, motel, booked in advance; b *asking*, accommodation, Tourist Information Office; c *someone in the street*, places to stay, town; d *phone*, hotel, book in advance). To give extra support, ask students what words they think they might hear on the recording for each option; for example, the speaker might mention their car. Play the recording and check answers with the class.

1 b **2** d **3** a

AUDIOSCRIPT 016

1
Man: Hi. Can I help you?
Traveller: Yes. Do you have any information on accommodation?
Man: Yes. Sure. What kind of accommodation are you looking for?
Traveller: Probably a hostel. And we're looking for somewhere close to the city centre.
Man: OK. Are you happy with a dorm?
A dormitory?
Traveller: Yes, that's fine.
Man: And is it just for one night?
Traveller: No. For three nights.
Man: OK. There's Queen Street Backpackers. It's very popular, and it's in a great location, right in the city centre. They've got some spaces.
Traveller: OK. Is there a kitchen?
Man: Yes, there are two kitchens and a room where all travellers can relax, and it has hot showers 24/7. There's also free wi-fi.
Traveller: And how much is it?
Man: 27 dollars for a bed in a six bed dorm. There's a choice of a mixed dorm or an all female one.
Traveller: OK. That sounds good. We'll go for that. And we'd prefer an all female dorm.
Man: Great. OK, if you could just fill in your details here, I'll get that booked for you.
Traveller: Thanks.

2
Receptionist: Hello. Auckland City Hotel. How can I help you?
Traveller: Hello. Do you have any rooms available for tonight, please?
Receptionist: Let me just check. Is it for two people?
Traveller: Yes.
Receptionist: And would you like a double room or a twin room?
Traveller: A twin room, please.

Receptionist: OK. We have a room available. It's a standard room at \$150. All our rooms are en suite, and they all have air conditioning. There's free wi-fi too.

Traveller: Does the price include breakfast?

Receptionist: No, breakfast is extra. It's \$10 per person. Would you like to go ahead with that?

Traveller: Yes, please.

Receptionist: OK. So if I can just take your name?

Traveller: It's Jones. Sam Jones.

Receptionist: And can I take a contact number for you?

Traveller: Yes, it's 07760 453782.

Receptionist: OK, Mr Jones. That's all booked for you. We'll see you later today.

Traveller: Thanks. Bye.

Receptionist: Bye.

3
Receptionist: Hi. How can I help you?
Traveller: Hello. We've got a room booked for tonight.

Receptionist: OK. What's the name, please?

Traveller: It's Edmund. Sophie Edmund.

Receptionist: Ah, yes. I've got you down for a value twin – is that right?
Yes.

Traveller: Yes.
Receptionist: So, the value rooms have a shared bathroom. Is that OK for you?

Traveller: Yes, it's fine.

Receptionist: That's great. Breakfast isn't included in the price, but we have an on-site restaurant where you can get breakfast, and also a meal this evening if you want.

Traveller: OK.

Receptionist: Right, I'll need you to fill in these forms with your name an address, passport number and car registration number. And how would you like to pay?
I'll pay by card, please.

Traveller: I'll pay by card, please.
Receptionist: Right. If you could just pop your card in there for me? Thanks. So that's \$110. If you could put your PIN number in?

Receptionist: And that's all gone through for you. So, you'll be in room 46. That's on the first floor. Check out time tomorrow is eleven o'clock.

Traveller: That's fine.

Receptionist: Thank you. Enjoy your stay.

- 6** **016** Students could try to answer the questions first, then listen to check their answers. Otherwise, play the recording for students to answer *True* or *False*.

Check answers as a class and ask students to correct the false sentences.

1 True **2** False. There are mixed dorms and all-female ones. **3** True **4** True
5 False. The value rooms have a shared bathroom.

- 7** Students can do this task individually, before checking their answers. If their answers disagree, encourage students to talk it through.

1 information on **2** looking for **3** how much
4 sounds; go for **5** rooms available
6 price include **7** booked for **8** by card

- 8** Allow students to work in their pairs. If they are unsure about an answer, tell them to try to match the answers they are confident about first, then come back to the others. Ask students to look at 4 again: *What does 'value' mean?* (value refers to the phrase 'value for money', which usually means that it is a cheaper option). Look again at 6 and ask students why they think that the phrase 'gone through' is used to mean 'your card payment was successful' (it means that the machine has communicated with your bank, i.e. *gone through* to your bank).

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

EXTENSION

Students work in pairs and role play one of the situations from the lesson using the phrases in Exercises 7 and 8. When they have finished, they can swap roles with their partner or swap partners. Invite one or two confident students to repeat their role play for the class.

WATCH

SB P25

- 9** Tell students they are going to watch a video about New Zealand. Read through the topics, then play the recording.

Suggested answers

The country: made up of two islands, the North Island and the South Island. Auckland is on the North Island; lots of beaches

Wildlife: sea lions and whales

Camping: camping is very popular, especially from December to February, which is summer there; campsites are in beautiful areas; in many places wild camping is also allowed in the mountains and on the beaches


Hostels: popular with young people because they are cheap. You can wash your clothes and use the internet; places where you can meet other travellers

Homestays: good place to stay if you want to experience real New Zealand family life. They are popular with students

Motels: quite cheap and they're close to the road, but they don't provide food

VIDEOSCRIPT AUCKLAND

Auckland is a city on the North Island of New Zealand. It's a big, busy city, and there are lots of things to do there, including museums, parks and theatres. It's also a great place to start a tour of New Zealand. Because New Zealand is two islands, there's plenty of coastline to explore, with some wonderful beaches. There's also plenty of wildlife to enjoy, like sea lions, and, if you fancy going out on a boat, whales. You can see whales all around the coast of New Zealand, and it's definitely worth going on a whale-watching trip while you're there. If you want to enjoy the New Zealand countryside, then camping is a good choice for your accommodation. Camping is very popular, especially from December to February, which is summer in the Southern hemisphere. A lot of campsites are in beautiful places, near mountains or lakes, and in many parts of the country, wild camping is also allowed in the mountains or on beaches. Hostels are a great place to stay if you're travelling alone. Backpackers usually stay in hostels, because they're cheap. You can wash your clothes there and there's internet access. They also have areas where you can relax and meet other young people to discuss your travel plans. You might even find someone to travel with. If you're missing family life, you can choose a homestay. You usually eat with the host family, and they might take you to visit local places of interest. Homestays are a great way to experience the New Zealand way of life, and they're popular especially with students. New Zealand is a great place for a road trip. A lot of roads are quite empty, and there's some stunning scenery. If you're travelling by car, motels are a great place to stay. Rooms are simple and not too expensive. If you prefer luxury and a good breakfast in the morning, you can always pay a bit more and stay in a hotel. However, eating a big breakfast may not be the best idea in the world if you're going to try this popular New Zealand tourist activity – bungee jumping!

- 10**  For weaker classes, allocate one topic point to each pair (duplicating if you have more students in your class), and ask students to compare their topic point in New Zealand with that in their own country. This will be an opportunity for students to use the comparatives which they looked at earlier in the unit. You might prefer to open up the bungee jumping question to a class discussion as this is something that might invite lively discussion from the class.

LIFE COMPETENCIES SB P25

EVALUATING IDEAS, UNDERSTANDING CULTURES

- 11** Ask students what words they might use for an internet search, e.g. Paris accommodation types/choices/options. Students can do this activity in class or in their spare time, e.g. in a class break, with their partner, and present their ideas to the class at the beginning of the next lesson. Alternatively, students could do their online research alone at home, then complete the second half of the activity with a partner at the beginning of the next lesson.

EXTENSION

Students make their own video about accommodation in their country on their smartphone. Students can do this in pairs during class time or at home individually. If students do the activity in class, give them five minutes to research online, then make a video presentation. Invite pairs to share their video with the class on the IWB or directly from their phones, if appropriate, in small groups.

⇒ **WORKBOOK** / Unit 1, page 8

2 ENTERTAIN ME

UNIT OBJECTIVES

Topic:	entertainment and media
Grammar:	<i>used to</i> ; present perfect and past simple: <i>since</i> and <i>for</i> ; <i>yet</i> and <i>already</i>
Vocabulary:	entertainment; phrasal verbs
Listening:	Part 2: multiple choice short dialogues
Reading:	reading for gist and detail: TV habits
Speaking:	talking about likes and dislikes: free time activities
Writing:	Part 1: email conventions; making and responding to suggestions
Pronunciation:	linking /w/
Exam focus:	Listening Part 2; Writing Part 1
Real world:	at a festival in California

Ask your students to watch the Grammar on the Move videos on pages 28 and 30. You can use these to present or reinforce *used to* and the present perfect and past simple.

SPEAKING

SB P26

TALKING ABOUT LIKES AND DISLIKES

WARMER

With books closed so students don't use the ideas from Exercise 1, write the title of the unit on the board. Elicit the meaning of *entertain* (to keep people interested or amused) and elicit different types of entertainment that entertain people (shows, movies, television or other performances or activities). Ask students to say any other types of entertainment they can think of, e.g. theatre, music concert. Write these on the board for students to note down any new words.

Put students into small groups to talk about their favourite and least favourite type of entertainment. Encourage students to give reasons and examples for their opinions and to use language to agree and disagree with other students in the group.


- 1** Elicit the forms of entertainment shown in A–H (A watching a concert; B watching TV; C gaming; D dancing; E the cinema; F reading; G eating out; H hanging out with friends). Ask students which of these activities they do often or don't do. Students can either rank the activities alone, then compare with a partner, or treat it as a pair-work activity and rank them together.

ALTERNATIVE

For an alternative exam-focused activity, put students into pairs to role play making suggestions and deciding where to go on Saturday night. This is good practice for Part 3 of the Speaking exam where students have to discuss alternatives and make a recommendation.

FAST FINISHERS

Students could repeat the activity for a different time of the week, e.g. a weekday evening.

- 2**  **017** Read the instructions with the class and ask students what tenses they might hear on the recording (past simple; some students might also mention the past continuous). Before you play the recording, get students to write down 1–4 for the number of speakers they will hear. Play the recording for students to match the speakers to the activities.

1 A 2 B 3 E 4 F

AUDIOSCRIPT 017

- 1**
I can't stand big crowds but last Saturday my favourite band played live in my town. I'm crazy about their music so of course I went to see them. They were amazing. The only problem was that I couldn't see the stage very well. There were too many tall people in the audience, and I'm very small.
- 2**
Sometimes, I enjoy just staying in and relaxing. So, last Saturday I caught up with a new series that I'm watching. I'm really into detective shows and this one is set in Copenhagen. I've never been there, but it looks great on the screen!
- 3**
I usually watch films on my tablet. I'm comfortable on my sofa, and I don't mind having only a small screen. However, last Saturday my friends wanted to see a new comedy at the cinema, so I went with them. I'm not a fan of comedies but this one was really funny, and it had a great soundtrack, too. I've decided to get off the sofa more often!
- 4**
Parties are not my thing and I have to work on Sunday mornings. That's why I'm not bothered about going out on Saturday nights and I often stay at home with a good book. The book I read last Saturday was a really exciting thriller. I read it from beginning to end in one night. Of course, I was tired at work on Sunday.

- 3 017 Stronger classes can try to complete the extracts first, then listen to check.

1 stand 2 crazy 3 enjoy 4 into 5 mind
6 fan 7 thing 8 bothered

- 4 Confident students can do the task alone, otherwise allow students to work in pairs. Tell them to refer to the extracts in Exercise 3 if they aren't sure. Elicit answers around the class and if you think your students are able, get them to give an example sentence with their answer, e.g. I'm into: *I'm into reggae music so I love it when there is a reggae concert in town.*

😊 I'm into ...; I'm crazy about ...; I really enjoy ...
😐 I don't mind ...; I'm not bothered about ...
😞 I can't stand ...; I'm not a fan of ...; ... is not my thing

- 5 Students repeat Exercise 1, this time using the new phrases. Allow students to include in the discussion other activities of their own choice if they like. Go around the class checking that students are using distractions properly and in the correct context.

- 6 Encourage students to use the phrases from Exercise 4 when they are talking about their partner.

READING

SB P27

WARMER

Draw a mind map on the board and write *TV* in a circle in the middle. Draw a line and another circle and write *things you can watch on TV*. Elicit and write these around the circle, e.g. *news, documentaries, soap operas, game shows*. Draw another line and circle and write ways of watching. Elicit *TV, Netflix, YouTube, Amazon*. Draw another line and circle and write *Things to watch TV on* and elicit *a TV, tablet, phone, Xbox, laptop*, etc. Encourage students to copy the mind map into their notebook so they have the vocabulary to hand.

- 1 Give students 2–3 minutes to discuss with their partner, encouraging them to use the words from the warmer if you did it, then elicit ideas from pairs about their partner.
- 2 Read the question with the class, then read the title of the article and elicit ideas from students. Tell students to read the text quickly to find out. Tell them they have 30 seconds to *scan* the text (read the text quickly to find specific information) and find the answer. Elicit where in the text they found the answer (para 3) and ask a student to read the section.

Ask stronger classes if they think 'binge' has a positive or negative meaning (negative – to 'binge' is to do too much of something). Tell students that we can use the word 'binge' to refer to other things we might do too much of. Elicit examples, e.g. eating or shopping.

It means watching lots of episodes of a programme one after another.

- 3 Students read the article again if necessary. Elicit the answer and encourage students to refer to the parts of the text that helped them find the answer. Ask stronger classes why binge-watching might become a *habit*.

B

- 4 Students do the task individually, then compare answers with a partner. If partners have different answers, encourage them to go back over the text together to find the correct answer.

1 spoiler(s) 2 download 3 catch-up TV
4 back to back

- 5 Ask students to do the task individually and underline the words in the text which gave them the answer – for both the true and false sentences – then compare answers with a partner. Check the answers around the class, asking for the text justification from a different student to the one who gave the answer.

FAST FINISHERS

Students can create two more T/F questions from the text and set these for the class to find at the end of the main activity.

1 True 2 False. She and her school friends all watched the same things. 3 True 4 False. She watches a lot of episodes back to back. 5 True

- 6 Students can do the task in class or for homework. For weaker classes, you could structure the task for them a bit more. Tell students to answer the questions in Exercise 1 in their paragraph, then say how they watched TV when they were younger and how they watch it now. Students should aim to write around 40 words. When students have finished their paragraph, they can swap it with their partner for peer correction. Their partner can check for spelling mistakes, grammar and whether they have answered the question properly.

GRAMMAR

SB P28

USED TO

- 1 Ask students to close their books and write the first sentence in Exercise 1 on the board. Ask students if the friends watched the same things at the same time often or sometimes (often). Ask if they still watch the same things now (no). Elicit which structure in the sentence tells us this (*used to*). Underline *used to* on the board and write a '+' symbol to indicate that it's a positive structure. Write the second sentence on the board and ask if they made plans for Thursdays (no). Again, elicit the words which tell us this (*didn't use to*). Elicit that this is a negative sentence and ask students to say what changes in a negative sentence (there is no *d* in *didn't use to*). Write a '-' next to the sentence to indicate it's a negative sentence. Now write the question form and underline the structure. Write a '?' next to the sentence. Writing the symbols will help weaker students in Exercise 2. Leave the sentences on the board for Exercise 2.

Students open their books. Read the rule with the class and pay special attention to the formation of the main verb in the infinitive without *to*. Reinforce (by drawing a circle around *used to* on the board) that the word *to* in the structure belongs to *used to* and not the (bare) infinitive.

Drill the pronunciation of *used to* and *didn't use to*, making sure students pronounce the different sounds in *used* /jʊst/ and *use* /juːs/ correctly.

Refer students to the Grammar reference on page 202 for further information/practice on *used to*.

used to

- 2 Explain to students that they have to complete the dialogue with *used to* in the positive, negative or question form. If you think it will help students, you could go through each one and elicit if students think it should be in the positive, negative or question form. Ask students how they can easily tell if it's a question (there's a question mark at the end – answer 2). Alternatively, students can go through the dialogue in pairs and decide if the answers are positive/negative/question forms, before completing the task alone. Listen to check answers, pausing the recording after each answer to elicit the answers around the class.

If you think students will benefit from the extra practice, put students into pairs to role play the conversation. Monitor and check that students are pronouncing the different sounds correctly.

1 used to sit 2 did (you) use to enjoy
3 didn't use to watch 4 used to tell

- 3 The main purpose of this task is to give students practice using *used to*. If you think students will struggle to find things to talk about, brainstorm changes on the board before students start, to give them some ideas to discuss, e.g. *My grandparents used to go to the library to get information.*

Give students 2–3 minutes to discuss, then elicit ideas from the class.

EXTENSION

Put students into pairs to tell each other things they used to do which they don't do now. Give students two minutes for discussion, then invite students to tell the class one thing their partner used to do.

VOCABULARY

SB P28

ENTERTAINMENT

- 1 Weaker classes can do this activity in pairs. Point out to students that the words in bold can go with either the a or b options, e.g. in 1, both a play and a concert has an audience, so students have to look at the whole sentence carefully to find the answer. Ask students to underline the words that helped them find the answer as they go, and elicit these as well when you check the answers. Tell students that if they don't know an answer they should always make a guess as they don't lose any marks for wrong answers in the exam.

1 a concert 2 a detective series 3 a book
4 an opera 5 a radio programme 6 a film
7 a play 8 a biography

- 2 Students can go through the remaining gaps in pairs, before completing the paragraphs with the words. When you have checked answers, students can talk to their partner about the things from Exercise 1 that they like/don't like. Alternatively, students can write a short paragraph like the ones in Exercise 2 for homework.

1 audience 2 stage 3 thriller 4 comedy
5 soundtrack 6 episodes 7 documentary
8 bestsellers

- 3 If you have a large class, students can do this activity in smaller groups. Monitor and check students are using the correct adjective endings.

LISTENING PART 2 TRAINING

SB P29

EXAM INFORMATION

Tell students that Exercise 3 is an exam-style task but in the exam there are six questions, not three. Remind students that in the exam there are three options to choose from.

1 Read through the extract and the options. Focus students' attention on the underlined words and ask if they are positive or negative (positive). Elicit from students which words in the options they would underline in the exam (A *enjoyed*; B *not enjoy*). Ask them why they don't need to underline *boy* or *concert* (because they are the same in both options). Which word in options A or B is positive? (*enjoyed*)

2 First ask students to look at the options and decide which word in each is the key word to underline (A *good*; B *boring*), then read the extract to decide which option is correct.

B

3 🎧 018 Give students 20 seconds to read the questions and options and underline the key words on their own, then play the recording twice.

EXTENSION

Photocopy Audioscript 018 and give pairs five minutes to find and underline the clues which showed them the right answers. Elicit feedback and if students' answers disagree, encourage them to try to justify their findings and come up with the correct answer without your input.

- 1 C (I couldn't believe how much I enjoyed it all.)
- 2 A (Garry Power was fantastic. And he's such a good singer, too. I loved that final song. – Well, yeah, me too.)
- 3 B (There's lots of time just to hang out with friends. There's no stress and everyone is happy.)

AUDIOSCRIPT 🎧 018

Narrator: One. You will hear a girl telling her friend about a theatre trip.

Girl: ... I was outside talking to Mark and Aiden, and then my dad shouted out the window 'Angelina, sweetie, it's theatre time!' Of course, the boys laughed and my face turned bright red! I just wanted to crawl into a hole!

Boy: Poor you! And was it boring at the theatre with your parents?

Girl: Well it's amazing, but I wasn't bored at all. The performances were fantastic. And the theatre itself is a beautiful building. Next time, I'll wear a smart dress.

Boy: Next time?

Girl: Yes! I couldn't believe how much I enjoyed it all. I want to go again! You should come too!

Narrator: Two. You will hear two friends talking about a film they've seen.

Man: I'm really sorry. It was my idea to see that film.

Woman: But it wasn't so bad. I can't believe all those strange events would happen in real life but they were fun to watch in a film.

Man: No, it was all too silly. And Gary Power's performance was no good at all.

Woman: Oh, come on! He was fantastic. And he's such a good singer, too. I loved that final song.

Man: Well, yeah, me too. Actually, the songs and the soundtrack were great.

Woman: Yes, they were. See? You chose a good film and we've had a lovely evening.

Narrator: Three. You will hear a man telling his friend about a music festival.

Woman: Have you ever been to Glastonbury?

Man: Yes, I have. I went last year. I had such a good time. The bands were a bit disappointing, though. I wasn't really into the performers.

Woman: I don't understand. If you didn't like the music, then why was it so good?

Man: The atmosphere is great. There's lots of time just to hang out with mates. There's no stress and everyone's happy. Even camping there was OK. You know I *never* normally go on camping trips!

Woman: It sounds wonderful.

4 Read the *Did you know?* box with the class and draw students' attention to the spelling of *theater*. Explain that this is the American spelling and the British spelling is *theatre*.

Give students an example from your country if you are from a different place to the students in your class, e.g. *There isn't much to do in _____. There is a cinema and a bowling alley, but if you want to see a concert or a play, you have to get the train to _____, which takes a hour!*

Allow students 2–3 minutes for discussion, then ask them to join another pair to tell each other about their partner's home town or city.

GRAMMAR

SB P30

PRESENT PERFECT AND PAST SIMPLE

1 Draw students' attention to the conversation in the speech bubbles and ask a student to read the question: *Have you ever been to Glastonbury?* Answer: *Yes, I have.* Elicit what tense is being used (present perfect). Ask students if they know when you went to Glastonbury (no), and elicit from students that we use the present perfect when we don't know when something happened in the past or it isn't important when it happened. Then say *I went last year.* Elicit the tense (past simple) and if they know when you went (yes, *last year*). Elicit that we use the past simple for the past when we know when something happened.

Ask students to read and complete the rule box, then elicit the negative form and negative short form of the sentence in the speech bubbles (*I have never been to Glastonbury. I No, I haven't.*).

Refer students to the Grammar reference on pages 202–203 for further information/practice on the present perfect and past simple.

1 present perfect 2 past simple

2 There are prompts in the exercise so students shouldn't have any problem completing this task on their own. Check answers around the class and go over any difficulties students might have had.

Ask students if they have ever been to see a musical. If they have, encourage them to give some details.

1 Have you ever been 2 have/ve seen
3 did you see 4 went 5 saw 6 did you enjoy
7 loved 8 have you seen

3 Give students around three minutes, then invite students to feed back to the class about their partner.

P LINKING /w/

4 🎧 019 Read the information in the box with the class, then play the recording for students to listen carefully. Write the question prompt on the board and ask students which words link up (*you* and *ever*). Draw lines connecting these words and elicit where they hear the /w/ sound (where the words are connected). Play the recording again, then drill chorally and individually around the room.

Have you/w/ever

AUDIOSCRIPT 🎧 019

Have you ever ...?

5 🎧 020 Do the same with each item as in Exercise 4 until students are confident, then allow them to complete the exercise individually. Check the answers, then allow students to role play the questions (and invent answers) in pairs. Monitor and check students' pronunciation.

1 Have you/w/ever been to England?
2 Have you/w/ordered a cup of coffee?
3 Have you/w/answered his two/w/emails?
4 Have you/w/asked Tom to go/w/away?

AUDIOSCRIPT 🎧 020

1 Have you ever been to England?
2 Have you ordered a cup of coffee?
3 Have you answered his two emails?
4 Have you asked Tom to go away?

SINCE AND FOR

6 Tell students that they have learned about using the present perfect to talk about something that happened some time up to now. Explain that you can also use the present perfect to talk about something that happened in the past some time up till now and *also* continues into the present. You could illustrate this on the board using a time line. Draw an arrow from left to right and a perpendicular line in the middle with 'now' written on it.

Write: *Have you ever been to Glastonbury? Yes, I have.* to the left of 'now', indicating that this refers to a time period up to the present. Below that, write *I've worked as a music journalist since 2016.* This should span 'now' on the line to indicate that this continues into the present.

Ask two students to read the conversation to the class. Elicit which words in the conversation the speakers use with the present perfect to talk about the time period (*since* and *for*). Ask the class to read and complete the rule box alone, then elicit the answer.

present perfect

7 Read through the last two sentences of the rule box again with the class and elicit which word we use to show when the time period started (*since*) and which one we use for the length of the time period (*for*). Tell students to decide which of the words refer to a time period and put these in the *For* column. Students should then complete the *Since* column with the remaining words and check that they all refer to a specific time in the past when the time period started.

SINCE	FOR
2016	a long time
January	a week
last Monday	three years
last year	two hours

8 When students have finished answering the questions, they can take turns asking and answering the questions with a partner. Invite one or two pairs to ask and answer for the class.

9 Read the instructions with the class and tell pairs to ask and answer using the prompt. Monitor while students are talking but only correct any errors relating to the target language.

Refer students to the Grammar reference on pages 202–203 for further information/practice on the present perfect and *since* and *for*.

EXTENSION

Students conduct a class survey. Give each student a piece of A4 paper and give them two minutes to write down five (or more) *Have you ever ...?* questions, e.g. *Have you ever flown in a helicopter?* Tell them the questions should be interesting but sensible, i.e. so that students have a chance to answer 'yes'. When students have finished writing, allow students to circulate asking their questions. To ensure that students speak to different classmates, tell them that they should try to find a different name for each question. Tell them once they have found one person for each question, they should sit down. Stop the activity when a few people have sat down, then elicit some information from the students. Have a class vote on the most interesting thing someone has done.

SB P31

VOCABULARY: PHRASAL VERBS

- 1 Elicit some popular bands from the class to check students' understanding, then elicit the meaning of *split up* (stop being a band). For weaker classes, you could also elicit/provide some types of music and write these on the board.

Put students into pairs to discuss the questions. Monitor and note any interesting conversations and invite students to share them with the class.

- 2 Ask the students to read the blog quickly to find out what the singer plans to do next year (write her own songs).

Read the instructions with the class and tell students that the words in the text do not appear in the same order as the questions. Elicit answers from the class and ask a different student for an example of each phrasal verb in a sentence.

- 2 fall out with 3 keep on 4 let (me) down
5 chill out 6 get into 7 turn (it) down
8 live up to (your) expectations

- 3 Students complete the sentences individually then check their answers in pairs. If students have different answers, they should look at the definitions in Exercise 2 again and try to work out which one is the correct answer. Check answers as a class.

- 1 turned down 2 fall out with 3 got into
4 split up 5 let (me) down; didn't live up to
6 kept on; chill out

EXTENSION

Tell students to choose three of the phrasal verbs from the lesson and make sentences of their own. Give them two minutes to do this, then ask them to swap sentences with a partner, e.g. *I got into football last year and now I play every day.*

GRAMMAR

SB P32

YET AND ALREADY

WARMER

Ask students what kind of festivals there are (e.g. music, family, food). Put students into pairs and tell them to choose a type of festival and write a list of things to pack to take to the festival, e.g. a tent. Give students two minutes to do this, then elicit their ideas.

- 1 Ask students if they have ever been to a festival. If they have, invite them to tell the class about it. Put students into groups of three to discuss the questions, then elicit ideas from the class.

- 2 021 Read through the list with the class and explain any unknown words. Tell students to listen and answer the question. Elicit the answers and ask what the pair are going to do next (pack their backpacks). Elicit another word for rubber boots (*wellies*).

- print out the tickets ✓
book the campsite ✓
book train tickets ✓
buy rubber boots ✓

AUDIOSCRIPT 021

- Ethan:** Have you printed out our tickets yet?
Mia: Yes, I've already printed them out, but I haven't found our tent yet. Where could it be?
Ethan: My brother has the tent, remember? Oh, I haven't booked the campsite yet.
Mia: Don't worry. I've already done it. And I've already booked train tickets, too.
Ethan: Great!
Mia: Oh, have you bought rubber boots yet? I've bought a pair for myself because it's going to rain.
Ethan: I've already got some.
Mia: Great, so we've done everything!
Ethan: Well, we haven't packed our backpacks yet. Let's do it now!

- 3 Read the rule box with the students, then either complete it as a class or ask students to do it individually. Check students' understanding by asking around the class about things students have or haven't done yet today, e.g. *Have you had lunch yet?*

- 1 already 2 yet 3 yet

- 4 021 Students complete individually, then check answers in pairs. Remind them to go back to the rule box and check if students get different answers.

FAST FINISHERS

Fast finishers can practise the conversation in pairs.

- 1 I haven't booked the campsite yet 2 I've already done it 3 I've already booked train tickets 4 have you bought rubber boots yet 5 I've already got some 6 we haven't packed our backpacks yet

- 5 To help personalise the role play, students can choose the city they are going to visit. Monitor as students are talking and correct any errors relating to the present perfect and *yet* and *already*.

FAST FINISHERS

Fast finishers can swap pairs and roles to practise the role play again.

Refer students to the Grammar reference on page 203 for further information/practice on *yet* and *already*.

WRITING PART 1 TRAINING

SB P33

WARMER

Put students into pairs and ask them to talk to each other about their families: do they have any uncles, cousins and grandparents? Do they live far away? If so, do they come to visit? If students live alone, do their parents visit? Do anyone's friends come to visit?

- 1 Students remain in the same pairs as for the Warmer and answer the question. Give students a minute to talk, then elicit some information from the students about their partner.

EXAM INFORMATION

Explain to students that they will find this type of email with notes to help them reply in Part 1 of the Writing exam. This exam part is compulsory – they have to answer it. Students must include all the information in the notes.

- 2 Ask students if an email to a friend should be formal or informal (informal). Elicit the answers from the class.

Hi Tina, Hi, Dear Tina,

- 3 Ask students to complete the activity alone, then ask if the closing sentences are formal or informal (informal).

- 1 See you soon 2 Looking forward to seeing you
3 Bye for now

- 4 Elicit the meaning of *reference* (something that tells you where the information came from) and also what an *earlier communication* might be (e.g. another email). Ask students for an example for the words in 2–6 to check students' understanding of what they are looking for.

Stronger students should work alone to complete the task, otherwise students can work in pairs. Elicit the answers from the class.

- 1 Thanks for your message 2 Hi / Are you into ...? (Also accept *Thanks*) 3 I'm / you're coming / There's / We'll have 4 and / too / as well as 5 Would you like to go? 6 we could see a play and then hear some music

MAKING AND RESPONDING TO SUGGESTIONS

- 5 Look at the title with the class and ask them in what other part of the exam they need to make and respond to suggestions (Part 3 of the Speaking exam, where they have to use pictures in a discussion). Ask how many numbered sentence beginnings there are (four) and how many endings (there are three). Check students understand that they have to match two of the beginnings to one ending. Students work on their own, then check the answers as a class.

- 6 Remind students that, especially in British English, it's important to say 'no' politely. Students work on their own, then check the answers as a class. Ask students if they can add any more phrases to the table, e.g. *That sounds fun; I'm afraid I can't ...*

Saying yes: I'd love to / ... sounds great / That's a good idea
Saying no: I wouldn't like / Sorry, but ... / That's a nice idea, but ...

- 7 Students can either work alone or in class. First finishers can practise the suggestions and responses orally.

- 8 Students can do this task in class or for homework. If students do the task for homework, tell them to spend no more than 15 minutes writing as in the exam they should allocate approximately 22 minutes to Part 1 and should spend some time planning and checking their work.

If students do the task at home, there will be more time for peer correction in class. Allow students to swap their emails with a partner. Their partner checks they have used the correct greeting and closing sentences (Exercises 2 and 3) and has answered all of the notes on the email. Students can then rewrite their email.

Model answer

Hi Martin,
Thanks for your email and your interesting suggestions. I'm really looking forward to our weekend together, too! I'd love to go to the festival in your town. I'm into music from around the world so I think the African band sounds great. Actually, I think live music is always fun and I'd like to see any band. I'm not really into theatre, though. It's a nice idea but let's just see a band, or maybe a few bands. What do you think? Make sure we see some bands that you like, too.
See you soon
(name)

EXAM FOCUS

SB P34

LISTENING PART 2

Go through the Exam facts and Exam tips boxes with the class. Remind students that they will have a short time before the first conversation starts and they should use this time to underline any key words in the questions and options.

Look at the last point in the Exam tips box: tell students that even if they are sure they have the correct answer on the first listening, they should use the second listening to decide why the other two options are wrong as sometimes information can distract students from the correct answer.

022 Remind students that this is an exam-style task and they should work alone. Play the recording twice.

- 1 A (The story was brilliant, though. I really wasn't expecting what happened at the end! – Neither was I! That was such an original idea.)
- 2 B (If I send you a link to some jazz concerts that are on next weekend would you be able to give me some advice? Tell me which one is the best?)
- 3 B (Finding a few spare hours to see a film can be hard)
- 4 A (I was hoping he'd sing some of his old hits ... but in fact he only did stuff from his latest album. That was a shame.)
- 5 C (It's definitely an improvement on the old one.)
- 6 B (I couldn't believe how brilliant they all were. – Mmm, I really wasn't expecting to see so many talented people.)

AUDIOSCRIPT 022

- Narrator:** For each question, choose the correct answer. One. You will hear two friends talking about a television drama.
- Man:** Did you see that drama on TV last night? You know, about that family in the nineteenth century?
- Woman:** Hampden Hall? Yes, I loved the two main actors in it. They played their roles so well.
- Man:** Do you think so? I wasn't too impressed, actually. The story was brilliant, though. I really wasn't expecting what happened at the end!
- Woman:** Neither was I! That was such an original idea. Great music, too.
- Man:** Mmm. It was good, but didn't you think it was a bit loud and too modern? I did.
- Woman:** I thought it went perfectly. In fact, I thought the whole thing was amazing.
- Narrator:** Two. You will hear two colleagues talking about jazz music.
- Man:** Hi, Meena.
- Woman:** Aah, Paul, you're just the person I wanted to see.
- Man:** Really?
- Woman:** Yes! Listen, you're into jazz music, aren't you?
- Man:** Yes, I am.
- Woman:** Well, the thing is ... my cousin really likes jazz, too, and I want to take him to a concert for his birthday. And I was wondering ... if I send you a link to some jazz concerts that are on next weekend would you be able to tell me which one is the best?
- Man:** Of course. I'd be glad to. I'll take a look.
- Narrator:** Three. You will hear two friends talking about going to the cinema.
- Woman:** Do you go to the cinema?
- Man:** Not any more. I used to, when I was a student.
- Woman:** Cinema tickets cost less then. They charge so much nowadays, don't they?

- Man:** Yes, but it's still cheaper than a concert or a show. The thing is, I work late most evenings, so finding a few spare hours to see a film at the cinema can be hard. I'd rather download films and watch them when and where I want. And there's such a wide choice now. Some of them are boring, but I can always find something I want to watch.
- Narrator:** Four. You will hear a woman telling a friend about a concert she attended.
- Man:** How was the concert you went to? Rocky Simpson, wasn't it?
- Woman:** Yes, that's right.
- Man:** Did you enjoy it?
- Woman:** It was OK. Like with most big outdoor concerts, it wasn't perfect! There were some technical problems with the speakers, so what we heard right at the back wasn't great. But you expect that, don't you? And Rocky only sang for an hour, which isn't much, but it's what he usually does. I was hoping he'd sing some of his old hits, which are my favourites, but in fact he only did stuff from his latest album. That was a shame.
- Narrator:** Five. You will hear two friends talking about a computer game.
- Woman:** Have you played the new Fireball game?
- Man:** Yeah, it's cool, really good fun and not too expensive, either.
- Woman:** Hmm, I didn't think it was worth the price, actually. But I did enjoy playing it. I liked the special effects – they were amazing – and it wasn't too hard to win. I get bored if games are too difficult.
- Man:** I found it pretty challenging, actually. Maybe I need to practise some more!
- Woman:** Well, I'm pleased they've updated it, anyway.
- Man:** Me too. It's definitely an improvement on the old one.
- Woman:** The old one was full of bugs, wasn't it?
- Man:** I'm glad they've got rid of them!
- Narrator:** Six. You will hear two friends talking about a TV talent show.
- Woman:** That TV talent show was great, wasn't it? All those singers, dancers and musicians. I couldn't believe how brilliant they all were.
- Man:** Mmm, I really wasn't expecting to see so many talented people.
- Woman:** The way they organised the contest was annoying, though, wasn't it? It was boring listening to people talking before and after each performance.
- Man:** I didn't mind that, actually. Anyway, what did you think of the girl who won?
- Woman:** Definitely not the best. I wonder why the judges chose her.
- Man:** No idea. There were plenty of people better than her.
- Woman:** Oh well, at least it was fun to watch.

WRITING PART 1

SB P35

Read through the exam facts with the class and check to see if students have any questions. Elicit how many notes they have to reply to (all four of them). Read the exam tips and ask students who they must write the reply from (from themselves).

Remind students that this is an exam-style task and they should work alone without talking. You could provide paper for students to write on so that you can collect their work at the end of the task.

Remind students to spend some time planning their writing and to leave some time at the end to check their answer. Collect in their writing at the end and provide feedback.

WRITING BANK / pages 227–229

Model answer

Hi Alex
I'm really looking forward to the music festival, too!
I'd like to go just for two days. Unfortunately, I have to work on Friday. We can go early on Saturday morning and then come home on Sunday evening.
I think we should take the bus. It stops very close to the park where the festival's going to take place. The bus is quite cheap, too.
You don't need to bring your tent. I'm going to take mine, and it'll be big enough for both of us.
See you on Saturday!
(name)

HOW WAS IT?

Read through the options in the *How was it?* section and elicit the meaning of each one that students learned in the first unit. Ask students to tick the appropriate box. You might like to follow a similar process as in Unit 1 (see page 25). Finally, ask students if they found the exam practice easier, harder or the same as in Unit 1.

REAL WORLD

SB P36

AT A FESTIVAL IN ... CALIFORNIA

BACKGROUND INFORMATION

Coachella music festival has been running in the Colorado Desert since 1999. The cheapest day pass costs \$429 dollars but you have to buy one quickly as they sell out straightaway! In 2017, 250,000 people attended and the event made \$114.6 million.

WARMER

Look at the photos with the class. Ask students what kind of event this is (a music festival). Look at each photo in turn and ask students to say what they can see; (A road signs for the airport; B someone looking at the festival app on their phone; C food stalls; D festival wristbands; E people camping/glamping). Ask students what the wristbands are for (to show/prove that people have paid for their festival tickets). Ask: *What can you find on a festival app?* (times of performances; map of the festival; list of food stalls, useful phone numbers, etc.).

- 1 Ask students if they know of any music festivals in their country. What kind of festivals are they? Have a show of hands for those who have been to a music festival and if there are enough students, put them into groups to share their experiences. During feedback, ask students to tell you about someone else's experiences, including anything they found interesting or a festival they would like to go to themselves.
- 2 Ask students to look at the text and elicit what kind of text it is (a website page). Give students two minutes to match the headings with the photos. Check answers around the class.

- | | |
|-------------------|--|
| A Getting there | B Coachella mobile |
| C Eat and drink | D Festival rules and general information |
| E On-site camping | |

- 3 Give students 4–5 minutes to read the text individually to find the answers. Tell them to correct the false answers. Go through the answers as a class, then ask students about any surprising or interesting information in the website.

FAST FINISHERS

If students have access to the internet in class, fast finishers can look up further information on any of the sections in the website. Students can then share the information with the class during class feedback.

- | | |
|---|------------------------------------|
| 1 False. There are regular shuttles. | 2 False. Ins and outs are allowed. |
| 3 False. You can have as many people camp in your spot as you like. | 4 True |
| 5 False. They are throughout the venue and camping ground. | 6 True |

- 4 Students work alone to find the words and match them to the definitions. Remind students that the words in the exercises are not in the same order as the words in the text. Check answers around the class.

- | | | | |
|------------------------|-------------|-----------------|---------|
| 1 attendees | 2 line-up | 3 hit the stage | 4 venue |
| 5 pick-up and drop-off | 6 set times | | |

FAST FINISHERS

Write these words on the board for fast finishers to find in the text and try to write definitions for. You can give one or more words to each fast finisher: *shuttle, pass, wet conditions, ins and outs, budget, vendor, listing*. Students can then share their definitions with the everyone for class feedback. The class can then say if they agree or disagree with the definition. If the class can't agree, you can then look that word up online on the IWB or in the dictionary.

- 5 🎧 023 Tell students that they are going to hear three people at the festival asking for information. Invite students to guess what kind of information they might be asking about. Read the instructions with the class and check students' understanding by asking how many answers students will use (three out of four). Play the recording for students to match the speakers to the answers. For weaker classes, play the recording a second time and pause after the relevant section to elicit the answer. Ask students some further questions to check their understanding: *Where was caller 1?* (in the tent camping area); *Was she sure she understood where the charging area was?* (no, she said 'I think so'); *What was wrong with the second person's wristband?* (it was broken); *Why can he get a new wristband?* (because he still has his old one). Ask students why they think this is (because he can prove that he has paid for the festival). *Is there a supermarket at the festival?* (no); *How often do the shuttle buses go?* (every 30 minutes/half an hour).

1 b 2 c 3 d

AUDIOSCRIPT 🎧 023

- 1
Official: Hi. Do you need some help?
Festival-goer: Yes. My phone's out of battery. Is there somewhere I can charge it?
Official: Not in the main festival area. Are you camping on site?
Festival-goer: Yes.
Official: OK. Which zone are you in? Are you tent only, or are you in one of the teepees?
Festival-goer: We're in the tent camping area.
Official: So your nearest charging station is on Broadway, that's the wide avenue running down the centre of your camping area. As you go onto your camping area from the main site, you'll see a shower block on your left, and then the main avenue running down the centre. Do you know where I mean?
Festival-goer: Yes, I think so.
Official: Well, the charging station is in a small tent just off the main avenue. If you can't find it, just ask at the information kiosk in that area.
Festival-goer: OK. Thanks.

- 2
Festival-goer: Hi. Can you help me?
Official: Sure. What can I do for you?
Festival-goer: My wristband is broken. Can I get a new one?
Official: Sure. Do you still have the original one?
Festival-goer: Yes, it's here.
Official: That's good. You'll need it to get a replacement. You need to go to the wristband help tent. It's near the Sonora stage. Do you know where that is?
Festival-goer: Er, no.
Official: OK. Well, if you head for the camping area, over there to your left. There's the big wheel, there, can you see? And the entrance to the camping area is just behind that. So, make for that area, and when you get over there, carry on past the big wheel. You'll see Wristband Help on your right. They'll fix you up with a replacement.
Festival-goer: That's great. Thanks.
Official: You're welcome! Have a nice day.
3
Official: Hi. Are you OK there?
Festival-goer: Yes. We're looking for a supermarket. Is there one here?
Official: There are no supermarkets on the main festival site, but there's a shuttle service that goes every thirty minutes from car camping zone A.
Festival-goer: OK. Can you tell us where that is?
Official: Yeah. It's at the back of the camping area. So, as you go into the camping ground, keep on the red path down the centre, as if you're going towards the Eldorado area, you know, where the teepees are. Then you'll see Lake Eldorado on your left, but just keep going and you'll eventually get to the shuttle stop. The shuttles go on the hour and the half hour.
Festival-goer: OK. Thanks.

- 6 🎧 023 Help weaker classes by reminding them that missing words from the beginning of a question or sentence will have a capital letter. Students work on their own, then listen and check their answers.

Look at the first question together and tell students that *out of* is shortened from a longer phrase. Elicit the longer phrase from the class (*run out of*).

1 out of 2 charge 3 Can I 4 looking for
5 Is there

- 7 Encourage students to try to think about what the sentence means before they try to match it. This way the matching exercise serves to check their answers. For weaker classes, it might help students to elicit the meaning of 1–6 as a class, then allow students to match them with a–f on their own. Allow students to compare answers with a partner, before checking students' answers around the class.

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

WATCH

SB P37

- 8 🎧 For weaker classes you could split the bullet points up between the class so that students have less to concentrate on. Play the video for students but don't check their answers yet as they will do this in the next exercise.

Suggested answers

Venue: Coachella Valley in the Colorado Desert; temperatures over 40 degrees and there is lots of space; 250,000 attendees
Kinds of music: rap, rock, and pop; famous names and new bands and singers
Getting there: fly to Los Angeles Airport and take a shuttle bus or drive and use car-share service, Carpoolchella
Food and drink: stalls with food from all over the world; open air restaurant 'Outstanding in the field' for four-course meals
On-site camping: bring your own tent or rent a teepee or safari tent; don't need to bring sleeping bags or pillows

VIDEOSCRIPT 🎥 CALIFORNIA

Coachella music festival takes place each year in the Coachella Valley in the Colorado Desert. It's one of the biggest music festivals in the world, with around 250,000 attendees! Because it's in the desert, there's plenty of space for music fans, and it's also very hot, with temperatures over 40 degrees. Coachella offers all kinds of music, from rap to rock and pop. Most of the big names have appeared there, from Eminem to Justin Bieber and Madonna, but there are also new bands and singers. The easiest way to get to the festival is to catch a plane to Los Angeles Airport and then catch one of the regular shuttle buses from the airport to the festival site. Of course, you may prefer to drive, in which case you can use 'carpoolchella', which is a car-sharing service. Coachella has lots of different food stalls offering dishes from all over the world or you can visit an open-air restaurant called 'Outstanding in the field' and get a delicious four-course meal. There are also plenty of options for camping. You can bring your own tent, or you can camp in the Eldorado area, where there are teepees and safari tents complete with sleeping bags and pillows. You can even take them home with you when you leave. So whatever your preferences are, Coachella has something for everyone, and is sure to be an experience that you'll never forget.

- 9 Ask students to compare answers, then play the recording again for students to check. Did students notice anything new the second time they watched?

Ask students what they like and don't like about Coachella festival. If students have access to the internet in class, invite them to look up the ticket prices and ask them if they would be willing to pay this for a music festival. Why/Why not? Would they prefer to go to a festival in a desert or, for example, to Glastonbury in the UK, where the weather is often wet and the conditions muddy?

EXTENSION

Put students into groups of three or four and ask them to plan and design their own festival. Brainstorm on the board things to think about in the planning stage, e.g. location, transport, whether the location is easy to get to, ticket cost, festival type, who the festival will appeal to, etc. Tell students they are going to make a two-minute presentation for the class and they can include photos, maps or any other visuals they like using the board. Alternatively, students can just speak, but encourage all members of the group to participate in some way. Give students 5–6 minutes to plan, then invite groups up to the front of the class to present their ideas. Have a class vote on the best proposed festival.

LIFE COMPETENCIES

SB P37

TAKING CONTROL OF LEARNING, WORKING TOWARDS A RESOLUTION

- 10 If students have access to the internet in class, they can do their planning online; alternatively, they might prefer to do this exercise for homework so they can access the internet. Students should follow the instructions and spend 4–5 minutes organising their trip. Elicit feedback from the pairs and invite the class to say which idea they find appealing.

➡ **WORKBOOK** / Unit 2, page 12

PROGRESS CHECK 1 STARTER UNIT TO UNIT 2

SB P38

1

- 1 gardener
- 2 journalist
- 3 chef
- 4 sales assistant
- 5 mechanic
- 6 hairdresser

2

- 1 I go
- 2 we usually have
- 3 she's studying
- 4 isn't enjoying
- 5 She's always borrowing
- 6 they never invite

3

- 1 My friends and I **usually** meet up on Saturday evenings.
- 2 We **sometimes** eat out.
- 3 My brother **never** goes to bed before midnight.
- 4 He is **hardly ever** at home.
- 5 I **usually** get up very early.
- 6 I am **always** tired!

4

- 1 climate
- 2 fine
- 3 cool
- 4 showers
- 5 breeze
- 6 lightning

5

- 1 Greenland is colder than Iceland.
- 2 Ireland is not as warm as Madagascar. / Ireland is colder than Madagascar.
- 3 France has the most tourists.
- 4 Hiking holidays are not as expensive as skiing holidays.
- 5 Beach holidays are more relaxing than city holidays.
- 6 The beaches in Brazil are the longest.

6

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

7

- 1 have written / 've written
- 2 wrote
- 3 went
- 4 Have ... visited
- 5 have been / 've been
- 6 have not visited / haven't visited
- 7 didn't write
- 8 lived

8

- 1 When I was a child, I used to watch television with my family.
- 2 We used to sit together in the living room.
- 3 My sister and I used to argue about what programme to watch.
- 4 My father didn't use to enjoy watching television.
- 5 He used to read his book while we were watching our favourite shows.
- 6 Did you use to spend evenings with your family when you were younger?

9

- 1 into
- 2 crazy
- 3 fan
- 4 stand
- 5 enjoy
- 6 thing

10

- 1 Martin **enjoys** / **enjoyed** playing football.
- 2 I like Katrin because she **is** very kind.
- 3 She **is always** happy.
- 4 I never go to the theatre. / **I've never been** to the theatre.
- 5 We **had such a** great holiday.
- 6 He **has been** here since last week. / He's **been** here since last week.
- 7 I **have** never **seen** a musical.
- 8 I **used** to go to work on foot but now I go by car.

11

- 1 most
- 2 has
- 3 is
- 4 already
- 5 worse
- 6 yet
- 7 than
- 8 since

3 DINING OUT, EATING IN

UNIT OBJECTIVES

Topic:	food and drink; eating out
Grammar:	verbs and adjectives; quantifiers; articles
Vocabulary:	easily confused restaurant words; cooking; food idioms
Listening:	listening for gist and detail: a description of a restaurant
Reading:	Part 4: gapped text about an unusual restaurant
Speaking:	Part 2: extended turn: describing photos
Writing:	restaurant review
Pronunciation:	schwa
Exam focus:	Reading Part 4; Speaking Part 2
Real world:	eating out in Bangkok

Ask your students to watch the Grammar on the Move videos on pages 44 and 46. You can use these to present or reinforce quantifiers and articles.

LISTENING

SB P40

WARMER

Before students open their books, tell them they are going to role play ordering food at a restaurant. Put them into A/B pairs: Student A is the customer and Student B is the waiter. Tell Student A to order their favourite food and Student B to take their order. Give students two minutes to act out their role play, then elicit feedback from the class. Ask the waiters what the customer ordered and ask the customers if they were happy with their service.

- 1 Ask students what they think this unit will be about (restaurants/eating out). Students open their books and read the questions in Exercise 1. Discuss the questions as a class or put students into groups of three to discuss. Monitor and provide any new vocabulary students need. Elicit some feedback from the groups and write on the board any new or interesting vocabulary you noted while students were talking. Students can then record the vocabulary in their notebooks.

- 2 Students look the photos. Elicit what they show (different kinds of restaurants). Ask different students to describe the detail in a photo, e.g. *In Photo A, there are three people sitting at a table in a restaurant. A waiter is bringing food to the table. It looks like quite an expensive restaurant, etc.* Write any new vocabulary on the board. Elicit/Teach the kinds of restaurants shown in each picture (A fine dining; B traditional/local; C fast food).

Put students into groups of three and give them 3–4 minutes to discuss the questions. Elicit ideas from the class, then ask: *Which is your favourite kind of restaurant?*

EXTENSION

Students estimate the cost of a meal in the restaurants shown in the pictures. Keep students in their groups and elicit from the class one meal and drink they could buy from each restaurant A–C. Write these on the board. Give students two minutes to guess the price of the three meals using the local currency. While students are talking, look up the exact cost at a similar local restaurant online. Elicit ideas from the groups then write the true cost on the board. Listen out for how students say the prices and correct any mistakes. Finally, congratulate the group which was the closest in each photo.

- 3 024 Read the instructions with the class, then go through the words in the box and check students' understanding of the words. Ask: *What kind of thing might you see in a stylish restaurant?* (e.g. fashionable paintings); *What does 'cheap and cheerful' mean?* (simple and not expensive); *If something is 'good value for money', is it worth the money?* (yes); *If restaurant food is 'home-cooked', is it always cooked at home?* (no, it can be cooked at the restaurant but not bought from somewhere else). Ask students to give an example of a *welcoming atmosphere*, e.g. friendly staff and an example of *junk food*, e.g. burger and chips.

Tell students they only need to write one number next to each of the words in the box. Give students time to discuss their answers in pairs, then play the recording for students to do the exercise. Elicit answers around the class and ask stronger classes what other information they can remember from each speaker, e.g. *1 friendly service, it's always full; 2 plastic tables and bright lights, basic but tasty food; 3 beautifully decorated, women in nice dresses and men in jackets and ties, staff are very polite, costs quite a bit, go there for a special occasion.*

Write anything students mention on the board in case they want to make a note of it.

A smart; stylish **B** family run; good value for money; home-cooked; traditional **C** cheap and cheerful; junk food

AUDIOSCRIPT 024

- 1 My favourite place to eat is a nice family-run Italian restaurant. It's quite a traditional kind of place. The food is home-cooked, and it always tastes really good. My favourite dish is beef lasagne. It isn't expensive, so it's good value for money, too. But the best thing about it is the friendly service and the welcoming atmosphere – and it's wonderful to be able to sit outside in the summer. No wonder it's always full.
- 2 Sometimes when we're in a hurry – like before going to the cinema, for example – my friends and I go to Tommy's. We usually have a quick meal of burger and chips there. It's cheap and cheerful, with plastic tables and bright lights, and you have to collect your food from the counter. The food's basic, but it's tasty. I guess it's junk food really, but well, once in a while is OK, isn't it?
- 3 It was our wedding anniversary last month, so we decided to go out for dinner to celebrate. Hampton's quite a stylish place, and it's beautifully decorated. It's the kind of restaurant where everybody is smart – you know, women in nice dresses and men in jackets and ties, and the staff are very polite. It costs quite a bit, so people usually go there for a special occasion.

- 4 025 Ask students to listen and decide which restaurant from the photos A–C Simon is talking about. Play the recording then check the answer.

Restaurant A

AUDIOSCRIPT 025

Hampton's is very popular because it serves good food, so we reserved a table for 8 o'clock. I'd been there once before, in fact, for a business dinner, but this was Sarah's first time. She was very impressed – it's a very smart place, with nice furniture, fresh flowers, soft music and everything. When we arrived, the waiter took our coats and showed us to our table. Then another waiter brought us the menu. We couldn't believe how much choice there was. At first, we didn't know what to choose. But we finally decided what we wanted and we ordered our meal. When the food came, it looked amazing. But it didn't just look good – it smelled great as well. And, what's more, it tasted delicious. Our dinner began with a nice starter. We both had a bowl of really tasty vegetable soup, which we enjoyed. Then for our main course we had a large plate of grilled fish with a fresh tomato salad. It was excellent. Sarah and I agreed that was the best part of the meal. For dessert, Sarah chose ice cream and I had apple pie. That was fantastic, too. Finally, we had coffee, and then I asked for the bill. Actually, the bill was quite big, and, because the service was good, we also left a tip for the waiters. So it was quite an expensive evening. We had a lovely meal, but, to be honest, I didn't think it was worth the price we paid. We might go somewhere else next year.

- 5 025 Students listen again and choose Yes or No for each sentence. Ask stronger classes to listen and say why the 'no' sentences are wrong (see answer key). Again, check answers around the class, or play the recording again, stopping after each answer.

- 1 b No. He said he'd been there once before.
2 a Yes. 3 b No. He said it didn't just look good – it smelled great as well. And, what's more, it tasted delicious. 4 b No. He and Jenny agreed the main course was the best part of the meal. 5 a Yes.
6 b No. He didn't think it was worth what he paid.

- 6 Since students have done a lot of group work in this lesson, it might be a good idea to open this up into a class discussion. Get students to think about whether their choice of restaurant changes depending on who they are with or what the reason for eating out is. Finally, ask students if they have any local recommendations to give the class. Encourage students to feedback in a later lesson if anyone goes to a restaurant on someone's recommendation.

VOCABULARY

SB P41

EASILY CONFUSED RESTAURANT WORDS

- 1 Read through the sentences with the class and elicit definitions for the sentences 1–7.

Then elicit from students examples of each word in bold from their recent experience, e.g. *At the Italian restaurant in town they have a special pasta dish with a secret recipe.*

Suggested answers

- 1 dish – food prepared from several ingredients and in a particular way, eaten as part of a meal 2 meal – the food you eat at a particular time of day or occasion (breakfast or lunch, for example) 3 starter – the part of a meal that you eat first 4 bowl – a deep round object that you put food in 5 main course – main part of a meal which is served after the starter but before dessert 6 bill – a piece of paper that tells you how much you have to pay for your food and drink 7 tip – some extra money that you give to restaurant staff to thank them for doing their job well

- 2 Tell students to use the words in bold in Exercise 1. Remind them to be careful with answers 1, 3 and 4, which all have similar meanings. Give students a couple of minutes to answer the questions, then check the answers around the class. If students had difficulty with 1, 3 and 4, go through the differences again and elicit some example sentences from students to check their understanding.

- 1 meal 2 starter 3 dish 4 main course
5 bowl 6 plate 7 bill 8 tip

FAST FINISHERS

Students can write one or two gapped sentences using the words from Exercise 1 for the class to guess during the feedback stage.

- 3 Students choose the correct words on their own. Students can then compare their answers in pairs; then go through the answers with the class.

- 1 go 2 serves 3 reserved 4 took 5 showed
6 brought 7 ordered 8 asked 9 left

- 4 If you have students from different countries, try to put students into pairs with someone from a different country. Give students a couple of minutes to discuss the questions, then elicit ideas from the class. Ask students to decide what amount to tip or if everyone should tip the same amount, e.g. 10%.

READING PART 4 TRAINING

SB P41

- 1 Tell students about an unusual restaurant in your town or city, e.g. *There is a restaurant in my town where you can take your children and they can play. There is a children's play area in the middle of the floor, where you can leave your children. You can go and get them when the food is ready.* Ask students to tell you about any unusual restaurants they know.

- 2 Tell students they are going read about an unusual restaurant now. Give students 30 seconds to read the text and say why the restaurant is unusual. Ask students if they think it would be easy or difficult to eat in the dark.

Customers eat in the dark.

EXAM INFORMATION

Tell students that this task is training for Reading Part 4: a gapped text, which focuses on reading for gist and understanding text structure. Here students will look at the text structure, i.e. how to look at the language before and after the gap to find the correct missing sentence.

In the exam, there will be five questions, with three distractor sentences, which the students won't need. Here the task is simplified, so there are four questions with six sentences and only one distractor.

- 3 Read through the tip box with the class, then look at the first gap in Exercise 1. Elicit the answer from the class.

1 C

- 4 Remind students to cross out the answer to question 1 (C) so they don't use it again. Check students' understanding by asking how many of the remaining sentences they need to use (three). Tell students to do the task alone as they would in the exam. Give students five minutes to do the task and check their answers, then go through the answers with the class and go through the reasons why each sentence fits the gap.

- 2 A ('in there' in the sentence following the gap is a back reference to the 'room' in the gapped sentence. 'Another' room is a reference to the 'reception area' in the first gapped sentence.) 3 E (The time linker 'after a while', in the sentence following the gap, links to the time linker 'At first' in the first sentence.) 4 B (The purpose of the time linker 'In fact' is to provide additional information to a previous sentence; in this case 'it made the meal a lot of fun' provides additional information to 'it didn't matter that nobody could see anything'.)

FAST FINISHERS

Students can go back over the text and underline the sections which gave them the answer. Students can provide these 'justifications' when you check the answers with the class.

- 5 Ask students for a show of hands of who would and wouldn't like to eat in a restaurant like this. Split students up into pairs or groups so that there is an even mix of opinions. Students can then practise agreeing and disagreeing politely. Monitor and note any interesting ideas to elicit during class feedback.

GRAMMAR

SB P42

VERBS + ADJECTIVES

Read through the example sentences with the class and elicit what the verbs are (verbs of perception). Elicit what type of word follows these verbs (adjectives) and then elicit more adjectives which you can use with each of the verbs, e.g. *looked lovely/awful/interesting, smelled great/weird/funny/bad, tastes yummy/bad.*

adjectives

- 1 Students can do this activity in pairs. Read through the words in the box and drill *delicious*. Tell students to put the words in the correct place on the scale. If they aren't sure, they should have a guess. Elicit the answers from the class, encouraging students to also give an example sentence which shows the meaning of the word.

- 1 horrible 2 disappointing 3 all right, OK
4 nice, enjoyable 5 delicious

FAST FINISHERS

Fast finishers can try to think of an opposite word for each of the adjectives in the box. Elicit these during class feedback and ask students to place these on the scale.

- 2 Students work on their own, then check answers with a partner. Remind students to go back over any answers which differ from their partner's and try to find the right answer together. Check answers around the class.

Ask the class which of the foods mentioned they have tried or would like to try. Which don't they want to try? Why?

1 c 2 e 3 b 4 a 5 d

- 3 Put students into pairs or small groups. If they have access to the internet in class, give pairs thirty seconds to do a picture search online to try to find out what the foods are and where they come from.

A jackfruit – tropical regions B haggis – Scotland

- 4 Give students a few seconds to scan the text on their own and find the answers. Check the answers with the class. Ask the class if anyone has heard of or tried either food before.

1 A 2 B

- 5 026 Tell students that they will hear two conversations and they have to match each conversation with one of the foods, A or B, in Exercise 4. Play the recording and elicit the answers, or for weaker classes, play the recording a second time and pause after the first conversation to elicit the first answer.

1 haggis 2 jackfruit

AUDIOSCRIPT 026

1

Man: It doesn't look very nice, does it?

Woman: No, it doesn't. It looks like a fat grey sausage.

Man: It smells extremely strange.

Woman: Shall we try it?

Man: Yeah ... why not?

Woman: Right, here goes.

Man: Mmm ... it isn't too bad. I can taste the onions and pepper.

Woman: Hmm, quite tasty.

Man: Yeah, actually it tastes OK.

2

Woman: It smells very unpleasant.

Man: Yeah. It smells quite disgusting. It's really strong ...

Woman: So, are you brave enough to eat it?

Man: Only if I hold my nose!

Woman: OK, one, two, three.

Man: Mmm. Wow, that tastes really delicious. And sweet. It tastes like pineapple and ... bananas maybe. I actually really like it.

Woman: I think it tastes absolutely horrible. Yuck. I don't want anymore.

Man: Can I have your piece?

Woman: You certainly can!

- 6 Read through the grammar box with the class. Elicit or tell students that we can change the strength of most adjectives to make them stronger or weaker. Give an example: *Rob looked quite silly with spaghetti all over his trousers; Rob looked extremely silly with spaghetti all over his head.* Explain that there are some adjectives, however, which we can't do this with because they are already strong, such as *delicious/disgusting*. With these words we use words like *really/absolutely*.

Ask students to look at the words in green in the text and find the words which make them stronger or weaker. Elicit the answers from the class.

Words like: quite, fairly, very, really, extremely, absolutely

- 7 Students can complete the task in pairs for support if necessary, referring to the grammar box if they aren't sure. Check the answers around the class and encourage students to give reasons why they chose each answer.

1 really 2 quite 3 very 4 really

Refer students to the Grammar reference on page 205 for further information/practice on verbs + adjectives.

- 8 Give students an example from your own experience, e.g. *I once had a cup of coffee in a tent in the Egyptian desert with some Egyptian friends. It was a special occasion and the cup of coffee was passed around everyone in the tent to drink from the same cup. It must have been very strong because I could not go to sleep at all that night!* Put students into groups of three or four to discuss the question. Give students 3–4 minutes then ask one or two members of the group to swap places with students from another group and feedback on the conversation they had. Elicit from groups the most unusual food or drink they talked about and decide which one is the most unusual of all as a class.

EXTENSION

If students have access to the internet in class, pairs can find a picture of an unusual food or dish that they have tried for the rest of the class to guess what it is. Alternatively, students can work in pairs to write a short 20-word description of an unusual food for the class to guess what it is. Monitor and help pairs with any vocabulary they might need.

WRITING

SB P43

- 1 Students can do the task individually or in pairs. When you elicit the answers, encourage students to give reasons for their answers, e.g. (a) the meal – paragraph 2: *Everything smelled and tasted so good ...*

a paragraph 2 b paragraph 1 c paragraph 3

- 2 Read the question with the class. Ask students what function these words have (they tell us what order the events happened in and help us find parts of the text easily). Tell students these words are called *time linkers*.

the order of events

- 3 Students match the sentence parts alone, then check with a partner. Elicit answers from the class.

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

- 4 Tell students they are going to write a description of a restaurant visit. Before they start writing, tell students to decide where they want to write about and what food they want to describe. Give students two minutes to write some adjectives for the three things. Encourage students to use the adjectives from the boxes on pages 40 and 42 and to use words to grade their adjectives where they can. Invite students to share their ideas with the class and invite peer correction if required, for example if a student has used the wrong word with a non-gradable adjective.

- 5 Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson.

Tell students to write around 100 words. They should make sure they include all the information in the bullet points, and use the time linkers in Exercise 3 and the adjectives from Exercise 4.

When students have finished their paragraph in class or for homework, they can swap it with their partner for feedback. Their partner can check for spelling mistakes, grammar and whether they have included all the information in the bullet points.

GRAMMAR

SB P44

SOME, ANY, MUCH, MANY, A LOT OF, A LITTLE, A FEW, NO

- 1 Put students into pairs to discuss the questions. Give students two minutes, then ask them to swap partners to feed back on their conversation.

EXTENSION

For extra skim reading practice before students do the main task in Exercise 2, ask students to read the texts quickly and decide if the writers have the same opinion. Why/Why not? (No. The first writer says: *I love trying new places to eat*. The second writer says: *I prefer cooking for friends at home and getting everyone together at mine*.)

- 2 Countable and uncountable nouns should be revision for most of the students. Elicit what an uncountable noun is (a noun which you can't count/has no plural form). Draw a two-column table on the board and elicit a few countable and uncountable nouns from the class. Read the instructions then give students one minute to group the nouns in the text. Elicit answers from the class and add them to the table on the board.

Countable: restaurants, special ones, places, minutes, students, memories

Uncountable: food, time, money, imagination, music

- 3 Tell students to find and circle the words from the table in the text. Then tell them to look at the words with the underlined nouns (which they have already decided are countable or uncountable). If you think it will help, do the first one as a class. Students then complete the table individually or in pairs depending on the level of support they need. Check answers around the class.

UNCOUNTABLE	SINGULAR	PLURAL
a little	a/an	a few
a lot of		a lot of
any		any
much		many
no		no
some		some

- 4 Look at the texts again with the class and ask students to find an example of *some* (*some students* – first paragraph). Elicit from the class if *students* is countable or uncountable (countable); singular or plural (plural). Is the sentence positive or negative? (positive). Read the rules with the class and ask them to choose the rule which fits *some* (1). Follow the same steps for rules 2 and 3.

1 some 2 any 3 any

- 5** Stronger classes can read through and complete the grammar box on their own; otherwise go through each question with the class and elicit which word from the instructions fits in each gap, then look for examples in the text. For gap 10, ask students what we use instead when we have a negative verb (*any*): *I haven't eaten any crisps for weeks.*

1 much / many 2 much / many 3 much
4 many 5 a lot of 6 a few / a little
7 a little / a few 8 a little 9 a few 10 no

- 6** Students can complete the exercise in pairs for support in necessary. Encourage them to look back at their completed table in Exercise 3 and the grammar boxes if they need help. Give students 2–3 minutes to complete the exercise, then check answers as a class.

1 many 2 no 3 much 4 few 5 any
6 some 7 little 8 lot

- 7** Ask students to complete the exercise individually or in pairs. Check the answers as a class. Tell students that the meaning of the word usually changes depending on whether it's countable or uncountable. Go through the pairs of sentences containing the same noun and elicit what the difference in meaning is in each case, e.g. 1 the chocolate is in a bowl and can't be counted. Ask students how they will measure it (they will weigh it); 5 the chocolates are small individual chocolates for eating.

1 much 2 some 3 any 4 a 5 few 6 an

- 8** Ask students to say whether they are countable or uncountable in each case, then elicit other nouns which can be both, e.g. *a time/some time; a noise/some noise; a paper/some paper; a hair/some hair.*

uncountable: 1, 2 and 3
countable: 4, 5 and 6

- 9** Put students into pairs and refer them back to the box in Exercise 7. Tell students to use the table in Exercise 3 to help them if they need it. Monitor and correct any mistakes, then ask some students to tell you what their partner ate yesterday. If you noticed any common mistakes, go through them at the end of the activity after class feedback.

Refer students to the Grammar reference on pages 204–205 for further information/practice on countable and uncountable nouns.

DID YOU KNOW?

Read through the words with the class and tell students to try to learn them. Tell students that in British English *cookies* are just the soft-centred biscuits, usually made with chocolate chips; *candy* are hard sweets; and *soda* is a specific type of clear fizzy drink, a bit like lemonade.

Ask students if they know any other words which are different in British and American English, e.g. *flat/apartment*.

PUSH YOURSELF B2

SB P45

VOCABULARY: FOOD IDIOMS

- 1** Read the instructions with the class and encourage them to look at the whole sentence for clues in the meaning. Put students into pairs to discuss the activity for a few minutes, then elicit ideas from the class.
- 2** Go through each idiom and its meaning and invite students to say why they chose their answer, e.g. *b 'a piece of cake' is something that is positive, not negative. The person says they were so worried, but in the second clause the word 'but' suggests a positive outcome, i.e. that the exam was easy, not hard.*

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

EXTENSION

If students have access to the internet in class (or alternatively for homework), they could do an online search for the origin of the idioms in Exercise 1 and share them with the class. Split the class up and allocate one idiom to one or more students.

VOCABULARY

SB P46

COOKING

- 1** Elicit again the difference between *dish* and *meal* before students discuss the question as a class or in small groups. Monitor and elicit any interesting points from the class.
- 2** 027 Draw students' attention to the photos and encourage them to say what they can see in each one. Tell them to make brief notes if they think it will help. Students listen and choose the photo of the dish described in the recording.

C

AUDIOSCRIPT 027

- Man:** So, tell me, Bella. What's your favourite dish?
Bella: Welsh rarebit's definitely my favourite dish. And it's so simple to make – it's basically cheese on toast, but much tastier! I love cheese, so that's why I like Welsh rarebit so much.
Man: So how do you make it?
Bella: Well, you need cheese, butter and milk. First, you take the cheese, and you grate it. After that, you put it in a small saucepan, mix it with the other ingredients, and heat it gently. You then add salt, pepper and a little Worcester sauce. Next, you grill a slice of bread on both sides, pour the mixture over the bread, and then put it back under the grill for a few moments, until it goes nice and brown. If you like, you can get an egg and fry it. Then finally, you put the egg on top of the Welsh rarebit.
Man: Mmm, sounds good.

- 3** 027 Ask students to do the task individually, then check answers with a partner, working together to find the correct answer if they have differing answers. Check the answers with the class.

1 grate 2 put 3 mix 4 heat 5 add 6 grill
7 pour 8 fry

- 4** Ask students to work in pairs to match the words to the pictures. Check answers around the class and check students' understanding of the words by asking students about food they can prepare in this way. Give them an example, e.g. *I sometimes have a cheese sandwich. I put butter on the bread then grate some cheese on top.*

A fry B grate C grill D pour E mix F heat

GRAMMAR

SB P46

ARTICLES: A, AN, THE, Ø (ZERO ARTICLE)

- 1** Write the sentence: *You can get an egg.* on the board. Elicit from the class which word is a noun (*egg*) and which word is an article (*an*). Ask students why we use *an* here and not *a* (because *egg* begins with a vowel). Elicit the name of this type of article (indefinite article). Now write: *You put the egg on top of the Welsh rarebit.* Ask students which article goes with *egg* in this sentence (*the*) and elicit why the article has changed (because we have chosen an egg and now we are talking about that specific egg). Elicit that this is called a *definite article*.

Read through the instructions and the sentences with the class. Put weaker classes into groups to discuss the question for a minute, then go through the answers with the class.

Sentences 1 and 2: Because she's talking in general about these things.
Sentences 5 and 6: Because we know which specific cheese/egg she's talking about.

- 2** Read through the grammar box with the class and ask students to complete the gaps in pairs. Tell students to look back through the sentences and find examples of each in order to help them complete the gaps.

Elicit the answers from pairs and go over any areas of difficulty with the class.

1 Ø 2 a; an 3 the

Refer students to the Grammar reference on pages 205–206 for further information/practice on articles.

- 3** Students can do this task in pairs if they need more support. Tell them that all the mistakes relate to articles or the words we use with countable and uncountable nouns. Elicit the answers around the class.

3 and 5 are correct

- 4** Stronger classes can do Exercises 3 and 4 together.

1 incorrect (correction: I prefer to drink coffee without sugar.) (or any sugar)
2 incorrect (correction: Please could I have a glass of water?)
3 correct
4 incorrect (correction: Would you like bread with your meal?) (or some/any bread)
5 correct

- 5** If students are from different countries, they can choose a dish everyone is familiar with. For stronger classes, they can choose a dish from their own country.

For extra support, break down the activity into two stages, firstly the ingredients: ask students to make a list of the ingredients they need. Offer help with any vocabulary students might need. Once everyone has the ingredients they need, they should then talk about the preparation/cooking process. Remind students to use the phrases from Exercise 7 in the previous Grammar section and the time linkers in this exercise. Give students five minutes in total, then invite pairs to explain their dish to the class.

EXTENSION

Ask students to work in pairs and discuss three types of food and drink that they like and three that they don't like. For weaker classes, elicit a few phrases that students can use to say whether they like or dislike something. Write these on the board if you think it will help.

Remind students of the phrase *not my cup of tea* and the adjectives in the box on page 42, and encourage students to use them where appropriate. Tell students to give full answers, including reasons.

Give students three minutes to exchange their ideas, then elicit information from students about their partner's likes and dislikes.

For homework, students write up the full recipe and cooking instructions for their dish they chose in Exercise 5. Remind students to think about whether the ingredients are countable or uncountable, and make sure they use the correct articles. When they have completed their work, they can then compare their writing with their partner to see if they have missed anything out.

SCHWA /ə/

- 6 028 You might prefer to play the recordings for Exercises 7 and 8 together. Tell students to listen out for the sound of 'ə' on both recordings.

AUDIOSCRIPT 028

a
slice
of
bread

- 7 029 Play the second recording for students to hear the different sounds, then drill the sentence with the schwa sound.

AUDIOSCRIPT 029

Would you like a slice of bread?

- 8 030 Read the instructions with the class, then play the recording for students to underline the schwa. Play the recording again, stopping after each phrase to elicit the answer. Play the recording a third time for students to repeat the phrase with the correct schwa sound.

a cup of tea some fries to go a table for two
a piece of cake

AUDIOSCRIPT 030

a cup of tea
some fries to go
a table for two
a piece of cake

- 9 Students practise saying the phrases in pairs. Monitor and check for mistakes in pronunciation. Invite students to say the words around the class.

SPEAKING PART 2 TRAINING

SB P47

EXAM INFORMATION

Read through the orange exam advice box with the class. Explain to students that there will usually be two candidates in the exam. Each candidate has to describe a different photo for one minute, so Part 2 takes 2–3 minutes in total. Tell students that if the examiner stops them, they have probably said enough.

- 1 Ask students to do this task on their own. To help students, tell them to imagine that the examiner can't see the photo and they are trying to describe it for them. Elicit students' ideas. Write them on the board so that students can copy down any ideas.

Suggested answers

ADJECTIVES	PEOPLE/THINGS	POSITION	VERBS
large	students	on the right	look
tall	kitchen	on the left	wear
big	man	in the middle	stand
white	oil	at the front	cut
	chef	behind	
	knife		
	apron		
	table		
	onion		

- 2 031 Read through the sentence fragments with the class. For strong classes, students could first try to use them to describe the photos before they read the paragraph. Stronger classes can also complete the text first then listen to check. Otherwise play the recording and, if necessary, pause after each gap to give students time to complete the answer.

1 This is a photo of 2 I think 3 In the middle, there's 4 on the left of the photo 5 I can see 6 he's wearing 7 He's holding 8 I'm not sure what it is, but 9 at the front of 10 I don't know what they are called, but

AUDIOSCRIPT 031

This is a photo of a large kitchen. I think it's in a restaurant or perhaps in a college. In the middle, there's a large black table and there are some pots and knives on the left of the photo. I can see a man behind the table. Maybe he's a chef or teacher because he's showing the other people something and he's wearing a white apron. He's holding a knife and he is cutting something. I'm not sure what it is, but it looks like a small onion. Some people are standing at the front of the photo and they're watching the chef. There are some big wooden things in front of the people. I don't know what they're called, but people use them when they're cutting up vegetables.

- 3 031 Play the recording again, stopping after each gap to check answers around the class.
- 4 Tell students to treat this exercise like an exam. One student in each pair is the examiner and the other one is the candidate. Students take it in turn to time each other for one minute. While the candidate is speaking, the examiner should make notes in order to provide constructive feedback to their partner. They should make notes on whether the candidate says where the people are and what they are doing and whether they have used a variety of adjectives.

When both students in each pair have finished and students have exchanged feedback, get feedback from the class on how easy or difficult they found the task. Ask students how they can improve the next time they do Unit 2. Ask students to write this down and revisit this in Unit 8, the next time students do Speaking Part 2 training.

Model answers

This is a photo of a family at home in their kitchen. On the left of the photo, I can see a woman with a child. The little girl is washing strawberries and her mother is watching her. I think they are preparing breakfast because I can see coffee and orange juice, too. At the back of the room, there is a man. I think he is the little girl's father. He's wearing a blue T-shirt and he is looking at his phone.

This is a photo of some young people in a kitchen. I think they are students because some of the young people are looking at papers and a laptop. It is probably a kitchen in student accommodation. In the middle of the photo, I can see a young man chopping carrots and pointing at some papers. I think he is helping the other students with their work. At the back of the photo, I can see two young people standing up. I can't see what they are doing, but they might be preparing dinner.

EXAM FOCUS

SB P48

READING PART 4

Read through the exam facts and tips carefully with the class. Suggest that students spend just over seven minutes completing Part 4 of the Reading exam. In this time, students should also read the text through once to get an overall idea of what the text is about, and read the completed text through at the end to make sure it all makes sense.

Once students have found an answer, tell them to cross the sentence out so that they don't use it twice accidentally.

Set the reading task under exam conditions. Tell students they have seven minutes to complete the task. When the time is up, ask students to stop writing, then go through the answers with the class, asking students what words before and after the gap gave them the answer.

1 C (*But* is a time linker introducing an opposing idea from the one in the previous sentence, namely that in China it's not rude to eat and drink noisily; *this* is a back reference to *eat your food noisily* or *to make any noise when you drink* in the previous sentence.)

2 F (The gapped sentence adds further information to the previous sentence, saying the same thing in a different way: *show respect ... by always leaving a little food* = *Eating everything ... is ... rude*. In the sentence following the gap, *Meanwhile* introduces an opposing idea, i.e. *show respect ... by finishing all their food*.)

3 A (*But* in Sentence A introduces the opposite idea that people should put their hands on the table.)

4 H (*It* is a back reference which refers to the bill in the previous sentence. Also, *however* is a linker which introduces an opposite idea from the one in the previous sentence, namely that *the bill is divided up according to how much each person has eaten* rather than *one person ... pay for the whole bill*.)

5 E (*One* in Sentence E is a back reference referring to a tip in the previous sentence.)

SPEAKING PART 2

SB P49

Quickly elicit any tips or information students remember from the Speaking Part 2 training section, such as remembering to include lots of adjectives. Read through the Exam facts and Exam tips boxes with the class and check students understand everything.

Put students into pairs with someone they don't normally work with. Students take turns to describe the photo.

Time the class and tell them when to swap over.

This is a photo of a restaurant or café. It's full of people and in the middle there's a waitress who's serving a couple. The waitress is holding a notebook and pen so I think she's taking their order. She's wearing a white apron and she's smiling. I think she looks very friendly. On the left I can see a big plant and there are flowers in vases on the table.

➔ **SPEAKING BANK** / pages 236–240

HOW WAS IT?

Read through the options in the *How was it?* section. Ask students to tick the appropriate box. You might like to follow a similar process as in Unit 1 (see page 25).

1 B (Street food in Bangkok provides convenient, delicious and cheap meals ...) 2 C (Spending a romantic evening on the Banyan Tree rooftop is all about eating and feeling on top of the world.) 3 A (... an amazing range of local restaurants ...)

- 3 Ask students to read the text again and decide which restaurant each sentence refers to. Remind students to underline the key words in the sentences first, then look for synonyms or paraphrase in the text, e.g. 1 key words: *enough food, feel full*; synonyms in the text: *portions are large and filling* (text A). When you check the answers, ask students for the synonyms or paraphrases from the text that helped them find the answer.

1 TP 2 V 3 SF 4 TP 5 SF

- 4 Students can do this activity in pairs if they need extra support. Tell them to find the expression in the text and try to work out its meaning without reading the options. They can then read the options to check their answer. Give students 3–4 minutes to choose their answers, then check answers as a class. Invite students to make an example sentence with the expression to check students' understanding.

EXTENSION

Put students into pairs and ask them to talk about whether they would like to try Som Tam, Khao Pad or Pad Thai Kung, the foods mentioned in the text.

1 b 2 b 3 a 4 a

- 5 032 Read through the instructions and check students' understanding by asking how many options they will use (four).

Play the recording once for students to answer the questions. Then play the recording a second time for students to check their answers. Check the answers around the class.

Tell students to read through the options and underline the key words. Remind them to listen for similar words on the recording but don't choose the answer just because they hear a synonym – it could be a distractor. Tell students to cross out the option once they have used it, so they don't use it twice.

1 b 2 e 3 a 4 d

REAL WORLD

SB P50

EATING OUT IN ... BANGKOK

BACKGROUND INFORMATION

Thai food, which is food that comes from Thailand, is very popular because it is spicy, e.g. *Som Tam* (a spicy papaya salad).

Most main dishes are made with rice or noodles. Thai people eat a lot of rice – even for breakfast. Thailand is one of the world's largest exporters of rice and one of the most popular and famous kinds of rice from Thailand is jasmine rice.

You will also find a lot of soup and fruit in Thailand. You can see street vendors selling fruit everywhere.

- 1 Ask the class if anyone has ever been to Bangkok or Thailand and to share their experiences with the class if they have. If not, ask the class what they know about Bangkok or Thailand. Share the information from the Background information box with the class.

Draw students' attention to the photos and ask them to describe what they can see in each one. They should pay particular attention to the type of restaurant in the picture and the food they think they might serve there. Elicit *street food*. Ask the class if they think the street food is fast food (opinions may differ but street food is usually cooked from fresh ingredients on the spot, so it's not fast food in the traditional sense, i.e. processed and unhealthy).

- 2 Before they read the text, ask students to look at the heading and say what kind of text it is (a web page). Before they read the text, read the headings with the class and ask students to match them with the pictures.

Give students one minute to match the headings with paragraphs A, B and C in the text. Ask them to underline the parts of the text which gave them the answers. Elicit the answers and ask students to say which parts of the text they underlined (see the answer key below).

AUDIOSCRIPT 032

1

Woman: Hello. Issaya Siamese Club Restaurant.

Customer: Hello. I'd like to book a table for tonight, please.

Woman: OK. How many for?

Customer: Five people.

Woman: And what time would you like to eat?

Customer: 7.30, if possible.

Woman: Hmm. 7.30's a bit difficult. We could do 8 o'clock if that would suit you.

Customer: Yes, 8 o'clock is fine.

Woman: Good. Can I take your name?

Customer: Yes, it's Ferrari. That's F-E-R-R-I-A-R-I.

Woman: OK. Thank you very much. We'll see you this evening.

Customer: Thank you. Bye.

2

Customer: Excuse me.

Waiter: Yes?

Customer: I'm not very happy with my meal. My meat is really tough, and it isn't cooked properly, look.

Waiter: Oh, yes. I'm sorry about that. Is it just the meat? Is everything else OK?

Customer: No. The vegetables are cold, too.

Waiter: No problem. I'll take this back to the kitchen and I'll get it sorted for you. I'm really sorry about this. I'll bring you a fresh meal in a few minutes, and we'd like to offer you a complimentary dessert as an apology.

Customer: OK. Thank you.

3

Waiter: Are you ready to order?

Customer: Not quite. Can you help me with the menu, please?

Waiter: Of course. What do you want to know?

Customer: Thanks. What's this?

Waiter: It's a kind of omelette.

Customer: And what does it come with?

Waiter: It comes with crispy noodles and a sauce.

Customer: Is it suitable for vegetarians?

Waiter: No, it's got a bit of meat in it. But this one is meat-free. It's an omelette too, but just with vegetables.

Customer: OK. And is it gluten free?

Waiter: The omelette is gluten free, but the noodles have gluten in them. We could do you a fresh salad instead, if you prefer.

Customer: Thanks. And my brother has a nut allergy. Which dishes have nuts in them?

Waiter: Er, just these two.

Customer: OK. Thank you.

4

Customer: Excuse me. Can we have the bill, please?

Waiter: Of course. I'll get it for you.

Waiter: Here you are. Was everything OK for you?

Customer: Yes, the food was lovely, thanks. Er, can I pay by card?

Waiter: Sure. I'll get the machine.

Waiter: Can I take your card, please? Thank you. If you could just check the details and then put in your PIN. Thank you. It just takes a while to go through. Right. That's all authorised.

Customer: Thank you.

Waiter: You're welcome. Enjoy the rest of your evening.

BACKGROUND INFORMATION

A *vegetarian* is someone who doesn't eat meat or fish, but does eat animal products like dairy and eggs, (a *vegan* doesn't eat meat, fish or animal products).

Food which is *gluten-free* does not contain gluten, that is in wheat and many other grains. Gluten can cause some people to have a reaction, so they don't eat foods containing them.

Some people are allergic to nuts – they have a *nut allergy*. When they eat nuts they react by having stomach pains and other symptoms. Some people who are very allergic might have problems breathing.

- 6 032 Students complete the sentences with the words in the box. Play the recording, stopping after each phrase on the recording to elicit the answer.

1 to book 2 fine 3 very happy 4 isn't cooked
5 help me 6 suitable 7 gluten 8 the bill

- 7 Students match the phrases individually then check answers in pairs. Elicit the answers around the class.

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

EXTENSION

Students can now role play ordering at a restaurant again, as they did in the warm-up at the beginning of the unit, but this time using the expressions and phrases they have learnt in this unit. Give students five minutes for their role play. Monitor and choose one or two good examples, then ask students to role play these for the class.

- 8 For stronger classes, give them some extra questions, e.g. *Where is the best place to eat street food?* (the old city); *What fresh food can you find in the old city?* (fish); *What can you do if you can't decide what to eat?* (go on a special food tour for tourists); *What can you do at a buffet?* (help yourself to food), etc.

Play the recording and allow students to make notes.

Suggested answers

The best place for street food is the old city; you can buy fish or noodles, or ready-made food; you can watch people preparing the food; there are special street food tours for tourists; restaurants often specialise in one kind of food, a lot have a buffet; local restaurants are often simple but the food is delicious; typical dishes are Tom Yum soup and Pad Thai noodles; all kinds of special dining experiences are on offer, such as a dining cruise on the river, a sunset dinner next to Wat Arun temple, an open-air meal with traditional Thai dancing

VIDEOSCRIPT BANGKOK

Bangkok is the capital of Thailand, and is a huge, modern city, with tall buildings and busy roads. The streets are always full of people – and all these people need to eat. The best place for street food is the old city. Here, you can find stalls selling ready-made food, people cooking and selling fresh fish, and stalls cooking one of the city's favourite foods – noodles. You can often watch people preparing the food, so you know the ingredients are fresh. There are also special organised tours to help you discover the different street foods. Alternatively, you may prefer a restaurant where you can enjoy a more formal meal. A lot of restaurants specialise in one kind of food, like fish or seafood, and many offer a self-service buffet, whereas others are simpler with only a limited range of dishes. But wherever you go, there are lots of delicious dishes to try, like Tom yum hot pot, or Pad Thai, one of many noodle dishes in Thai cuisine. If you want to spend more, you can choose a special dining experience, like dinner on a river boat, or a sunset dinner next to the beautiful Wat Arun Temple, or perhaps an open-air restaurant where you can watch traditional Thai dancing. So whatever your budget or taste, you'll find something to suit you.

- 9 Allow students to compare their ideas in groups, then elicit ideas from each group. Ask a different group about each section on the video. Build up a picture by drawing a mind map on the board with *eating in Bangkok* at the centre. Write notes on the mind map. Students can copy the mind map into their books if they want.

SYNTHESISING INFORMATION, MAKING DECISIONS

- 10 If students have access to the internet in class they can do their planning online; alternatively, they can do this exercise for homework so they can access the internet. Students should follow the instructions and spend 4–5 minutes organising their meal, then another five minutes making their poster.

Students can either make their poster on paper or they can make it using a computer program/app to display on the IWB if you have one. Invite pairs to present their poster to the class. Encourage them to introduce their poster by saying why they chose their city and restaurant. They should also say what kind of restaurant it is and what budget it's for.

Students can display their posters around the classroom. Next to each poster, pin up a blank piece of paper for students to leave comments and feedback about each poster and register their favourite.

➔ **WORKBOOK** / Unit 3, page 16

4 CITY LIVING?

UNIT OBJECTIVES

Topic:	places and buildings
Grammar:	past simple and past continuous; past perfect; mixed tenses
Vocabulary:	town and country
Listening:	Part 1: three-option multiple choice with pictures
Reading:	reading for detail: a blog about a nature reserve and a blog about New York
Speaking:	making and responding to suggestions: planning a town
Writing:	Part 2: a story
Pronunciation:	weak forms: <i>was/were</i>
Exam focus:	Listening Part 1; Writing Part 2: story
Real world:	things to do in Amsterdam

Ask your students to watch the Grammar on the Move videos on pages 54 and 56. You can use these to present or reinforce the past simple and past continuous and the past perfect.

READING SB P52

WARMER

Put students in pairs to describe where they live to each other. Brainstorm some things they can talk about on the board: location – *do they live in the city or countryside? Is it crowded/peaceful? Is there a lot to do? Do they like where they live or do they want to live somewhere else?*

Give students two minutes to discuss, then ask students to tell you something about where their partner lives.

- 1 If everyone is from the same country, discuss this question as a class.
- 2 Ask students to look at the photos and say what they can see (Manhattan skyscrapers, a picture of lakes, a forest and mountains). Elicit *skyscraper*. Tell students they are going to do a quiz to find out if they like living in a city or in the countryside. Put students into pairs and give them two minutes to do the quiz, then feed back to the class on their partner's results. Did anyone in the class get all 'a's or all 'b's'? Do students think the results are accurate (a true description of who they are)?
- Elicit from the class the meaning of *efficient* (working quickly in an organised way), *reliable* (someone or something that can be trusted or believed) and *energetic* (having lots of energy). What does the quiz mean by *open air?* (outside)

- 3 Look at the photo with the class and ask students to have a guess what the blog might be about. Read through the questions with the class and ask students to underline the key words (1 *Why, work, nature reserve*; 2 *Why, enjoy*; 3 *When realise wanted live countryside*). Elicit what a *nature reserve* is (a place where animals can live freely and are protected from hunting).

Give students one minute to read the text quickly and find the answers, then go through the answers with the class.

1 his friend suggested it / said let's do volunteer work on a nature reserve 2 he had fun climbing mountains and swimming in lakes; he loved the amazing scenery and nature/the animals 3 after seeing a mother moose with her calf in the forest

FAST FINISHERS

Students can go back through the text to find any other new or interesting words and look up the meaning. They can then read their definition to another fast finisher for them to guess the word from the text. Alternatively, they can share the definition with the class during class feedback for students to guess.

- 4 Read through the questions with the class and ask students to underline the key words (1 *Why, spend, summer*; 2 *Why, enjoy*; 3 *When realise wanted live city* – the same as the previous text). Give students one minute to read the text quickly and find the answers, then go through the answers with the class.

1 her aunt invited her to go there 2 she loved the buildings, lots of different neighborhoods (American spelling), and the views 3 when she was standing on Brooklyn Bridge looking at the amazing skyline

FAST FINISHERS

Students find two American words which are different in British English (*truck* – van; *subway* – underground) and two words which are spelt differently in American and British English (*Mom* – Mum; *neighborhood* – neighbourhood). Students can share these with the class during class feedback.

- 5 Pairs can also open up the conversation to include places like the nature reserve mentioned in Jason's blog, not just farms. Give students two minutes to discuss the question in pairs, then feed back to the class about where their partner would prefer to live.

DID YOU KNOW?

Read through the box with the class. If students haven't already found the word *Mom* in the second blog, ask them to look for it now and add it and the British *Mum* to the table.

VOCABULARY

SB P54

TOWN AND COUNTRY

WARMER

Split the class into two teams, give one team the topic *city* and the other team *country*. Tell the teams they have 30 seconds to think of as many words associated with their topic as they can. When the time is up, ask teams to count their words and tell you their total. Elicit their lists of words and check that they are all valid. Encourage students to write down any new words that they don't know. Congratulate the team with the most words.

- 1 Tell pairs that if they aren't sure of a word after discussing it, they should look back over the text and try to find the meaning from the context. Give pairs two minutes to do the exercise, then elicit answers around the class.

cities: apartment block, food truck, neighbourhood, signpost, skyline, skyscraper, subway
country: nature reserve, scenery, stream, valley, waterfall

- 2 Give pairs two minutes to do the exercise, then elicit the meanings of the words and the correct list around the class.

1 apartment block 2 stream 3 skyscraper
4 scenery 5 foodtruck 6 subway 7 waterfall
8 neighbourhood 9 nature reserve 10 valley
11 signpost 12 skyline

- 3 Give students a minute to discuss the adjectives and where they could describe. Tell students to practise agreeing and disagreeing politely if there is a difference of opinion. As a class, brainstorm more adjectives to describe both places.

- 4 Give students two minutes to work alone and complete this activity. Remind students to add some adjectives to describe the place.

- 5 Tell students not to read their list but to expand it into full sentences and give reasons for the things they like/don't like. Encourage them to ask each other questions to find out more. Give students time to exchange information, then elicit from students what they learned from their partner.

GRAMMAR

SB P54

PAST SIMPLE AND PAST CONTINUOUS

- 1 For a further explanation of the tenses, draw a time line arrow on the board, pointing from the left to the right. Shade in an area all along the time line and underneath it write: *I was walking in the forest*. Draw a couple of small vertical arrows perpendicular to the time line and pointing down onto the line at a few points along the line. Point to each small arrow in turn and ask students if the person was walking at this point (yes). Elicit/Tell students that this is the past continuous tense. Elicit what we use this tense for (to say that something was happening at a certain point in the past / to give background information).

Then draw a larger perpendicular line in the middle of the time line and write on it: *I saw a moose*. Ask students which action happened first (I was walking in the forest). Ask students if they think the person stopped walking when they saw the moose (yes). Did they continue walking after they saw the moose? (yes). Elicit what tense *I saw a moose* is (past simple) and what we use it for (to describe an event which happened at a particular point in the past).

Ask students how we can put the two sentences together to make one sentence: *While I was walking, I saw a moose. I saw a moose while I was walking.*

Read through the grammar box and the example sentences then ask students to complete the rule.

Ask students to say which tense is being used in each of the examples in bold and what its function is, e.g. *I was walking* (past continuous – to give background information).

1 continuous 2 simple

Refer students to the Grammar reference on page 206 for further information/practice on the past simple and past continuous.

- 2 Ask students to complete the paragraph individually. Fast finishers can check their answers with a partner. Elicit the answers around the class.

1 was waiting 2 was reading 3 heard
4 looked 5 was playing 6 arrived

- 3 Ask students to look at the picture and say what they can see (people waiting for a bus). Then ask students to complete the sentences using the past continuous tense. Students work on their own, then check answers with a partner. Remind students to go back over any answers which differ from their partner's and try to find the right answer together. Check answers around the class.

1 drawing 2 talking 3 was writing
4 were laughing 5 was; doing 6 was sleeping

- 4 Read the question in Exercise 3 again and ask students which action interrupts the people's activities (the bus arrived). Ask students which word introduces the action of the bus arriving (*when*). Read the grammar box with the class and elicit which tense normally goes with *while* (past continuous) and which one with *when* (past simple).

Ask students to complete the paragraph in Exercise 4 individually. Fast finishers can check their answers with a partner. Elicit the answers around the class.

1 while 2 When 3 when 4 while

P /wəz/ AND /wə/

- 5 033 Play the recording once for students to write how many words they hear, then play the recording again, pausing after each sentence to drill the sounds. Drill the individual sounds, then the sentences as a class.

1 six 2 five 3 five 4 six 5 four

AUDIOSCRIPT 033

- 1 I was working when he arrived.
- 2 Who were you talking to?
- 3 Toby was cooking all afternoon.
- 4 We were sleeping when you called.
- 5 Why was she crying?

- 6 034 Students practise saying the words in pairs, then play the sentences to allow them to check their pronunciation. Drill the sentences individually around the room.

AUDIOSCRIPT 034

- 1 I was reading when she called.
- 2 Why were you laughing?
- 3 I made dinner while Lisa was sleeping.
- 4 They were reading all day in the library.
- 5 Who was shouting so angrily?

EXTENSION

In pairs students talk about something that they were doing yesterday when something else happened. Encourage them to ask each other questions about what happened. Demonstrate with an example from your own experience: *Yesterday I was cleaning the house when my phone rang*. Ask a confident student to ask you a question, e.g. *Who was calling you?* And answer: *It was my mum*.

Remind students to use the correct weak pronunciation of *was/were*. Monitor and check, then elicit a couple of good conversations during feedback.

LISTENING PART 1 TRAINING

SB P56

EXAM INFORMATION

Read through the box with the class. Elicit/Tell students how many pictures students will have to choose from in each question (three) and how many questions there are in total (seven). Tell students that in this part, they need to listen for specific 'key' information. The texts in this part can be monologues or dialogues, unlike in Part 2, where they are all dialogues.

- 1 035 Tell students they are going to listen to an example question from the exam. Direct students' attention to the pictures. Tell them to think about what they can see in each picture and elicit ideas. Tell them it might help them in the exam to write down objects they can see in the pictures while they are waiting for the recording to start. Read the question with the class and tell them to underline the key words in the question (*Where, woman, live, now*). Ask students why each word is important in turn, e.g. *woman* – the recording could mention a man and a woman.

Play the recording for students to answer the question.

1 C (... I don't really enjoy living in an apartment block.)

AUDIOSCRIPT 035

Narrator: Where does the woman live now?
Man: So, do you enjoy living in the big city?
Woman: It's fun and there's lots to do, but I grew up on a farm, so it's a big change. Some things are hard.
Man: What's hard?
Woman: Well, I'm an outdoors person so I don't really enjoy living in an apartment block. I would prefer to have a house with a garden.
Man: You can have a house and garden in a city too, you know.
Woman: You can if you're rich! Do you know what houses cost in this city? I can't afford one.

- 2 035 Read through the questions before students listen. Play the recording a second time for students to check their answer to Exercise 1, then elicit the answers to Exercise 2.

1 Yes, she has. 2 Yes, she would.
3 It's too expensive.

- 3 036 Students follow the same process as in Exercise 1, i.e. looking at the pictures and thinking about what they can see, underlining the key words in the questions, then listening to the recording to answer the question. Elicit the answers.

1 A (A scarf with lots of nice colours.)
2 A (I'm just having breakfast at the beach café)

AUDIOSCRIPT 036

1

Narrator: One. What has the girl bought for Lisa?
Boy: Have you bought a birthday present for Lisa?
Girl: Yes, but it isn't the present I wanted to get her. The bookshop didn't have that new book by Scott Sorrento ...
Boy: Well it's lucky you didn't get that because I've bought it for her!
Girl: Really? But you wanted to buy her some jewellery from the new shop in King Street.
Boy: Yeah but it was too expensive. So what did you get her?
Girl: A scarf in lots of nice colours. Do you think she'll like that?
Boy: Of course!
2
Narrator: Two. Where is the boy now?
Boy: Hi, Dad, why aren't you answering your phone? Anyway, we're having a great holiday. We've been to the beach every day. The weather's perfect and the water's really warm. I'm just having breakfast at the beach café and then it will be time for the first swim of the day. Listen, we're going to the shops in town later on, so I'll send you a postcard, OK? I know you always like getting postcards. Talk to you soon, bye Dad!

3 Read the last sentence in the grammar box again, then ask students to do this activity in pairs. Check answers around the class and ensure everyone understands where in the sentence the words go.

1 The party had already started when Sam arrived.
 2 Fiona felt nervous because she had never been on a plane before. 3 I didn't meet Henry because when I arrived at the café he had just left. 4 Had you ever tried sushi before you ate it yesterday?

4 Put students into pairs to discuss the order of events, then elicit the answers. Ask students to say the reason why Katrin sold her car before Daniel moved to Los Angeles (because the public transport was great).

Marta's Aunt Katrin met her at the airport.	4
Katrin sold her car.	1
Katrin prepared a room for Marta.	3
Daniel moved to Los Angeles.	2
Marta looked out a window and felt happy.	5

FAST FINISHERS

Students can underline the instances of past perfect in the text (*I had never been; She had sold; she had prepared; [my cousin] had gone; she had made*).

5 Students do the exercise individually, then check answers as a class. Invite students to say why they have chosen the tense in each case (e.g. 1 past simple – describes an event at a specific point in time, i.e. 30th May).

1 flew	2 had visited	3 had been	4 was
5 felt	6 had travelled		

6 Refer students back to Exercise 4 on page 56 (Marta's travel blog). Ask students to quickly read the blog entry again. Tell students that Marta has now spent a day in Berlin. Tell the class to look at the words in the box and the instructions. Give students two minutes to discuss Marta's day in pairs and the problems she had. Remind students to use the correct tenses. Monitor and check for any errors. When the time is up, elicit some ideas from the class and encourage open discussion between students. If they disagree with another pair, they should find a polite way to disagree and give their own opinion.

Students do the same with Marta's second day in Berlin. At the end, ask students to compare her two days, e.g. *On the first day she had met some unfriendly people but on the second day she met some friendly people*.

EXTENSION

Put students into small groups to talk about a trip or excursion where things started off good or bad and then changed later on. Give an example from your own experience to get students started, e.g. *I went on a day trip to the Isle of Wight once. We had set off early in the morning and the weather was really bad on the ferry so I was feeling ill when we got there. But then the sun came out and the rest of the day was wonderful*.

PUSH YOURSELF

B2

SB P57

GRAMMAR: MIXED TENSES

Read the instructions with the class and if you think it will help, elicit the uses of each tense and go back over the grammar boxes if necessary.

With weaker classes, refer students to the irregular verbs list on page 223 for support. Ask students to try to complete the text alone, but weaker classes can do the task in pairs for extra support. If they are not sure of an answer, tell students to look back over the grammar boxes on pages 207–208. Go over any areas of difficulty with the class.

1 was 2 had (never) slept 3 had happened
 4 was lying 5 heard 6 hadn't finished
 7 did (you) do 8 had left 9 looked
 10 were sleeping 11 was reading 12 decided

WRITING PART 2 TRAINING

SB P58

A STORY

Read through the exam box with the class and tell students that in Part 2 they have a choice of tasks: they can write a story or an article, but they should learn how to do both well so that they have a choice in the exam.

1 Explain to students that if they are given the first sentence of a story, they must use it in their story. Ask students to read in pairs and discuss what is wrong with the story. To help them, tell them there are three things wrong. Elicit ideas from the class and if no one gets all three, write on the board: *Number of words? Paragraphs? Interesting? And elicit ideas*.

It is a little too short and could be more interesting. There are no paragraphs.

2 Allow students to continue working in pairs to discuss where to place the extra information and make the story sound more interesting. Students read the story around the room – ask a new student to read each answer. Then elicit which tense is used in each one and what the use is, e.g. *I was walking home from school* = past continuous for setting the scene. Elicit from students why the past continuous is good for stories (because it helps to build a picture in the reader's mind).

3 Tell students to always plan their story before they start writing. It's a good idea to plan in three paragraphs. Ask students to discuss in their pairs where to split the paragraph, then elicit ideas from the class.

4 Read the instructions with the class. Tell students time linkers also help to give the story structure. Students underline on their own or in pairs; then check answers as a class.

Suggested answers for Exercises 2, 3 and 4

My friend did not look happy. I saw her when I was walking home from college and called her name. She had heard me but she didn't answer. What was the problem?

At first I walked away but then I decided to go and talk to her. 'What's wrong, Stefanie?' I asked. 'Nothing' she said, but she wasn't smiling and I knew it wasn't true. Then my phone went 'ping!' I looked at the words on the screen: 'Stefanie's birthday.' Finally, I understood. 'I'm so sorry!' I said. 'I forgot, again. Happy birthday!'

Later we went out together and had fun. Next year, I won't forget.

5 Students complete the sentences alone then check answers with a partner. While they are checking, they should try to say why the answer is correct and why the other answer is incorrect, e.g. *While* is correct because it introduces a longer continuous action; *When* introduces a shorter action which interrupts the continuous action. Elicit the answers and justifications from the class and help students with any difficulty in explaining why the answer is correct.

1 While 2 after that 3 finally 4 At first
 5 the next day

6 Ask students to plan their story on their own. Remind them to plan three paragraphs, to use a variety of tenses to make their story interesting and to use time linkers to say when things happened in the story.

Candidates have approximately 22 minutes for each part in the Writing exam, including preparation and checking their work. Give students five minutes to plan their story, then tell them they have 17 minutes to write their story and check their work. Tell them it's important they leave time to read through their story at the end. Elicit how many words students should write (around 100 – they can write more but should not write much less).

GRAMMAR

SB P56

PAST PERFECT

1 Read each sentence with the class and the verb in bold in each one. Look at the first sentence again and ask students to say when the event took place – before or after last summer (before). Read the first sentence in the grammar box and elicit the answer from the class, then read the rest of the box with the class.

before

Refer students to the Grammar reference on page 208 for further information/practice on the past perfect.

2 If students are struggling, tell them the example in Jason's blog is in the third paragraph. Elicit the answer and which action came first (something changed). Do the same for the example in Mona's blog (first paragraph) and elicit which action came first (not wanting to live in a city).

Jason:
 I knew that something had changed. I never wanted to live in the city again.
 Mona:
 I had never seen so many people in one place.

Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson. However, if they complete it for homework, they should set an alarm to make sure that they complete it within the time they would have in the exam.

When students have finished their story, they can swap it with their partner for feedback. Their partner can check for spelling mistakes, grammar and whether they have included all the points covered in this lesson, i.e. number of words, use of tenses, including linkers, split into three clear paragraphs, extra information included to make the story interesting.

When students have exchanged feedback, they can then rewrite their story to improve it. Display students' stories around the room so that the class can read them.

Model answer

My friend did not look happy. While I was eating my lunch at lunch time, I saw Rachael in the canteen and said, 'Do you want to sit by me?'. She had heard me but she didn't answer and went to sit with someone else.

Later I saw her in the corridor before our lesson. I said, 'Is there something wrong?'. This time she answered me but I wish she hadn't! 'You forgot to meet me at the cinema at the weekend', she told me. 'I waited for an hour. I called but your phone was turned off.'

Finally, I understood. I said, 'I'm really sorry, I forgot! I will never forget again.' 'That's OK', she said. We went into the classroom together and sat next to each other in the lesson.

SPEAKING

SB P59

MAKING AND RESPONDING TO QUESTIONS

WARMER

Ask students to look at the places in the box in Exercise 1. Elicit what a *covered market* is (an indoor market or an outdoor market with a cover so you don't get wet if it rains) and a *monument* (a statue or building that is built to remember a special person or event).

Ask students to discuss in pairs which of the places they visit or have visited. For each one they should try to think of things they might see there. Monitor and help with any vocabulary they might need, recording any new vocabulary on the board during class feedback for students to note down.

- 1 🎧 037 Elicit the meaning of *covered market* and *monument* if you didn't do the warmer. Tell students they are going to listen to people having conversations in these places and ask them which places they think will talk about similar places on the recording (art gallery – monument; covered market – shopping mall). Tell them to listen carefully to hear the correct answer.

Remind students to listen out for the things they mentioned in the warmer, if you did it. Play the recording then elicit the answers from the class.

- 1 nightclub 2 monument 3 shopping mall
4 art gallery 5 covered market

AUDIOSCRIPT 🎧 037

- 1
Girl 1: I love this place!
Girl 2: What?
Girl 1: I said I love it here!
Girl 2: Oh, yeah, me too. There's always a great atmosphere and dancing here is so much fun.
- 2
Man: It really makes you think, doesn't it?
Woman: Yes, all the history that this represents. I love visiting historical places like this.
- 3
Woman: Is there a chemist's here?
Man: I'm sure there is but I don't see one. Oh, look. There's one down there past the shoe shop opposite the music store.
- 4
Man 1: I just don't understand it. I mean, it's ugly and it looks like a child did it. Even I could do better than that!
Man 2: Oh I don't think it's ugly! But I know you don't like the modern stuff. Let's go upstairs and see something older.
- 5
Man: That cheese looks good. Do you make it yourself?
Woman: Yes, I do. Would you like to try a bit?
Man: Yes please. Mmmm, it's fantastic! But it's quite strong ... I'll just take a little.

- 2 Read through the words in the box with the class and check students' pronunciation of *factory*, *library*, *museum*, *theatre*. Ask students what sort of things they can buy in a department store, e.g. clothes, furniture, perfume. Read through the phrases in Exercise 3 before they do Exercise 2 so that students can use the language for suggesting which facilities to include.

Put students into groups of 3 or 4 and give them 3–4 minutes to do the task. Tell them that they do not need to design the town at this stage – just decide what kind of facilities they want in their town.

- 3 🎧 038 Play the recording for students to choose the phrases they hear, then check answers around the class. Ask students to say which are phrases for suggestion and which are for responding.

Making suggestions:

we could ...
let's ...
what about ... ?
shall we ... ?

Responding to suggestions:

I think that's a better idea.
that sounds good.
... is a nice idea
I'm not sure.

AUDIOSCRIPT 🎧 038

- Man:** OK, so what shall we put right in the centre of the town, in the square?
Woman 1: We could put our department store there.
Woman 2: Oh, I'm not sure. Let's have the shopping area away from the square. We could have the department store in it. Here, on the right, opposite the sports centre and next to the covered market.
- Man:** Yes, and people will have more space to park their cars there, so I think that's a better idea.
Woman 1: Mm, OK. So what about the square? I know. Let's have a café in the square and also a playground, in the middle. Then parents can relax and have coffee while their children play.
- Woman 2:** That sounds good. So ... the café here, and the playground in the middle of the square. And, shall we have the bookshop in the square, too? Or do we want it near the department store?
Man: No, I think a bookshop in the square is a nice idea. Here, on the left, maybe?
Woman 1: Yes. Now what about our police station...

- 4 Give groups one piece of paper each to design their town and tell them to copy the plan from the book. Tell them that once they have planned their town, they will present it to the class.

Read through the useful language box with the students and remind them to use the phrases in Exercise 3. Set a time limit of five minutes and monitor groups to make sure they are using appropriate language to make and respond to questions.

- 5 Depending on the size of your class, give groups one minute to present their ideas to the class. Allow students to use the board in their presentation and encourage all the students in each group to participate. At the end of the presentations, pin the plans up around the room so that students can vote by drawing a star on their favourite town plan. Encourage class discussion on why the winning town/presentation was better than the others.

Model answer

This is our town. It's a lively place with culture and a lot of facilities. Here in the centre we have a cinema and a theatre. They're both in the square and there's a playground in the square, too, because a lot of families live here.

Here on the left there's a bookshop. We don't have a big post office but you can get stamps at the bookshop. There's an art gallery opposite the bookshop, so if you like culture, this is the place for you.

We don't have a department store or a shopping mall because this is a small town, but you can drive to a big mall in a city near our town. However, we have a covered market. Local people can always buy really good fresh food there and tourists like it, too.

This is an excellent place for people who like sports. Here on the right you can see a very big park and there's a sports centre in the park. There's also a swimming pool and it's cheap and open for everyone. One more thing: we have an excellent restaurant.

Every town needs at least one good restaurant. You can eat fresh fish and meat here, and good vegetables from the covered market. So you see, this is a great place to live!

EXAM FOCUS

SB P60

LISTENING PART 1

Read the exam facts and exam tips with the class and answer any questions students might have. Remind students of the exam training they did on page 56 and tell them that now they are going to do a full-length exam-style question. Focus on the first point in the Exam tips box and tell students they will have 20 seconds before the first question starts to look at the pictures and underline the key words in the questions. Elicit why it's important to underline all the key words, e.g. the question might ask about a boy but the recording might also mention a girl.

Look at the last bullet in the exam tips with the class and reinforce that it's a good idea to use the first listening to choose the correct answer and the second listening to check that the other two questions are wrong.

- 🎧 039 Read the question with the class, then tell students to complete the task under exam conditions, i.e. without conferring with the other students. Play the recording twice for students to complete and check their answers.

- 1 C (M: We could go on a city break ... F: I think your idea was the best.)
- 2 B (Finally, another one [train] came and I've even got a seat.)
- 3 C (The first night Dad said we should camp by the river, but we persuaded him it'd be more fun in the forest ... we had to ... go back to the spot which Dad had chosen.)
- 4 A (It was the museum that really impressed me)
- 5 A (I'd better just go straight from the library to the game. So I'll see you there.)
- 6 B (That doesn't open until midday. So we could go to the zoo first.)
- 7 C (When you leave the theatre, turn left and go to the car park ... The coach leaves from there)

AUDIOSCRIPT 039

- Narrator:** For each question, choose the correct answer. One. Where will the man and woman go for the weekend?
- Woman:** So, where shall we go for our weekend away?
- Man:** We could go on a city break. Somewhere lively, where we can go shopping, and go to the cinema.
- Woman:** Hmm, I fancy going somewhere quiet. Maybe the countryside? We can go walking. Or how about the seaside – we could go swimming in the sea?
- Man:** OK. Nice idea. Let's look at the weather.
- Woman:** It doesn't look too good for the weekend. Hmm, I think your idea was the best.
- Man:** Yeah, let's do that.
- Narrator:** Two. Where is the girl at the moment?
- Woman:** Hi, it's Kerry. Listen, I'm going to be late home. I had to stay behind in class to do some extra work, so I left college quite late. Then I got to the station and guess what? My train was cancelled! I was there on the platform, waiting and waiting for ages. Finally, another one came and I've even got a seat. So, I'm on my way and I'll be back in about half an hour. Bye!
- Narrator:** Three. Where did the family spend the first night of their holiday?
- Woman:** Where did you camp?
- Man:** Well, the first night Dad said we should camp by the river, but we persuaded him it'd be more fun in the forest. So we put the tent up under the trees. But there were so many insects that we had to take it down and go back to the spot which Dad had chosen. By the time we'd put the tent up again, we were so exhausted we fell asleep immediately! For the rest of the holiday we stayed at a nice comfortable campsite.
- Woman:** I don't blame you!
- Narrator:** Four. Which place did the woman like best?
- Man:** You went to Southminster yesterday, didn't you?
- Woman:** Yes. It's a beautiful town.
- Man:** Is there much there for tourists?

- Woman:** Plenty. We went to a brilliant art gallery and saw lots of great pictures. But it was the museum that really impressed me – they had some amazing stuff there. Of course, Southminster's most famous thing is its covered market.
- Man:** Yes, it's fantastic, isn't it?
- Woman:** The market's certainly the top attraction. It was a bit crowded yesterday, though, so we didn't stay long.
- Narrator:** Five. Where will the boy meet his friends?
- Man:** Hi. Aiden here. Hey, remember how we said we'd meet at the café to have a drink and a snack? You know, before we go to see the baseball game? Well, the problem is, I need to go to the college library, to take back a book I borrowed. And I don't know how long that's going to take. So I think I'd better just go straight from the library to the game. Anyway, I'll see you there. We can maybe go for something to eat or drink after that. See you later!
- Narrator:** Six. What will the family do this afternoon?
- Woman:** Right. So, we've got places where we can take the children today.
- Man:** It's going to be a busy day! How about going to the castle this morning?
- Woman:** That doesn't open until midday. So we could go to the zoo first. See some animals!
- Man:** Good idea. The kids love going to zoos. And then after that spend a bit of time at the park, maybe?
- Woman:** That's where we could have our lunch.
- Man:** Great. I'll go and make a picnic.
- Woman:** And I'll go online and book our tickets for the castle. So, that's our day organised!
- Narrator:** Seven. Where will the coach pick up the visitors?
- Man:** Ladies and gentlemen, we're just coming towards the theatre now. We can stop there for a short time only, so please be ready to get off the coach. We hope you enjoy the show. When you leave the theatre, turn left and go to the car park, which is a five-minute walk away at the end of the road. The coach leaves from there at 4 pm. And if the traffic isn't too bad on the way home, we expect to get you back to the coach station by 5 pm. OK... here we are...

EXTENSION

Photocopy Audioscript 039 and give one copy to each pair. Tell them to find the correct answer to each question and the reasons why the incorrect options are incorrect. For each question, ask students to also say why underlining the key words in the question helped them to find the correct answer.

WRITING PART 2

SB P61

A STORY

Read the exam facts and exam tips with the class and answer any questions students might have. Spend a few minutes going back over the skills students learned in the exam training section on page 58. Elicit things they should remember to do/include: write around 100 words, use appropriate tenses, plan their writing in three paragraphs, use time linkers, use phrases to make their story interesting, include the given first sentence, allow enough time to plan and check their work.

Model answer

John looked out of the train window and saw the bright lights of the city. As he got off the train, he felt excited because he was going to start a new life in the capital.

At first, John enjoyed walking along the busy city streets. He loved looking at the huge department stores, the tall apartment blocks and giant skyscrapers. Everything seemed so big and exciting. However, after a while, John noticed that everybody looked unhappy and stressed. Before long, he started to miss the relaxed, friendly faces of the people in his village.

So he packed his suitcase, went back to the station, and said goodbye to the bright lights of the city.

➔ WRITING BANK / pages 232–233

HOW WAS IT?

Read through the options in the *How was it?* section.

Ask students to tick the appropriate box. You might like to follow a similar process as in Unit 1 (see page 25).

REAL WORLD

SB P62

THINGS TO DO IN ... AMSTERDAM

WARMER

Split the class into two teams and give them one minute to pool everything they know about the Netherlands and Amsterdam. When the time is up, ask the groups to count up their facts and write the two groups' ideas on the board. Congratulate the winning team.

BACKGROUND INFORMATION

Amsterdam is the capital city of the Netherlands in Europe. It's a city built on canals and most people get around by bicycle rather than by car. This makes it a very popular tourist destination. Amsterdam also has some great museums, including the Rijksmuseum and the Van Gogh Museum.

- 1 Look at the photos with the class and ask students to say what they can see in each one. Elicit *canal* (a man-made long thin stretch of water that looks like a river used for boats) and ask how a canal is different from a river (a river is natural; a canal is built by people). Draw students' attention to the photo of the City Card and elicit what this might be for.

- 2 Ask students to look at the text and guess what type of text it is (a tourism website). Give students one minute to read the text quickly on their own to find which photo isn't mentioned.

The City Card photo is not mentioned.

- 3 Encourage students to underline the key words in the questions before they read. They could do this in pairs to compare answers.

Tell students that the questions are in the same order as the text so they should underline the answers as they find them so that they know they don't have to read this part of the text again for the next answer.

Students read the text again and answer the questions on their own.

- 1 It has a lot of canals. 2 You can get off to visit sights and then get on again. 3 It's over 200 years old. 4 historical paintings and Dutch culture 5 fruit, vegetables, cheese and fish 6 Rembrandtplein

- 4 Students match the words in pairs, then go through the answers with the class. Ask students to read the sentence containing the word in the text, then ask a different student for another example sentence containing the word about somewhere they know.

1 c 2 b 3 a 4 e 5 d

- 5 040 Read through the options with the class and ask students to underline the key words in each one. For weaker classes, elicit what kinds of things they are likely to hear for each one, e.g. *a time, bus, train, bicycle*. To check students' understanding, ask them how many of the options they need to use (three).

Play the recording. Play the recording again if necessary, then check the answers with the class.

1 c 2 d 3 a

EXTENSION

Play the recording a second/third time and elicit any other information the students picked up.

Photocopy Audioscript 040 and give one copy to each pair. Ask students which words on the recording helped them find the correct answer. Did underlining the key words help them find the answer? Elicit some examples, e.g. (in the question: *information; transport* – on the recording: *lots of options; best way to get around*).

AUDIOSCRIPT 040

1

Assistant: Hi. Can I help you?

Tourist: Yes. We've just arrived in Amsterdam and we have two days here. Can you recommend some places to visit?

Assistant: Sure. It depends on your interests. Are you interested in art?

Tourist: No, not art, but we'd like to learn about the history of the city.

Assistant: OK. Well, I think I'd recommend some of the smaller museums. Here's a list: The Museum Van Loon is amazing. It's a 17th century house, and when you go in it's like stepping back in time. You can really see how people lived. Then there's Anne Frank's house. Do you know the story of Anne Frank? Her family hid in this house during the Second World War.

Tourist: That sounds interesting.

Assistant: And of course you can't leave Amsterdam without going on a canal trip. There are loads of points around the city where you can pick one up. It's really worth it.

2

Tourist: Hi. Can you tell me how to get to the Albert Cuyp Market?

Assistant: Sure. Are you on foot?

Tourist: Yes. How far is it?

Assistant: Well, you can walk, but it's a bit of a hike. It would take a good half hour. The quickest thing would be to hop on a tram in the square. You want the number 4 tram, and the stop is Stadhouderskade. Here's a map, so you can see where it is.

Tourist: OK. Thank you.

Assistant: You're welcome. Have a great day.

3

Assistant: Hi. Can I help you?

Tourist: Yes. What's the best way to get around the city?

Assistant: Oh, there are lots of options. You can hire a bike – Amsterdam's perfect for cycling because it's flat. Then there are buses and trams. They go all over the city, and they're quick. This is a map of all the public transport, showing bus routes, trams, and the metro.

Tourist: Oh, that looks good.

Assistant: You might want to consider getting an 'I Amsterdam' City Card. How long are you here for?

Tourist: Just the weekend.

Assistant: OK. So, you can get a 48-hour card for 67 euros. That gives you free use of all public transport, and you can also get free entry to lots of attractions. They're good value for money.

Tourist: OK, that sounds like a good idea. Can we buy a City Card here?

Assistant: Yes, of course. I can sort that out for you.

6 040 Stronger classes could cover up the words in the box and try to complete the sentences from memory. Otherwise, read the words and phrases in the box with the class and tell students they all come from the recording they have just listened to. Students complete the sentences alone or in pairs, then listen to check their answers. Elicit answers around the class.

1 recommend 2 learn about 3 get to 4 far
5 get around 6 buy

7 Students should try to work out the meaning of the phrases from the context first before matching them with the explanations.

EXTENSION

For weaker classes write the phrase prompts on the board so they can see what the target language is exactly: *It's like stepping back in time; You can't leave ... without ...; ... you can pick one up ...; it's a bit of a hike; it would take a good half hour ...; hop on a ...; you might want to consider; How long are you here for? ...*

Put students into pairs and tell them to imagine their partner is going to visit their town/country and needs some information. Ask students to practise using the phrases to tell their partner what to do / where to go. Monitor and check students are using the phrases correctly and note any interesting uses of the language to elicit during class feedback.

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

WATCH

SB P63

8 Tell students they are going to watch a tourism video about Amsterdam. Elicit what they might see on the video. Play the video for students to make notes. For weaker classes, split the class up and have some students make notes on transport, some on eating out, some on museums, etc.

Suggested answers

Seeing the old city: best way to see the old city is by canal

Getting around the city: can be done on foot; cycling is a good option if the weather's fine. Buy an 'I Amsterdam' Card if you're using buses and trams as it's much cheaper; buy it online before you come

Museums: Rijksmuseum has works of art from all over the world – old and modern; Museum Van Loon shows life in a traditional house 200 years ago; some museums get very busy, so it's a good idea to book tickets in advance
Street markets: they offer good prices; try some local foods such as cheeses or pickled fish; buy tulip bulbs
Eating and drinking: cafés and restaurants in the main squares are nice, but expensive; smaller restaurants in streets behind the main squares or by the canals for better prices

VIDEOSCRIPT 040 AMSTERDAM

Amsterdam is a city of canals. They're everywhere, and there are over 100 kilometres of them. It's possible to explore Amsterdam on foot, but the best way to see it is on a canal cruise, as you can see things you can't see from the street. And you can usually get on and off the boats along the way, to explore on foot if you want to. You can also use buses and trams to take you all around the city. An 'I Amsterdam' card, makes it much cheaper to use all forms of public transport. Buy your card online before you visit. Alternatively, join the locals and get on a bike! You can easily hire bikes when you're there. It's a great way to get around – especially when the weather's fine. And there's plenty to see and do in Amsterdam. The world-famous Rijksmuseum is in a magnificent old building. Inside you can see works of art, both old and modern, from all around the world. The Museum Van Loon is a traditional Amsterdam house that shows what life was like for a rich family in the city 200 years ago. Some museums, like the Rijksmuseum, can get very busy, so book your tickets in advance. It's also worth visiting Amsterdam's street markets, like the Albert Cuyp Market. They offer good value for money and are a good place to try some traditional foods, like Dutch cheeses or pickled fish, or why not buy some bulbs so that when you get home you can grow Amsterdam's most famous flowers – tulips? If you're hungry, there are lovely cafés and restaurants in all the main squares, but the prices are often high. However, you'll find lots of smaller and cheaper restaurants behind the main squares or along the sides of the canals – and you can sit outside and enjoy this amazing city.

9 If students were given different topics in Exercise 8, have students form groups with students who have a different topic and ask students to share their notes. Alternatively, students compare notes with each other so that everyone has a full set of notes.

Play the video a second time for students to check their notes.

LIFE COMPETENCIES

SB P63

UNDERSTANDING CULTURES, CREATIVE THINKING

10 If students are from different countries or towns then tell them to choose a place they are all familiar with. Give each student an A4 piece of paper and tell them to turn the paper so that it's landscape and fold the paper in three to create a six-page leaflet.

Students should then make a list of six things they want to include on each page. Tell them they should include the four things mentioned in the question but can also include any other information they like. Remind them to try to include some of the phrases they have learned in this section, in Exercises 4, 6 and 7.

Give students ten minutes to plan their leaflet. If you have access to the internet and a printer in class, students can print out photos to include on their leaflet. Alternatively, students could do this for homework and complete their leaflets at the beginning of the next lesson.

When students have finished, put the leaflets together on one table and invite the class to read them all, then have a class vote on the best presented leaflet containing the clearest and most helpful information.

EXTENSION

Ask students to collect some real tourist leaflets for homework and see how many new phrases like the ones in Exercises 6 and 7 they can find. If they find a phrase they don't know, they can look it up online or in a dictionary and feedback to the class at the next lesson. Look through the leaflets at the beginning of the next lesson and write any new and interesting phrases students find on the board for students to record in their notebooks.

➔ **WORKBOOK** / Unit 4, page 20

5 PICTURE OF HEALTH

UNIT OBJECTIVES

Topic:	health, medicine and exercise
Grammar:	modals of ability and advice; modals of obligation
Vocabulary:	parts of the body; aches and pains, health expressions
Listening:	Part 3: gap fill about a health club
Reading:	Part 6: open cloze; Part 1: discrete notices
Speaking:	asking about problems, showing sympathy and giving advice
Writing:	an email of advice
Pronunciation:	vowel sounds
Exam focus:	Reading Part 1; Reading Part 6; Listening Part 3
Real world:	preparing to travel to Marrakesh

Ask your students to watch the Grammar on the Move videos on pages 66 and 69. You can use these to present or reinforce ability and advice, and obligation.

VOCABULARY

SB P64

PARTS OF THE BODY

WARMER

Do a quick class survey to find out how often students exercise. Ask students to put their hands up if they exercise for half an hour or more once a week. Count the hands and write on the board, then do the same for three times a week and 5+ times a week. Work together to transform the data into a bar chart or pie chart. Time permitting, do the same for whether students' exercise is gentle, moderate or hard.

Ask students if they are surprised at the results.

- 1 Give students two minutes to discuss the questions in pairs. Encourage students to say what kind of sports or exercise they do. Elicit ideas from the class. Ask if there is anyone who would like to do more exercise and if there is anyone who thinks they do enough/too much exercise.
- 2 041 Tell students they are going to listen to three people talking about their fitness. Read the questions. Tell the students to listen and answer the first two questions. Play the recording then elicit the answers from the class. Play the recording a second time for students to think about the third question. Tell them to make notes on why that person is most similar to them. At the end of the recording, ask students to discuss the question in pairs. Elicit from students what they learned about their partner.

1 Anna is the fittest. 2 Callum is the least fit.

AUDIOSCRIPT 041

- 1 I'm Callum and I'd say I'm more of a stay-at-home kind of person, really. I can swim but I only go swimming about once a year, when I'm on holiday, although I know it's really good for your muscles and lungs and general fitness. I can't ski or snowboard or anything like that. Some sports can be dangerous, can't they? And I don't want to break a bone. In winter, I prefer to keep warm, sitting in front of a good film on TV. And I'd rather drive than walk. It's more convenient, isn't it?
- 2 I'm Anna and I like to keep active. I do yoga for an hour before breakfast and go to the gym for a workout a couple of times a week. Then every Saturday and Sunday morning I go cycling or running. I actually had a cycling accident a couple of years ago. It was a bit nasty because I twisted my left ankle, cut my knees and bit my tongue, but I still love my bike! It's hard to get up on a cold morning and go out for a run – there are times I'd rather stay in bed – but I always feel better when I've done it. I just love being outdoors, especially in summer when I can feel the sun on my skin.
- 3 I'm Greg. I work long hours in an office in New York, riding the subway to work, so I don't get much exercise most weeks. I don't like water much, and I can't swim, but I'm really into winter sports. I can ski and I snowboard pretty well, and I can skate a bit, too. I do freestyle skiing, which can be dangerous, but I always protect my elbows, shoulders and wrists and I've never broken anything. I love going to the mountains when it's snowy – it's just a shame I can't do it as often as I'd like.

- 3 041 Before students listen again, go through the words in the box with the class. Drill the pronunciation of all the words, getting students to touch the part of the body as they say it. Drill chorally and individually, then get students to drill in pairs. Monitor and pay particular attention to *muscles* /ˈmʌs.lz/, *tongue* /tʌŋ/ and *ankle* /ˈæŋ.kl/.

Play the recording then check the answers with the class.

Callum: bone, muscles, lungs
Anna: ankle, knees, skin, tongue
Greg: elbows, shoulders, wrists

- 4 042 Ask students to discuss the questions in pairs and try to give reasons for their choices. Remind them to use language to disagree politely.

Get feedback from the class. For numbers 4 and 5, if students chose false, ask them if they think it's more or less/fewer. Play the recording for students to check their answers. Did anyone get them all correct? One wrong? Congratulate the student(s) with the highest score.

1 T 2 F 3 F 4 T 5 F 6 T 7 T 8 T
9 T 10 T

AUDIOSCRIPT 042

- 1 It's impossible to kiss your elbow.
- 2 One of our lungs is bigger and heavier than the other one.
- 3 There are more bones in a baby's body than in an adult's body.
- 4 An average man has almost two square metres of skin.
- 5 We need 200 muscles to take just one step.
- 6 Shoulder injuries are the type of injury that doctors see most often.
- 7 Many more people wear their watch on their left wrist than on their right wrist.
- 8 Every person has different-looking knees!
- 9 The biggest problem among sportspeople is ankle injuries.
- 10 A person's tongue can be over 10 centimetres long.

- 5 Put students into pairs or groups to answer the questions. For each answer, students should prepare a reason why they think their answer is correct. Check answers around the class.

1 muscles 2 bone 3 wrist 4 knees 5 ankle
6 shoulders 7 lungs 8 tongue 9 skin
10 elbows

FAST FINISHERS

Students create one more multiple-choice question and swap it with another fast finisher to complete.

READING PART 6 TRAINING

SB P65

WARMER

Put students into pairs and ask them how far they think a person can run in one go. How much training would they need? What's the longest distance they have run?

- 1 Direct students' attention to the photo and elicit answers to the questions from the class. Ask the class what they think he is famous for.

Suggested answers

He's fit/strong/healthy/athletic/sporty. He's running.

- 2 Ask students which parts of the body they expect to find in the article (e.g. *legs, feet*). Students read the text quickly to find the answers. Check answers around the class.

shoulder, knees, muscle

- 3 Read through the questions with the class and ask them to underline the key words. Tell students to ignore the gaps for now and answer the questions. Give students two minutes to read the text and answer the questions, then check answers with a partner. Elicit answers from the class and ask students what they think about what Tom has achieved.

1 He ran nearly 1400 km. / He ran the whole length of Great Britain. 2 It took him only 31 days. 3 He did this run to raise money for a charity that helps young people and their families. 4 He was fine apart from sore knees and a torn muscle.

EXAM INFORMATION

Tell students that they are going to look at an exam-style task for Reading Part 6, which is an open cloze gapped text. Tell students that this part of the exam tests students' knowledge of grammatical structures, phrasal verbs and fixed phrases rather than their understanding of ideas in the whole text. In this part, they have to think of words that fit the gaps. In the exam, students have to answer six questions, but in this training session they only have to answer five.

- 4 Read the first sentence in the text and the exam tip with the class. If you think it will help, do question 2 as a class as well, otherwise allow students to work in pairs to think about the kinds of words that need to go in each gap. Tell them to prepare the reason as well as the answer. Go through the answers with the class and make sure students understand why the answers are correct.

2 as (we use *as* with *the same* when we are comparing two things) 3 ago (we use *ago* with a time period and the present simple) 4 which/that (relative pronoun referring to the *charity* before the gap) 5 from (*apart from* is an expression we use to show an exception to something – here the exception to being fine is that his knees are sore and he has a torn muscle)

- 5 Put students into pairs or small groups to discuss the questions. Read through the questions first and elicit one or two ideas from the class for question 1 to them started. Give students 3–4 minutes to discuss all the questions, then elicit some ideas from the class.

GRAMMAR

SB P66

ABILITY AND ADVICE

- 1 Direct students' attention to the photo of Emily and tell students she has a problem. Students try and guess what the problem is, then read the text to find out if they are right. Read the three choices with the class and elicit the correct one. Elicit from the class who Emily has asked for advice (people on the internet / a social media message board). Ask students if they think this is a good idea. Elicit discussion from the class – there is no right or wrong answer.

C

- 2** Ask students to look at the words in bold in the text and elicit from the class what these words talk about (they say what Emily can and can't do). Elicit what tenses they are (*can* – present; *I'm not able to* – present; *could* – past). Read the grammar box with the class and complete each gap as a class, unless you have a strong class – then you might prefer to allow them to complete the gaps alone. Tell students that in informal English we usually use *can/can't* in the present tense rather than *be able to*.

1 can 2 able 3 could

- 3** Go back over the text and ask students to say why each word in bold is used (*can't* – ability in the present; *'m not able to* – lack of ability in the present; *could* – ability in the past). Then elicit the other example of a tense in the text and its use (*haven't been able to* – lack of ability in the present perfect). Elicit why the writer has used *be able to* here and not *couldn't* (because you can only use *could/couldn't* in the past simple).

haven't been able to = present perfect

Refer students to the Grammar reference on page 208 for further information/practice on *can/can't*.

- 4** Check students' understanding by asking if they need to use all the words in the box to complete the sentences (no). Ask students to complete the sentences on their own, then check their answers in pairs. Remind students to go back over any answers which differ from their partner's and try to find the right answer together. Check answers around the class.

1 can 2 couldn't 3 can't 4 haven't been
5 was

FAST FINISHERS

Students can create their own gapped sentences with the three left-over words. Monitor and check the sentences are grammatically correct and easy to complete. They can then either swap these with another fast finisher or write them on the board for the class to complete during class feedback.

- 5** Ask students to read the messages and then discuss in pairs which is the best advice and why. Ask students to add any ideas of their own, then elicit ideas from the class. Ask if anyone disagrees with any of the advice. If so, why?
- 6** Read the words in bold with the class and ask students to say what purpose these words have (to give advice). Read through the grammar box with the class, then ask students to look at the words in bold again and say which words are used in the positive and the negative (*should/shouldn't*) and which one only in the positive (*ought to*).

ought to

Refer students to the Grammar reference on page 209 for further information/practice on *should/shouldn't* and *ought to*.

WATCH OUT!

Remember that *advice* is an uncountable noun. You can say *I need advice* or *I need some advice* but you can't say *I need an advice* or *I need advices*. To make *advice* countable, you can say *piece of advice*.

- 7** Read the rubric and check students understand they have to write one word only. For weaker classes, tell students to look at the words after the gaps. This will help them to see if they need to write *should/shouldn't* or *ought (to)* since *ought to* is two words. Give students 1–2 minutes to complete the sentences, then check answers around the class.

1 shouldn't 2 ought 3 should 4 should

- 8** Read through the prompts with the class, then ask students to write their advice in class or for homework. Students can then share their advice in pairs/with the class.

Model answer

Hi Emily
I'm sorry to hear about your problem. I think you should stop drinking coffee and get some thick black curtains for your bedroom.
I hope this helps.
(name)

VOCABULARY

SB P67

ACHES AND PAINS

- 1** 043 Read through the sentences 1–8 with the class. Model and drill *injured, backache, throat* and *cough*. Ask students to match the photos with the sentences, then compare their answers with a partner. Play the recording to check the answers, pausing after each one to elicit the answer from the class. Tell students that three of the words in bold are different ways of saying the same thing. Elicit what they are (*is painful, got a pain, hurts*).

1 B 2 H 3 G 4 A 5 C 6 E 7 F 8 D

AUDIOSCRIPT 043

- I always have backache when I get up in the morning. I ought to buy a more comfortable bed!
- My tooth hurts when I drink anything hot. I ought to go to the dentist.
- I've got a cough. Can you pass me some water, please?
- I think I injured my ankle running yesterday.
- I won't come swimming with you today. I've got a cold and don't want it to get worse.
- I've got a pain in my stomach. I think I ate my dinner too fast!
- I think I'm getting ill. I've got a really sore throat and it's difficult to talk.
- My knee has been really painful since I cycled 15 km at the weekend.

EXTENSION

Draw a table on the board with three columns headed *noun, verb* and *adjective*. Write the following words around the table: *injury, backache, hurt, injure, pain, painful, sore*. Ask students to complete the table in pairs, then check answers as a class (*noun: injury, backache, pain; verb: hurt, injure; adjective: painful, sore*).

- 2** Students work on their own, then check answers with a partner. Remind students to go back over any answers which differ from their partner's and try to find the right answer together. Check answers around the class.

1 pain 2 hurts 3 injured 4 sore 5 backache

P VOWEL SOUNDS

- 3** 044 For weaker classes, play the recording and ask students to complete the activity as they listen. Play the recording a second time for students to check their answers and to drill the words around the class.

Ask students to say the words in pairs and work out which two words have the same sound.

1 make 2 off 3 four 4 skirt 5 plane
Ache and *pain* have the same vowel sound.

AUDIOSCRIPT 044

- ache
make
- cough
off
- sore
four
- hurt
skirt
- pain
plane

- 4** 045 Put students into pairs to see if they can match the words with the definitions, then listen to the conversation to check.

a emergency b infection c patient
d prescription e tablet

AUDIOSCRIPT 045

Receptionist: Good morning. Can I help you?
Mr. Baker: Oh, hello. I've got an appointment to see the doctor at 9 o'clock. My name's Ron Baker.
Receptionist: Take a seat, Mr Baker. You're the doctor's first patient today, so you won't have to wait long.

Doctor: OK, Mr Baker. I'm just going to listen to your chest ... Mmm, yes, you've got a chest infection. You need to take some tablets for that. I'm going to give you a prescription. Just take it to the chemist's and they'll give you your tablets.

Mr. Baker: Thank you.

Doctor: And I'm also going to send for an X-ray, just to make sure that everything's all right with your lungs. Is that OK?

Mr. Baker: Yes, of course.

Receptionist: Hello?

Doctor: Hello, it's doctor Ali here. I'd like to send Mr Baker to the hospital, so that he can have an X-ray.

Receptionist: Oh, I see. Shall I call an ambulance to take him there?

Doctor: No, we don't need an ambulance. It isn't an emergency. But if you could call him a taxi?

Receptionist: Yes, of course.

EXTENSION

Ask students some further questions about the recording, e.g. *What time was Ron's appointment?* (9 o'clock); *What do you think was the problem?* (he has a cough – the recording doesn't mention this; the students must infer it); *What did the doctor give him for it?* (tablets); *What else did the doctor want to do?* *Why?* Add more questions if you like. Either play the recording for students to write the answers or elicit the answers and play the recording to check.

- 5** Students work on their own, then check the answers as a class. Ask students if they have prescriptions in their country and if they have to go to see a doctor to get one.

1 prescription 2 emergency 3 patient
4 infection, tablets

Read through the *Did you know?* box with the class. Add that British English speakers say 'feel sick' when they have a stomach ache.

- 6** Put students into small groups to discuss the questions to allow more scope for discussion. Give students 2–3 minutes to talk about their experiences, then ask some students to tell you about their partner's experience / the experience of someone in their group.

EXTENSION

Refer students back to the pictures in Exercise 1 on page 67. In pairs, students tell each other about a problem they have and their partner should offer them some advice using *should/shouldn't/ought to*. Encourage partners to give advice on what *not to do* as well. Give students a few minutes to go through some of the expressions. Monitor and check for grammar, pronunciation, etc., then ask a few pairs to role play their conversations for the class.

VOCABULARY: HEALTH EXPRESSIONS

- 1 and 2 046 Read through the expressions with the class, then put students into pairs to brainstorm what each one means. Stronger classes can try to match them to the situations 1–7 before listening. Play the recording for students to match, then check the answers. Ask some questions to check students' understanding, e.g. *Is a splitting headache a strong headache or a mild one?* Elicit other scenarios students could use the expressions for, e.g. *This loud music is giving me a splitting headache.*

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

AUDIOSCRIPT 046

A

Man: Oh, those children outside are making such a noise! My head really hurts.

Woman: Yes, same here. I've got a splitting headache, too. It's really painful.

B

Man: So, you're not feeling well?

Woman: No, I feel really hot and ill. I think I'm coming down with flu.

Man: Let's see. ... Oh, 39 degrees. Yes, you should go home and get into bed.

C

Woman: That was a long walk. My feet are killing me.

Man: Why don't you take your shoes off?

Woman: Yeah, I will. Ahhh ... that's better.

D

Man: Are you coming running tomorrow morning?

Woman: No, I don't think I will.

Man: Oh, is anything wrong? Are you ill?

Woman: No, not really. But I don't feel very well, either. I haven't slept well these last few nights. I just feel a bit under the weather, you know?

E

Woman: You can't go to work tomorrow. You're not well enough.

Man: You're right. I'll call in sick.

Woman: Good idea. A day off work will do you good. Stay home and keep warm.

F

Woman: I can't stop coughing. And my throat hurts.

Man: That doesn't surprise me. Everyone at college has coughs and colds at the moment.

Woman: Yes, there's a bug going round, definitely.

G

Woman: How are you feeling?

Man: Not too bad, today. I can eat normally, and my temperature is going down. I think I'm on the mend, anyway. I hope to be back at work some time next week.

Woman: That's good to hear.

H

Man: I haven't seen you for ages!

Woman: That's because I haven't been well. I was in bed with terrible flu for two weeks. It was awful. Anyway, I'm back on my feet now and I feel fine, thank goodness.

Man: Oh, I didn't know you were ill. I'm glad you're OK now.

- 3 Encourage stronger classes to give fuller answers, e.g. 2 *Are you going to work today? No, I'm going to call in sick. I think I'm coming down with a bug.* Monitor students and note any good conversations to elicit during class feedback.

Suggested answers

1 I think I'm coming down with flu / I'm a bit under the weather. 2 No, I'm going to call in sick. 3 Yes, my feet are killing me. 4 No. There's a bug going round. 5 Yes, I've got a splitting headache. 6 No, I'm on the mend. / No, I'm back on my feet (now).

SPEAKING

ASKING ABOUT PROBLEMS, SHOWING SYMPATHY AND GIVING ADVICE

- 1 Draw students' attention to the photo and elicit that the man is ill. Discuss the questions as a class, giving an example from your own experience to help students: *When I'm ill, I call my mum. She usually tells me to rest and keep warm.*

- 2 047 Read through the questions with the class and ask students to guess what the scenario is (he's too ill to go to his friend's party). Allow weaker students to listen to find the answer to the first question, then play the recording for students to answer all the questions.

1 He wants to go to his friend's party. 2 He can't go because he has a sore throat. 3 She tells him to go home and have some tea with lemon and honey. 4 She tells him to (go to the chemists and get some) take some tablets.

AUDIOSCRIPT 047

Woman: Hi, Tom. How are you doing? Are you coming to my party tonight?

Tom: Hmm, I don't feel very well, actually. I really want to come to your party, but I can't. I need to rest. I'm sorry.

Woman: Ohh ... You don't need to say sorry. What's wrong?

Tom: I've got a sore throat. It's really painful.

Woman: Aww, poor you. You ought to go home.

Tom: Yeah, I think I will.

Woman: And how about having some hot tea? It's a good idea to add lemon and honey, too.

Tom: Yeah, I might try that. That's what my grandma always used to give me.

Woman: Mine too! It always works. Anyway, I hope you feel better soon.

Tom: Thanks. I've made an appointment to see the doctor tomorrow.

Woman: Good idea. Look after yourself.

Tom: Thanks. I will.

Doctor: So ... Tom, isn't it? Now, what seems to be the problem?

Tom: My throat's really sore.

Doctor: Let's take a look ... Mmm, yes, I can see that you have a throat infection. Now, here is a prescription for some tablets.

Tom: OK.

Doctor: You have to take these tablets four times a day.

Tom: And do I have to take them with food?

Doctor: No, you don't have to take them with food. You can have these at any time of day. But you mustn't forget to take your tablets. That's important.

Tom: Right.

Doctor: And you must take them for five days, and don't stop until you've had all the tablets in the bottle. Is that clear?

Tom: I see. Thank you.

- 3 048 Read through the phrases in the table. Tell students they are going to hear the first conversation again and they have to circle the phrases they hear. Stronger classes can tick the phrases then listen to check. Students check with a partner, then feed back to the class.

How are you doing?
What's wrong?
Poor you.
You ought to ...
How about having ...
It's a good idea to ...
I hope you feel better soon.
Look after yourself.

- 4 Look at the table again with the class. Read the instructions and questions with the class, then put students into pairs to answer. Check the answers with the class.

1
1 Asking about problems 2 Showing sympathy
3 Giving advice
2
How are you doing? / How are you?
What's wrong? / What's the matter?
Poor you. / I'm sorry to hear that.
You ought to ... / You should ...
How about having ...? / Why don't you have ...?
It's a good idea to ... / If I were you, I'd ...
I hope you feel better soon. / Get well soon.
Look after yourself. / Take care.

- 5 Ask students to complete the conversation on their own then check answers with a partner. Check answers with the class.

1 are you / are you doing 2 well 3 What's
4 hurts 5 hear that 6 don't you 7 care

- 6 Weaker classes should practise saying the conversation in their pairs first, then use the table in Exercise 3 to role play similar conversations using the prompts in the box. Fast finishers can refer to the ailments on page 67 for further practice. Invite volunteers to act out their role plays for the class.

GRAMMAR

OBLIGATION

- 1 Ask a student to read the sentences to the class. Look at the first sentence together and ask students: *Is it important that they rest?* (yes). Do the same for the next three sentences (no, yes, no), then for the fifth sentence, ask: *Is it important not to forget the tablets?* (yes). Explain that the negative of *must* tells us it's important *not* to do something. Ask students to read through the grammar box individually or in pairs, then check the answers with the class. Tell students that they can also use *have got to* informally instead of *have to*, e.g. *You've got to take these tablets twice a day.*

1, 2 and 3: must / need to / have to (in any order)
4 and 5: don't need to / don't have to (in either order)
6 mustn't

Refer students to the Grammar reference on pages 209–210 for further information/practice on modals of obligation.

- 2 Students can complete the exercise in pairs. If they're not sure of an answer, they can refer back to the grammar box. Check answers around the class.

1 don't have to 2 mustn't 3 must 4 don't need to

- 3 Students work on their own, then check answers with a partner. Remind students to go back over any answers which are different from their partner's and try to find the right answer together. Check answers around the class. Ask students why we can't put *need* for question 2 (because *need* goes with *to*).

1 don't have to 2 must 3 mustn't 4 need

- 4 Give students an example from your own experience: *At my gym you don't have to sign in when you arrive but you must show someone your membership card. You don't need to ask anyone to use the equipment, but you need to ask a member of staff if you don't understand how to use something. You mustn't try to lift weights that are too heavy for you.*

Give students 3–4 minutes to discuss in pairs, then ask students to join another pair to exchange their ideas. Invite feedback from the class.

Model answers

- 1 People can swim, dive and have saunas at the swimming pool.
- 2 People have to take a shower before they go in the pool.
- 3 People with short hair don't have to wear a swimming hat in the pool.
- 4 You mustn't take food or drink into the pool.

READING PART 1 TRAINING

SB P70

EXAM INFORMATION

Tell students that in this part of the exam, they will be given five short texts like the one they see here and they will have to choose between three options to answer a question about the information in the text. Question types might focus on gist or detail, the writer's opinion, or the purpose of the text.

- 1 Direct students' attention to the notice and ask them what it's for (a dance class). Read through the questions with the class. Get students to answer in pairs or discuss the questions as a class.

Model answers

- 1 You might see it in a sports centre.
- 2 People who want to keep fit might be interested in it.
- 3 People would need to know about places, times, prices, levels, and if you need to book.

- 2 Read the instructions and explain to students that they will have to think carefully about the wording in the notice as the words will not usually be the same as in the question. Elicit answers.

expression that means 'necessary' = essential
expression that means 'not necessary' = no need (to)

- 3 Tell students that this question is an exam-style question like the ones that they will see in the exam. They need to choose the sentence which they think best describes the information given in the text. Tell students to underline the key words in each option and try to match them to the words in the notice, e.g. *A don't have to reserve a place* – the notice says that *reservation is essential*, so this is not the correct answer. B says *must have experience* – the notice says *beginners welcome*. Give students a minute to do the question, then read the Exam tip box.

C

- 4 Students now follow the same process for the label and message as they did for the notice, but this time ask the students to do the questions alone. Give students a minute and a half to answer each question, then check the answers with the class. Invite students to say not only why the answer is correct, but also why the incorrect options are wrong.

- 1 B (up to a maximum of four times daily)
- 2 B (I ... wondered if you'd like to come too)

LISTENING PART 3 TRAINING

SB P70

WARMER

Put students into pairs and ask them to discuss the different ways you can stay fit, e.g. join a running club, learn to dance, join a gym/leisure centre. Which one do they think is the best? Why?

- 1 Read through the question and the words in the box. Check students' understanding, then ask them to order the words. Give students a couple of minutes to decide, then get feedback from the class. If pairs had different answers, invite class discussion on why they chose the order they did and why some things were more important to them than others. Encourage students to give reasons and examples for their opinions.

- 2 Draw students' attention to the health club timetable. Put students into pairs and ask them to look at gaps 1–5. They should look at the words before and after the gaps to decide what information is missing. Students match the missing information with the words in the instructions. Help weaker classes by telling them that two of the gaps refer to something you can learn to do. Give students 3–4 minutes to discuss the gaps with their partner, then ask students to say which information is missing in each gap and why, e.g. gap 1 is *something you can learn to do* because the gap is followed by the noun *class* – a class is where you learn something.

time: gap 2
place: gap 5
something you can learn to do: gaps 1 and 4
something to eat or drink: gap 3

- 3 049 Tell students that in Part 3 of the exam they will listen to one person speaking and will have to complete six questions. In this practice exercise they will need to complete five questions. Read the instructions with the class and tell them they are going to read and hear the first part containing the first gap only. Play the recording then ask students which word they think goes in gap 1 (yoga). Read the information in the Exam tip box with the class to check, then ask students which word they think is meant to distract them from the answer (tennis).

AUDIOSCRIPT 049

In the mornings, we normally have a **tennis** class, but unfortunately the tennis court is out of use today. So instead we have an hour's **yoga** outside in the garden – that class will be taught by Annie, one of our fitness instructors.

- 4 050 Students now listen to the talk in full and complete gaps 2 to 5. Remind them that this is an exam practice question and they should do the exercise under exam conditions. Remind students that they will hear the recording twice. They should use the first recording to choose the answer and the second recording to check their answer is correct and that the incorrect options are wrong.

Play the recording twice, then check the answers around the class, making sure that students say the reason why the option they chose was correct and why the other options were incorrect.

- 1 yoga (In the mornings, we normally have a tennis class, but unfortunately the tennis court is out of use today. But instead we have an hour's yoga)
- 2 12 (Lunch is a self-service salad bar and this will be available in the cafeteria from 12)
- 3 honey (Following lunch, we have one in a series of talks from a food expert on foods and drink that are good for your health. Today's is on honey)
- 4 Diving (Meanwhile in the indoor one, our diving instructor Tim will be holding a class for anyone who'd like to learn this skill.)
- 5 beach (a cycling trip down to the beach)

AUDIOSCRIPT 050

Good morning and welcome to Oasis Health Club. We hope you'll have a relaxing and enjoyable weekend with us. There are two swimming pools, a sauna and steam room here, as well as two well-equipped gyms. In the mornings, we normally have a tennis class, but unfortunately the tennis court is out of use today. So instead we have an hour's yoga outside in the garden – that class will be taught by Annie, one of our fitness instructors. It's an excellent way to stretch your muscles and relax your mind.

Lunch is a self-service salad bar, and this will be available in the cafeteria from 12 until 2 o'clock.

Following lunch, we have one in a series of talks from an expert on foods and drink that are good for your health. Today's is on honey, and tomorrow's will be on lemons. They're both very interesting talks.

The afternoon is a good time to enjoy our swimming pools. The pool in the garden is ideal for swimmers of all abilities. Meanwhile in the indoor one, our diving instructor Mike will be holding a class for anyone who'd like to learn this skill. You don't need to book, just go along there at 3 o'clock.

Then, later, there's a choice of outdoor activities. If you like jogging, you can go for a run in the woods with one of our instructors, or you can join a cycling trip down to the beach if bicycles are more your thing. Then in the evening ...

- 5 Put students into pairs or groups of three to discuss the questions. Give them 2–3 minutes then elicit students' ideas.

EXTENSION

Put students into groups of three or four and give them five minutes to come up with their ideal fitness club. They should say what facilities there are at the club, how much the membership costs and include any other information they would like to. Students then present their ideas to the class. Invite the class to give feedback to each group, then have a class vote on the best idea.

WRITING

SB P71

WARMER

Put students in small groups. Ask them to discuss who they talk to when they need advice and why. Does it depend on what kind of advice they need? Give them 3–4 minutes, then elicit some ideas from the class. Tell the class they are going to read an email from someone who needs some advice.

- 1 Ask students to read the email quickly to find out why Alex wrote it. Check answers around the class. Then ask students which phrases Alex uses to ask for advice (*Could I ask you for some advice? Do you have any ideas? I'd be really grateful for any tips you could give me*).

He wants advice on how to get fitter and healthier.

- 2 Quickly elicit the words students learned for advice on page 66 (*should, shouldn't, ought to*). Tell them there is an example of one of these in the email and some other ways of giving advice. For weaker classes, split the task into two stages, asking students to find the phrases first. Check these with the class, then find the expressions to start and end the email as a class.

Advice:

The best way to get healthier is ...
Why don't you try cooking your own food?
You shouldn't (to) eat too much sugar ...
How about joining a gym to get fitter?
If I were you, I'd join Lifestyle Fitness on High Street.

Expression to start email: Thanks for your email

Expression to end email: Write soon

- 3 Read the instructions with the class. To check students' understanding, elicit an example of punctuation (full stop), a proposition (*in, to*) and a modal verb (*could*). Give students one minute to read the email again and find and correct the mistakes. Check answers as a class.

For weaker classes, break down the exercise into stages and have students find each of the things in turn, then elicit them before moving on to the next one.

Punctuation errors:

Thank's Thanks for your email.
They're They're much better for you

Spelling errors:

its swimming swimming pool is fantastic
The staff who work there are realy really friendly people

Preposition error:

because it's not good on for your health

Modal verb error:

You shouldn't to eat too much sugar

- 4 Read the exam rubric with the class and the instructions below it. For stronger classes, ask students to close their books so that they can't see Chris's model email – write the task rubric on the board so that they can refer to it during the exercise. Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson, but suggest that students plan, write and check their email within about 22 minutes. If students do the task in class, remind them that this is an exam-style task and they shouldn't talk to their classmates.

When students have finished their email and the time is up, they can swap it with their partner for feedback. Their partner can check for mistakes in spelling, punctuation and grammar, and whether they have included all the points in the question. Students can then rewrite their email based on the feedback.

EXTENSION

Give each student one small piece of paper to write on. Tell them to write a problem that they need advice for. Give students one minute to write their problem on their piece of paper. Collect in the pieces of paper and put students into groups. Redistribute the problems so that groups each have problems which are not their own. Give students 3–4 minutes to read through the problems and suggest advice, then elicit the advice they gave for each problem. Students say whether they liked the advice and whether they would follow it.

EXAM FOCUS

SB P72

READING PART 1

Read through the Exam facts and Exam tips boxes with the class. For the third tip bullet, ask students what they can do to find different words from the text to express the same information as the options.

Give students about seven minutes to do the task and remind them that they should work under exam conditions, i.e. they shouldn't speak to anyone else or ask for help during the task.

When students have finished, check the answers around the class and invite them to say why the option they have chosen is correct. Go through any difficulties with the class.

- 1 B (use before 30 September) 2 C (I've got a bad headache so I'm staying at home) 3 C (Volleyball classes are being held in the gym) 4 A (Have you finished that book ... I lent you? If you have, could you bring it into work for me ...) 5 B (Children aged under eight must not use this pool unless accompanied by an adult.)

READING PART 6

SB P73

Read through the Exam facts and Exam tips boxes with the class and check students understand everything. Remind students that they should remember to read the completed text to make sure it makes sense.

Give students 8–9 minutes for this task and remind students that they should work under exam conditions, i.e. they shouldn't speak to anyone else or ask for help during the task.

When students have finished, check the answers around the class and invite students to say what words before and after the gap helped them find the answer. Go through any difficulties with the class.

- 1 have (present perfect tense – the study has been completed but the results are still relevant) 2 us (refers back to our) 3 who/that (relative pronoun) 4 than (conjunction used to join two parts of a comparison) 5 of (phrase – a sense of humour) 6 the (the best medicine – superlative structure; also a phrase – laughter is the best medicine)

LISTENING PART 3

SB P73

051 Read through the Exam facts and Exam tips boxes with the class and check students understand everything. Refer students to the third bullet in the exam tips and reinforce that it's important to move straight on if they don't catch the word, so that they can keep up with the recording and the next question. Remind students that they will have 20 seconds before the recording starts. They should use this time to read the text and predict what kind of word is missing from the gap, based on the words around it.

Play the recording twice, then elicit the answers. Go through the answers with the class.

- 1 October (you can sign up as a club member from the first week of October) 2 blue (full-size blue bikes suitable for anyone in their late teens or older) 3 password (you just put in your own special password) 4 bus stops (you can pick them up and drop them off at bus stops all over the city) 5 75 (pay a fee for the whole year, which gives unlimited use for only €75) 6 biketopia (If you want to find out more information, just go to the club's website at www.biketopia)

AUDIOSCRIPT 051

Narrator: For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. You have twenty seconds to look at Part 3. You will hear a radio announcement about a new bike hire club.

Speaker: Are you tired of waiting for buses? Or want to get some exercise when you're going round the city? Well, the City Bike Hire Club could be just the thing for you! Brightly coloured bikes are going to start arriving in the city towards the end of September, and you can sign up as a club member from the first week of October. There'll be bikes for all ages. And because they're different colours, they'll be easy to recognise. For the smallest riders, up to the age of 10, there'll be children's bikes. These are going to be red. Then, the next size up is green – for young teenagers. And there'll be full-size blue bikes suitable for anyone in their late teens or older.

Hiring the bikes will be very easy. Unlike older bike hire schemes, where you used a coin or needed a key to unlock the bikes, the City Bike Hire Club is all electronic and you just put in your own special password to get your bike. So where will you find the bikes? Well, you can pick them up and drop them off at bus stops all over the city. You can pay by phone, online, or else contact the Bike Hire offices at the station or town hall. And finally, the price. You can hire a bike for €10 per day, or if you want to hire bikes regularly, you can pay a fee for the whole year, which gives unlimited use for only €75, which is good value.

If you want to find out more information, just go to the club's website at www.biketopia ... That's double U double U double U dot B.I.K.E.T.O.P.I.A.

So, we're all looking forward to a cleaner, healthier city, with more cyclists, fewer cars and fitter people!

HOW WAS IT?

Read through the options in the *How was it?* section.

Ask students to tick the appropriate box. You might like to follow a similar process as in Unit 1 (see page 25).

REAL WORLD

SB P74

PREPARING TO TRAVEL TO ... MARRAKESH

WARMER

Put the class into pairs. Give half the class a beach holiday destination and half the class a winter or city break holiday destination. Tell students they have one minute in their pairs to come up with as many items as possible to take on their holiday as they think will fit in a suitcase. Start the activity and time the class. When the time is up, ask pairs to team up with another pair who had a different destination. Each pair has 30 seconds to guess as many of the other pair's packing list as they can. They get one point for each item correctly guessed. Time this second part of the activity. The winner at the end is the pair or pairs with the most points.

BACKGROUND INFORMATION

Marrakesh is a city in Morocco, a country in the north-west of Africa. It has become a very popular tourist destination in recent years, partly due to the fantastic shopping it offers. However, there are a few things travellers should know, for example, making sure they dress appropriately for the local customs, being prepared to bargain – even for the cost of a taxi – and being careful when travelling by road.

- 1 Ask students to look at the photos and see what they can see (a souk; the old city; a luxury hotel; traditional food). Provide any unknown vocabulary that students need. Read the questions with the class and elicit the students' ideas.

Suggested answers

it's an old city, there is a big market, you can buy lots of interesting things, you can stay in nice hotels

- 2 Elicit from students what the climate and food is like in Marrakesh and encourage students to think about this in their answers. Brainstorm things you think about when you go abroad and write them on the board. Draw a mind map and write *travelling abroad* in the centre and add students' ideas around it.

Give students one minute to quickly read the website and add their own ideas. Elicit these around the class. How many of their ideas from the mind map were mentioned in the website?

Suggested answers

Check the weather forecast of the place you're going to; check the emergency numbers in case you need to call an ambulance; find out how to see a doctor if you need to; check if there are any specific dangers in a place, e.g. crime or insects.

- 3** Tell students to find all the words first and read them in the context of the sentence so that they can get an idea of what they mean, then match the words with the meanings. Students should try to do the activity alone, then check their answers with a partner. If their answers are different, they should refer back to the text for clues about which answer is right. Check answers around the class.

1 antiseptic 2 vaccination 3 travel insurance
4 filtered water 5 sanitiser 6 painkiller
7 sunscreen

- 4** Draw students' attention to the photo and ask them if they know what type of food this is. If they don't know, ask students to quickly read the first paragraph to find out (tagine: a traditional Moroccan dish made with meat, vegetables and spices in a special pot). Students then read the whole text and answer the questions. Students can read alone, then answer the questions with a partner. Check answers as a class.

1 when there is nowhere to wash your hands 2 food that has been in the sun for a long time 3 the plastic causes pollution 4 filtered water

- 5** 052 Read through the instructions and items 1–8 with the class. Check students' understanding of *vaccinations* and *currency*, then play the recording for students to choose the correct topics. Elicit the answers around the class.

2, 3, 5, 6, 8

AUDIOSCRIPT 052

- Travel agent:** OK. So, I think that's all the details sorted. You're going to have an amazing trip! Do you have any questions?
- Tourist 1:** Er, yes. Do we need any vaccinations?
- Travel agent:** No, you don't need any special vaccinations for Morocco, but it's always a good idea to make sure all your regular vaccinations are up to date. You don't need to worry about malaria either, because you're staying in Marrakesh. The cities are fine – it's only an issue in the very rural areas.
- Tourist 2:** Oh, that's good to know. Thanks. Is there anything we should take with us for our health?
- Travel agent:** Definitely sunscreen – lots of it! The sun's very hot, and you'll burn really quickly if you're out in it all day. Go for a good strong sunscreen, factor 50 or something like that, and put it on regularly. The other thing it's a good idea to take is something to keep insects away. There aren't any dangerous insects in Marrakesh, but they can be a nuisance.

- Tourist 1:** OK, thanks. And I have another question. Is the water safe to drink?
- Travel agent:** Well, I think wherever you go on holiday it doesn't hurt to be cautious about drinking the tap water. There's no big problem with the water in Marrakesh, but it's obviously different to the water you have at home, so your body isn't used to it. The hotel you're staying in has filtered water, which is absolutely fine to drink. Remember, you must drink plenty – dehydration can be a real problem when it's very hot.
- Tourist 1:** OK. We'll remember that. And what's the food like in Morocco?
- Travel agent:** The food is brilliant – lots of really tasty dishes. I think there are some recommendations in the guide here – yes, you must try a tagine. You'll find the food's cooked to very high standards in most hotels and restaurants. If you're worried about sickness, stick to hot dishes and avoid raw vegetables, and you should be fine. With street food, it's the same advice, really. If someone's just cooked it and it's nice and hot, it'll be fine to eat. I've had some great street food in Marrakesh!
- Tourist 2:** OK. One more question. What should we do if we're ill?
- Travel agent:** Well, your hotel's your first port of call for any problems, including health problems. They'll be able to advise you on where the nearest pharmacy is, and how to see a doctor. There are plenty of doctors, so you don't need to worry. As with any trip, make sure you have travel insurance to cover any costs.

- 6** 052 Students complete the text alone then listen to check. Stop the recording after each answer to elicit it.

1 Do we need 2 Is there anything 3 safe to drink
4 the food like 5 we do

- 7** Students answer the questions alone or in pairs. Check the answers around the class.

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

WATCH SB P75

- 8** Students can make notes on all the topics or divide the class so that students make notes on different sections, then report back to the class.

Suggested answers

Old city: dates back to 1062, lovely in the evenings
Hotels: choose a traditional style hotel and get an idea of Moroccan way of life, or a modern hotel.
Restaurants and cafés: lots of restaurants, serving traditional dishes like tagine, made with fresh vegetables, cafés serve mint tea
Street food: very popular, lots of street food, especially in the evenings; buy where you can see people cooking
Health advice: ask at your hotel if you're ill; don't forget health insurance

VIDEOSCRIPT MARRAKESH

Marrakesh is a beautiful old city in the south of Morocco, and is a popular tourist destination. The old city, which dates back to 1062, is a great place to explore, especially in the evening when it's cool. Tourists can choose to stay in a traditional style hotel, with rooms decorated in a traditional Moroccan way, giving visitors a taste of Moroccan style and architecture. But there are also plenty of modern hotels, where the food and decorations are more familiar. Marrakesh also has a huge variety of restaurants that serve traditional Moroccan dishes like tagine, all made with delicious fresh vegetables, to cafés serving mint tea and other traditional snacks and drinks. The souk, or market, is in the heart of the old city. You can spend hours wandering through its narrow streets, finding all kinds of unusual things to buy and lots of interesting and delicious things to eat, too, like unusual fruits and nuts. In Marrakesh, street food is very popular and seems to be everywhere, especially in the evenings. If you're not sure where to go, it's best to buy from stalls where you can see people cooking the food, so then you know it's fresh and hot. Also, look out for stalls that are popular, because local people usually know the places with the best food. If you get sick in Marrakesh, ask for advice at your hotel first. And remember that wherever you go on holiday, it's useful to have health insurance.

- 9** Play the recording again for students to check.

LIFE COMPETENCIES SB P75

SYNTHESISING INFORMATION, TAKING CONTROL OF LEARNING

- 10** Put students into pairs. If students are from different countries they could write about the country they are both studying in. If students have access to the internet, they can look up some of the information on the national travel organisation's website. Give students five minutes to prepare their lists using the vocabulary they have learned in this section. Monitor and give help where needed. When students have finished, ask pairs to present their tips to the class.

⇒ **WORKBOOK** / Unit 5, page 24

PROGRESS CHECK 2 UNIT 3 TO UNIT 5

SB P76

1

- 1 saucepan
- 2 slices
- 3 put
- 4 grate
- 5 oven

2

- 1 delicious
- 2 bowl
- 3 course
- 4 meal
- 5 bill
- 6 tip

3

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

4

- 1 library
- 2 campsite
- 3 apartment block
- 4 art gallery
- 5 stream
- 6 neighbourhood
- 7 department store

5

- 1 went
- 2 had been
- 3 happened
- 4 was taking
- 5 had happened
- 6 had
- 7 were travelling
- 8 broke

6

- 1 sore
- 2 prescription
- 3 shoulder
- 4 painful
- 5 patients
- 6 emergency

7

- 1 can
- 2 couldn't
- 3 must
- 4 ought to
- 5 been able to
- 6 mustn't

8

- 1 I'd like some rice, please. / I'd like rice, please.
- 2 I need a little time to finish my homework. / I need a few more minutes to finish my homework.
- 3 Last weekend we had a party.
- 4 Sarah gave Chris a present that he had always wanted.
- 5 You must do your homework!
- 6 It's Saturday so I don't have to go to work.
- 7 Sorry, but I can't go to the English lesson today.
- 8 You shouldn't/mustn't eat too many sweets.

9

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

6 ONLINE, OFFLINE

UNIT OBJECTIVES

Topic:	relationships with other people; social media
Grammar:	plans and intentions with present continuous, present simple, <i>going to</i> and <i>will</i> ; predictions with <i>will</i> and <i>going to</i> ; certainty and uncertainty about the future
Vocabulary:	social media; relationship phrasal verbs
Listening:	listening for gist and detail: planning a weekend trip
Reading:	Part 3: four-option multiple choice: an article about social media
Speaking:	Part 1: responding to questions about family/friends; phrases/strategies to gain time a blog post
Writing:	<i>going to</i>
Pronunciation:	Reading Part 3; Speaking Part 1
Exam focus:	
Real world:	meeting people in Paris

Ask your students to watch the Grammar on the Move videos on pages 80 and 82. You can use these to present or reinforce plans and intentions, and predictions.

LISTENING

SB P78

WARMER

Elicit from the class the different ways in which people communicate. Ask students if they communicate in the same way that their parents or grandparents do. What about the younger generation? Put students into groups of three or four and ask them to discuss these questions. Give students 2-3 minutes, then elicit their ideas in class, encouraging feedback.

- 1 Ask students to look at the photo and say what they can see. Ask: *What are the people doing? Can you guess where this is?* (London).

Draw students' attention to the quiz. Read through the questions and options with weaker classes and ask them what the quiz means by a *written message* (a text message or a message sent on an instant messaging app). Otherwise just ask students to read and answer the questions on their own, then compare with a partner. Encourage students to talk through any answers which were different and give reasons. Go through students' answers with the class to find out if students use the same or different ways of communicating. Find out why they prefer their method of communication.

- 2 Read the question and elicit some things you can do in the students' capital city/cities. Ask students to consider what is *unique* (unusual and special) in their city, which doesn't exist in other cities.

Put students into small groups to discuss, monitoring to note any interesting or unusual ideas to elicit during class feedback.

- 3 053 Read the instructions with the class and ask students if Dylan is from London (no, he has gone to live there). Read the questions with the class and ask: *Who is the voice message from?* (Dylan). Play the recording, then elicit the answers from the class.

- 1 next weekend
- 2 to get information to plan the weekend

EXTENSION

Play the recording again and ask students to note down the two phrases Dylan uses to express that he's looking forward to seeing his friends (*Can't wait to see you all next weekend!*; *See you soon!*)

AUDIOSCRIPT 053

Hi it's Dylan. Can't wait to see you all next weekend! I want to make sure you love London so tell me what you most want to do or see, OK? And I know one or two of you may have other people to visit here. Can you tell me when you're going to see them? See you soon!

- 4 054 Ask students to look at the pictures and see what they think the photos represent (an Indian meal; the theatre; an art gallery). Make sure students understand they have to write the name of the person who suggests the activity and not the people who also want to do it. Play the recording for students to write the right people, then tell students to check their answers with a partner. Elicit the answers from the class.

- A Rafi
- B Sue
- C Megan

AUDIOSCRIPT 054

- 1 Hi all, Rafi here. Well I'd like to see some famous places of course: Covent Garden, Trafalgar Square, maybe the Tower of London, you know ... I've got one plan already: I'm meeting my cousin Meera on Saturday afternoon and she's taking me to some Asian shops. My friends say I have to bring back lots of Asian food because, you know, we can't get anything where we live! Oh, and she says we should have a meal at Brick Lane – there are lots of Indian and Bangladeshi restaurants there, right? OK, see you, bye.
- 2 Hi, it's Megan. Yes, Covent Garden, Trafalgar Square and the Tower all sound great. The National Gallery is in Trafalgar Square, isn't it? You know I love art, so can we go there? Actually, I can go on my own if you don't want to. And then, yeah, dinner on Brick Lane on Saturday evening would be fantastic! Dylan, I'm visiting my aunt and uncle on Sunday evening, and staying another night with them so I'll say goodbye to you all on Sunday afternoon at the station. Can't wait! Bye.
- 3 Hi, Sue here. Listen, I've got a problem: I'm not coming on Friday evening. My dad's in hospital and I have to pick him up and bring him home. But I've booked a train for Saturday morning. I arrive at ten thirty. But there's one good thing about this: I actually don't like spicy food! So, why don't you all go to Brick Lane on Friday evening? Then I don't have to! Oh and how about the theatre on Saturday, or is that too expensive? Well anything we do is fine, Dylan – we're coming because we want to see you! Bye.

- 5 054 Ask students to read the questions and underline the keywords. Play the recording again for students to choose the correct person. Check answers around the class. Ask students which of the things mentioned on the recording would they most like to do if they visited London. Why?

1 Sue 2 Rafi 3 Megan 4 Megan 5 Sue

- 6 055 Since students have already listened twice, get them to plan the weekend based on everybody's preferences and put the pictures in the right order before listening. Put students in pairs to do the task, then play the recording for them to listen and check. Check the answers around the class and ask how many pairs planned the same weekend as Dylan.

1 C 2 D 3 E 4 A 5 B

AUDIOSCRIPT 055

Hi all, thanks for your messages. So Rafi and Megan, your train gets in at five o'clock on Friday, right? I'm going to meet you at the station and then we're going to have our spicy Brick Lane dinner. Oh, I forgot to book a table! I'll call the restaurant later. Anyway, on Saturday, when Sue arrives, we can do the West London sights – you know, Trafalgar Square and all that. Oh, and Sue, you'll be happy about this: my dad got us tickets for a West End theatre show! We're all seeing a play on Saturday night, but I'm not telling you what play – it's a surprise! And Megan, everyone except Rafi is interested in the National Gallery, so let's go together on Saturday afternoon when he's shopping with his cousin. The Tower of London is further east, so let's all go there on Sunday morning. OK? Have I forgotten anything? This will be so much fun!

- 7 Elicit from the class what sort of activities are suitable for the whole family (e.g. museums, family theatre) and which ones are better for friends (art galleries, shopping). Put students into pairs to discuss the questions. Give them 2–3 minutes to share their ideas, then conduct class feedback.

DID YOU KNOW?

Read through the orange box with the class. Explain to students that it's important not to mix up British and American grammar so they should always use one or the other, not both.

SPEAKING PART 1 TRAINING

SB P79

EXAM INFORMATION

Read through the orange exam advice box with the class and tell students they will be expected to answer personal questions the examiner asks them. These might be about daily life, likes/dislikes etc. Students do not talk to the other candidate in this part of the exam.

- 1 056 Tell students they are going to hear four candidates answering the question: *Where do you live?* Ask students: *What is a good answer to this question?* and elicit some ideas from the class. Read the instruction with the class and tell students you are going to play the recording for them to say what is good and what is bad about each answer. Play the recording and elicit ideas from the class.

1 This is too short. 2 The information does not answer the question. 3 This is a relevant answer but the candidate could say more. 4 This is good.

AUDIOSCRIPT 056

- 1
Examiner: Cristina, where do you live?
Cristina: In Spain.
- 2
Examiner: Daniel, where do you live?
Daniel: Yes, I'm Daniel and I have two brothers and a sister and I live in an apartment and ...
- 3
Examiner: Cristina, where do you live?
Cristina: I live in a town in Spain.
- 4
Examiner: Daniel, where do you live?
Daniel: I live in Toledo. It's a small town not far from Madrid. It's nice.

- 2 Put students into pairs to ask and answer. Tell the students to take turns being the examiner asking all the questions. While their partner is speaking, they should listen and make notes on what their partner says, paying particular attention to whether they answered the question and answered it fully. When the examiner has finished asking the questions, they can then give their partner their feedback. Students then swap roles and repeat.

FAST FINISHERS

When both students have received their feedback, pairs can try answering the questions they need to improve on, taking the feedback into account. The examining student can then say if they have improved the second time around.

- 3 057 Read the instructions with the class. Ask students why it's important to use phrases like these when we can't think of what to say or we need more time to think of what to say (because it isn't good to not say anything at all). Tell students to listen to the candidates and write the phrases or strategy next to each question the examiner asks. Play the recording again, then elicit the answers from the class. Play the recording a third time and ask students to listen for how long the candidate pauses after using the phrases, before they start speaking again (one to two seconds only).

1 so (C) 2 Well (D) 3 Let me see (C) 4 repeating part of the question ('... a teacher that I like ...') (D)

AUDIOSCRIPT 057

- 1
Examiner: Can you tell us about your family?
Cristina: OK, so ... I come from a big family. I've got three brothers and two sisters so that's quite unusual. Big families were common in my country in the past but they're unusual now.
- 2
Examiner: What does your family do together?
Daniel: Well ... to be honest I don't see my family much at the moment. My parents and brother live in another city and I don't have a family of my own yet. I mean, I don't have a partner or children. So I do more things with my friends.
- 3
Examiner: Where do you meet your friends?
Cristina: Oh, lots of places. Let me see ... we often meet in a café that we like in the town centre. Or sometimes we go running together so we meet in the park. We rarely invite each other home. More often we go out.
- 4
Examiner: Tell us about a teacher that you like or liked.
Daniel: Hm ... a teacher that I liked ... I really liked my maths teacher, Mr Meyer. I used to find maths difficult but when Mr Meyer became my teacher everything changed. I don't know why but I understood things better when he explained them. He was a bit strict, but that's OK.

- 4 Students ask and answer the questions in pairs, as they did for the questions in Exercise 2 – giving each other feedback on their turns. Remind students to use phrases and strategies for gaining time if they need to. Monitor and note any good answers. Ask students to model these for the class at the end of the activity and elicit from the class why they were good answers.

PLANS AND INTENTIONS

- 1** Write the two sentences from the Students Book on the board and underline *I'm going to* and *I'll call*. Elicit from the class if the verbs underlined are talking about the present or the future (future). Ask students what the difference between the two situations is: in the first sentence the person has already decided to meet you at the station before the time of speaking; in the second sentence he made the decision to call the restaurant at the time of speaking.

Read through the grammar box with the class and elicit the answers for the gaps.

1 be going to **2** will

Refer students to the Grammar reference on pages 210–211 for further information/practice on *will* and *be going to*.

- 2** Students work on their own, then check answers with a partner. Remind students to go back over any answers which differ from their partner's and try to find the right answer together. Check answers around the class.

1 to **2** won't **3** going **4** Will **5** will

FAST FINISHERS

Fast finishers can practise the conversations in pairs.

- 3** As before, students work on their own, then compare answers with a partner. Pairs role play the conversation. Monitor and check for proper use of the contractions.

1 are you going to **2** 'm not going to **3** 'll
4 won't **5** 'm going to **6** 'll **7** Will **8** will

- 4** Read through sentences with students and ask them if they can remember where they come from (from the Listening section conversation about planning a visit to London in Exercise 4, page 78). Elicit from the students which tense is being used in the first two sentences (present continuous). Elicit what the person is talking about in each sentence (they are talking about an arrangement with someone). Ask students when they are seeing their cousin (on Saturday afternoon) and when they are seeing a play (on Saturday night). Tell students that we use the present continuous to talk about an arrangement at a specific time.

Elicit what tense is used in the second two sentences (present simple) and ask what the person is talking about in both sentences (he is talking about things which will happen at a specific time – we usually call these 'timetabled' events). Tell students we only use the present simple for timetabled events and not for personal arrangements. Elicit which two tenses we can use for personal arrangements (*going to* and *will*).

Ask students to read through the grammar box with the class and complete the gaps, then check the answers with the class.

1 continuous **2** simple

Refer students to the Grammar reference on page 210 for further information/practice on present simple and present continuous.

- 5** Students work on their own. If they aren't sure of an answer, tell them to refer to the grammar box and ask themselves if the sentence refers to a timetabled event or a personal arrangement.

Students then check answers with a partner.

Remind students to go back over any answers which differ from their partner's and try to find the right answer together. Check answers around the class.

1 arrives **2** 'm seeing **3** finishes
4 Are; going (to go) **5** 'm staying
6 'm not doing **7** is/'s playing **8** does ... start

FAST FINISHERS

Fast finishers can practise the conversations in pairs.

- 6** In their groups of four, students try to arrange a time to meet up on Saturday. Give students 2–3 minutes to try to arrange a time to meet.

EXTENSION

Students can then arrange a place to meet on Saturday and discuss how and what time they will all get there. If students have access to the internet in class, they can look up bus and train times to try to arrange to meet at roughly the same time.

SOCIAL MEDIA

WARMER

Draw a mind map on the board. Write *information* in the middle and *social media* and *email* in two separate bubbles around *information*. Put students into groups of three or four. Ask one student in the group to copy the spidergram and write notes for the group. Give them two minutes to brainstorm what kind of information they would send using social media (e.g. a photo) and what information they would send using email (e.g. a large file or a job application). Elicit ideas from the class and write them on the mind map on the board. Ask the class how the way we use email and social media has changed over the last few years.

- 1** Ask a student to read the paragraph for the class. Students stay in the same groups as the warmer, if you did it. Give them a couple of minutes to answer the questions, reminding students to give reasons for the first question. They could also give specific examples of apps to generate discussion. Elicit ideas from the class.

- 2** Students work on their own, then check answers with a partner. Remind students to go back over any answers which are different from their partner's and try to find the right answer together. Check answers around the class.

1 selfies **2** follow **3** tagged **4** unfriend
5 blocked **6** filters

FAST FINISHERS

Give students one of the two phrases in bold in Exercise 1 which was not included in Exercise 2 (*status update*, *friend request*). Tell them to write a pair of sentences for each phrase.

- 3** Ask students to complete the questions on their own, then check the answers around the class.

1 requested **2** update **3** stories **4** posting
5 status

EXTENSION

Students play a game in pairs. One student chooses a verb in bold from the paragraph in Exercise 1. They have to describe their word to their partner but instead of saying the word, they have to say *banana*. Their partner can ask students about the verb to try to guess what it is. When they have guessed, they can swap roles and repeat. Give students 3–4 minutes to play the game, then elicit from the class how easy or difficult the task was.

PREDICTIONS

WARMER

Put students into pairs or small groups and tell them to imagine it's the year 2050. Tell them to brainstorm what technology is like now, in particular the things we use to communicate with each other. Give students 2–3 minutes, then elicit ideas from the class.

- 1** Read the instructions with the class, then ask students to read the text alone to find out what it's about (the writer says we will communicate with computers using our minds in the future). Ask students to work in pairs to discuss whether they believe what the text says.

Ask students to read the text again and underline the verbs in the first two sentences the writer uses to say what he thinks will happen in the future.

Read the grammar box with the class. Ask students to read the text again and underline all the words in the text the writer uses for making predictions. Elicit these from the class.

Refer students to the Grammar reference on page 211 for further information/practice on *will*.

- 2** Students work on their own, then check answers with a partner. They should go back over any answers which are different from their partner's and try to find the right answer together. Check answers around the class.

1 will **2** won't **3** will **4** won't **5** will
6 is going to

EXTENSION

Students write a paragraph about their opinion of classrooms without teachers. They must explain whether they think this will be a positive or a negative development, and why.

Model answer

I believe that students will always need teachers. We can learn a lot of things without teachers but I don't think it's always the best way to learn. For me, it's nice to learn in a group, and there should be a teacher to guide the group. I don't want to do everything alone with a computer. However, I think in the future money will be an important point for schools and colleges. Teachers are expensive. Maybe we will have fewer teachers in the future because it's cheaper. I don't like that idea.

- 3 Put students into small groups and ask one member of each group to write notes. Students discuss the positive and negative points and then decide whether, overall, they think it is a good or a bad thing. Give students five minutes to discuss this, then elicit the decision from each group.

EXTENSION

If groups made different decisions in Exercise 3, put them into bigger groups of everyone with the same opinion. Students have a class debate in which one side (group) puts across the points they noted in Exercise 3. Each student can make a point in turn with a student from the other side. Allow 4–5 points from either side, then invite a class vote.

P GOING TO

- 4 058 Ask students to listen to the sentences. Play the recording, then read the grammar box with the class, then play the recording again, stopping after each one for students to repeat, then drill all the sentences around the room.

AUDIOSCRIPT 058

- 1 It's going to rain.
- 2 Be careful! You're going to fall!
- 3 I'm not going to be on time for the meeting.
- 4 Are we going to see you at the party?

PUSH YOURSELF

B2

SB P83

GRAMMAR: FUTURE CERTAINTY AND UNCERTAINTY

- 1 Ask students to do the task on their own, then compare their answers with their partner. Remind students that there isn't a definite correct order, but they must be able to justify their choice to their partner.

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

FAST FINISHERS

In pairs students change all the positive sentences to negative and all the negative sentences to positive and rank them again.

- 2 Read the instructions and the first one with the class, then read the example exchange. Elicit some more ideas from the class, then put students into groups to continue the discussion. When students have had a chance to discuss all four questions, they can swap partners and feed back on their discussion to their new partner. Monitor and note any interesting discussions to elicit during class feedback.

EXTENSION

In pairs, students take turns to make predictions about the future using the phrases in Exercise 1. Their partner must disagree with them.

WRITING

SB P83

A BLOG POST

- 1 Remind students that they wrote a blog called *About me* in the Starter Unit. In this lesson, they will write a personal blog, about friendships.

Ask students to read the advice on writing a blog in pairs and decide which one doesn't give good advice. Elicit the answer from the class and reasons why they chose their answer. Ask the class if they have any other advice for writing a blog.

1 C (a blog is an informal piece of writing so an informal tone is OK)

- 2 Discuss these as a class or ask students to discuss in pairs. Elicit from the class why they think each opening makes you want to read more or not.

For most people: B and C.
A sounds too dry and formal. D suggests the writer is going to list personal problems and possibly insult people.

- 3 Read the instructions with the class then ask students to say what words and phrases they think the blog writer might use to make the reader interested. Students read the blog to find out. Allow students to compare their answers before you check the answer key.

Let me tell you a story; Have you ever been in a similar situation? What did you do?

- 4 Tell students to write their own blog. Students can do the task in class or for homework. Tell them to choose one of the topics in the instructions, then plan their work. They can use opening B or C in Exercise 2 if they want to.

When students have finished their blog, they can swap it with their partner for feedback. Their partner can check for spelling mistakes, grammar and whether they have answered the question properly.

Model answer

Friends. Who can live without them? I don't need to have a huge group of friends, but my close friends are the people who make my life great!

I love spending a relaxing evening with one or two other people. They should be friends I've known for a long time so that we can talk about things that are really important. Of course, I like getting to know new people, but old friends are the best.

However, it's not all about sitting together and talking. My friends and I want to have fun! I need to be with people who have a sense of humour, and a sense of adventure, too. I hit it off with people who want to try new things and go to new places.

Friendships are for the good times and the bad times. You need people you can rely on, but you also need people who are just good fun. That's what I think, anyway. What do you think?

READING PART 3 TRAINING

SB P84

- 1 Read the instructions with the class. This could potentially be a sensitive topic, so monitor and direct the discussion carefully. If you feel it appropriate, elicit from students who has a good relationship with their parents. Ask them why/why not? Otherwise, talk about your own experiences and open the topic up to a more general discussion. Elicit some ideas to get students thinking, then put them into groups of three or four students to discuss the question. Give students 3–4 minutes to discuss, then elicit feedback from the class.

- 2 Read the instructions with the class. Read the title of the text and the sentence choices, then elicit which one students think is the correct sentence. Don't tell students the answer but ask them to quickly read the text to find out. Give students one minute to do this, then elicit the answer from the class.

2 She likes her family but doesn't want to share everything with them.

EXAM INFORMATION

Remind students that in this part of the exam, they have to answer five multiple-choice questions, each with four options. Four of the questions will follow the order of information in the text, but the last question will focus on global understanding. Tell students that they should skim the text first to find out the general topic, and then read the text again more carefully to answer each question in turn.

- 3 Questions 3 and 4 are related to the last question in Part 3 of the Reading exam. Read the orange exam advice box with the class, then read the question and options with the class. Elicit the answer and that the introduction gives the reader an overview of the whole article.

3 A

- 4 For stronger classes, ask the students to close their books and write an introduction of two sentences to describe the article. Students open their books and compare their article introduction with A–D to see if they want to make any improvements. Students choose the best introduction from options A–D for the article and give the reasons why they chose this option.

4 B

- 5 Students now look at the incorrect options in Exercise 4 and decide why they were wrong.

A Kath Moore uses a lot of different social media. Here, she explains which social networks are best for friends, and which are best for families.
C Kath Moore once had an argument with her mother. Here, she tells us how we can use social media more for better relationships within families.
D Parents never respect their children's privacy online. Kath Moore tells us why she was angry when her mother shared a picture of her.

- 6 Read the exam information box with the class, then read the instructions. Elicit what they need to do with the question and options before they look at the text (underline the keywords). Ask students to do this then answer the questions. Give students two minutes to answer the questions (the amount of time they will have in an exam). Elicit the answers around the class.

- 1 C (... he wants to see every post, every story, every status update)
2 A (my mum shared a picture of me getting angry when I was three years old. Her friends thought it was sweet but I didn't. I was furious!)

EXTENSION

Ask students to go back over the text and match the key words they underlined in the questions and options with the words in the text which led them to the answer, e.g. 1 *relatives* – many of them; 1 C *see her stories and updates online* – follow me online.

- 7 Read through the two questions with the class and review what *post* and *tag photos* mean to check students' understanding. Then put students into groups of three or four for 3–4 minutes to discuss the questions. Monitor and listen for any interesting ideas to elicit during class feedback.

VOCABULARY

SB P85

PHRASAL VERBS

- 1 Go through the question with the class and elicit the answers. Elicit from the class what a phrasal verb is (a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts). Tell students that phrasal verbs can have two or three parts and ask students how many parts the phrasal verb has here (three).

- 1 get on with 2 positive

- 2 Students can do this exercise alone or in pairs for extra support. Give students two minutes to answer the questions, then go over the answers with the class.

- 1 positive 2 positive 3 negative 4 positive
5 negative 6 positive

FAST FINISHERS

Students can go back over the questions and choose one or two phrasal verbs to write definitions for. During class feedback, they can read out their definitions and the rest of the class guesses which phrasal verb they refer to.

- 3 Read the instructions with the class and ask students to complete the sentences alone, then check their answers with their partner. Tell students that in some cases they might have to change the sentence completely.

- 1 They hit it off as soon as they met.
2 They sometimes fight but then they make up.
3 I can (always) rely on my parents (when I need help).
4 You can turn to me (if you need support).
5 Lucy and Lee have broken up.
6 Mary and Pia were school friends but at college they grew apart.

- 4 Put the class into groups of three or four. Groups can either discuss all three questions or allocate one question to each group. Then ask the groups to feed back their ideas to the class.

EXTENSION

Put students into small groups and tell them that they have 30 seconds to talk about their relationships to their groups, but they must include all the phrasal verbs from this lesson. While the student is speaking, one student times them and the other student ticks off the phrasal verbs. Students get one point for using the phrasal verbs correctly and one extra point for using the phrase or verbs within the 30 seconds. When students have finished the activity, find out which student had the most points and congratulate them.

EXAM FOCUS

SB P86

READING PART 3

Read through the Exam facts and the Exam tips boxes with the class. Look at the third bullet in the Exam tips box and elicit from the students what they need to do when they have found the answer to each question and why (underline the answer in the text so they know they don't have to look at this part of the text again for the next answer). Suggest that students spend about seven minutes on this part of the exam and elicit that they need to read the text for gist, answer the questions and check their answers within this time.

Tell students to start the task and remind them that they should not talk to their classmates during the exercise. Give students seven minutes, then stop the task and check the answers around the class.

- 1 D (I can always rely on them to tell the truth and support me whatever happens, and they can rely on me, too.)
2 B (By the time I got to the end of the article, I felt quite anxious.)
3 A (Chloe and Ella weren't convinced but agreed straightaway because they said it would be fun to do something different.)
4 A (the lack of stress: we couldn't believe how calm and chilled out we were)
5 C (technology can spoil your enjoyment of simple pleasures. It's very useful for keeping in touch with people, but you shouldn't be looking at screens all the time. Sometimes it's good to just switch off)

SPEAKING PART 1

SB P87

Elicit from the class what information they can remember about the Speaking Part 1 section from the exam training section and refer them back to the information box on page 79 if necessary.

Read through the Exam facts and the Exam tips boxes with the class and check students understand everything. Look at the last tip in the Exam tip box and elicit what other phrases and ideas for gaining time to think students remember from page 79 of the exam training (So ...; repeating part of the question).

Put the class into pairs. Place students with someone they don't normally work with for more realistic exam practice. Give students in each pair the role of examiner and candidate and ask examiners to ask the questions and wait until the candidate has replied before moving on to the next question. When they have finished, they should swap roles and repeat. Monitor and note down any good answers or areas in which students struggled for class feedback at the end of the activity.

Examples of good answers

- 1 Hello. My name's Chiara.
2 I live in Latina. It's a large town near Rome.
3 I've lived there all my life. I was born there, in fact.
4 I'm a student. At the moment, I'm studying economics at university.
5 Yes, I do. I go to English classes twice a week.
6 Yes. It's an interesting language and it'll be useful for me in my work.
7 I usually meet up with them at the weekends. We often go out together on Saturday night.
8 I met a friend for coffee on Friday after work, and then on Saturday I met my family and we celebrated my grandmother's birthday together.
9 I live with my two flatmates. Maria is a chef and Gianni is a student.

➡ SPEAKING BANK / pages 234–235

HOW WAS IT?

Finally, read through the options in the *How was it?* section and ask students to tick the appropriate box.

You might like to follow a similar process as in Unit 1 (see page 25).

REAL WORLD

SB P88

MEETING PEOPLE IN ... PARIS

BACKGROUND INFORMATION

Paris is one of the most visited cities in the world, with over 25 million visitors a year, because it has so much history and culture, not to mention the world-famous tourist sites. Visitors to Paris can get a Passlib pass which gives them access to the tourist sights and free public transport.

Paris is also home to Disneyland Paris, which is a huge 20km² site and has 14.8 million visitors a year.

1 Look at the photos with the class and ask them to say which city they show and what they can see in each photo (the Eiffel Tower, the Arc de Triomphe, people chatting and having coffee). Create a mind map on the board with *Paris* at the centre and elicit all the things students know about the city. Write them on the board in the mind map, then ask students to discuss the question in pairs or small groups.

2 Ask students to look at the text and elicit what kind of text it might be (online article/website). Read the instructions and sentences with the class. Tell students the text is about different social networks online that they can use when they go travelling. Ask students to underline any key words in the sentences, then read the text quickly to match the sentences with the correct social network. Check the answers with the class.

- 1 Travelmates 2 Freesofas 3 Localfriends
4 Travelmates

3 Students could try to match the words and definitions first, then read the text to check their choices. Students check their answers in pairs, then go over the answers with the class. When you check each answer, elicit an example sentence for each new word, to check students' understanding.

- 1 a 2 a 3 b 4 a 5 a

4 This is a sensitive topic, so monitor and direct discussion carefully if you think the situation requires it. Otherwise elicit ideas from the groups and open it up into a class discussion.

5 Students stay in their groups and compare their ideas from Exercise 4 with the ideas in the travel advice. Students add any more ideas of their own. When the groups have had a chance to compare and discuss, elicit ideas from the class.

EXTENSION

Students write a list of top 10 tips to stay safe when using a travel website. Put students into groups of three to write their lists. They can use the points in Exercises 4 and 5. Give students 2-3 minutes to do this, then elicit each groups' number one tip. If groups have different tips, encourage class discussion and get groups to justify their order with reasons or examples.

Suggested answers

It's important because some people use websites like these for bad purposes, so you need to be careful. Other possible advice: go with a friend when you meet someone for the first time, always have your phone with you, always tell a friend or family member where you are going.

6 059 Read the instructions and the four options with the class. Ask students what they need to do with the options before they listen (underline the key words). Play the recording for students to listen and choose the three options, then check the answers. Ask students to say the words on the recording that gave them the correct answer, e.g. 1 b *address*, *Come in*, *Our children ... will be home later*.

- 1 b 2 d 3 a

AUDIOSCRIPT 059

1

Jamie: Hi. I'm Jamie. Are you Melanie? Have we got the right address?

Melanie: Yes. Come in. It's Jamie and Ian, isn't it?

Ian: That's right. I'm Ian. Nice to meet you.

Melanie: Come on in, both of you. This is my husband, Paul.

Jamie: Hi. I'm Jamie.

Paul: Nice to meet you both.

Jamie: Wow! You have a lovely apartment. It's very kind of you to offer us a room.

Melanie: Not at all. We enjoy meeting new people. There's only one room, I'm afraid. Is that OK?

Ian: Yes, we're happy to share a room.

Paul: So, where are you guys from?

Jamie: We're from London. We're going travelling round Europe for a month, and Paris seemed like a good place to start. We've already seen some of the main sights – the Eiffel Tower and Notre Dame.

Paul: Well, tomorrow morning I can show you round some of the little backstreets if you like – the real Paris.

Jamie: Yeah. That would be amazing! Thank you.

Melanie: And will you be eating with us this evening?

Jamie: If that's OK with you, we'd love to.

Melanie: That's settled then. Let me show you to your room.

2

Xavier: Hi. Are you Kasia and Magda?

Kasia: Yes. You must be Xavier. Thanks for coming. Sit down and join us. I'm Kasia, and this is Magda.

Xavier: It's great to meet you. Where are you from?

Magda: We're from Poland.

Xavier: And how long have you been in Paris?

Magda: We arrived two days ago. We've done all the main sights, like the Louvre and the Champs Elysees, and we decided we wanted to find a music event. It's really difficult when you're a tourist because you don't know the best places to go, so we went on the website and found you.

Xavier: Well, I'm glad you did. It's going to be a great concert tonight, and you'll meet all my friends, so you can get to know them and see what life's really like for young people in Paris.

Kasia: Cool! Are you from Paris?

Xavier: Yes, I was born here, and now I'm studying Chemistry here.

Kasia: Oh great. We're students, too. I'm studying history, and Magda's studying French.

Xavier: That's great. Well, you'll get plenty of opportunity to speak French later, when you meet all my friends. So, shall we order a coffee?

Magda: Yes, good idea.

3

Eve: How long have you been in Paris?

Fredy: Three days. It's a great city. I've met lots of people from all over the world, but not many from Paris.

Eve: Yeah, I know. It's the same in any city. But there's this fantastic website I often use – called Localfriends. Do you know it?

Fredy: No.

Eve: Well, it's basically a social media site, and you can use it in any city in the world when you're travelling. And basically, it's a way to find local people who are happy to meet you and show you around the city. I've met some really cool people using it.

Fredy: That sounds really good.

Eve: Hang on, I'll show you. Here we go ... Here are some people who are keen to meet travellers and show them around. Look at this one, Emilie – and see, you can look at the person's profile and find out a bit about them. So, she's a student, studying biology. Or there's this guy – Louis, he says he loves meeting people from other countries and chatting to them. But he's only available at weekends, so that's no good.

Fredy: Well, shall we contact Emilie? She looks really friendly, and look, she lives quite near here.

Eve: OK. I'll message her and see if she can meet up later today.

7 059 Tell students that the phrases are all from the listening in Exercise 6. Ask students to match the phrases individually, then check in pairs, before eliciting the answers around the class.

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

8 Ask students to read the sentences in pairs and think of other ways to say them. Give them two minutes to complete the task, then check answers round the room.

- 1 Are you Jamie and Ian? 2 Come in. 3 Where are you from? 4 Would you like to eat with us this evening? 5 That's agreed, then.

EXTENSION

Put students into pairs to think of a role play scenario and act it out. Ask students to choose one of the scenarios from Exercise 6 and use the language from Exercises 3, 7 and 8 to create a role play together. Give pairs four minutes to prepare, then ask them to act out their role play for the class.

- 9 For weaker classes, ask students some specific questions, e.g. *What is the most popular tourist attraction in Paris?* (Eiffel Tower); *Why might you not buy something in the Champs Élysées?* (it's the most expensive shopping street in Paris); *How many universities are there in Paris?* (18). Allow the rest of the class to also make notes on what they learned about visiting Paris.

Suggested answers

Over 15 million visitors per year; the Eiffel Tower is the most popular tourist attraction, built in 1885; the Champs-Élysées is one of the most expensive shopping streets in the world; the Louvre is home to the Mona Lisa; you can use social networking sites to meet local people, who can help you find the best cafés and restaurants, the best places to shop, and the best local foods to try.

VIDEOSCRIPT PARIS

Paris is visited by over 15 million people each year, attracted by everything from art and culture to wonderful restaurants and cafés. Many come to see the Eiffel Tower, which was built in 1885. You can see it from all around the city, but it's definitely worth seeing it up close, or even climbing to the top. The Champs-Élysées is one of the most expensive shopping streets in the world. And of course there's the Louvre, home to the Mona Lisa, probably the most famous painting in the world. When you're travelling, social networking sites, if used sensibly, offer a great way to make friends and get to know a city like Paris, such as where to find the best cafés and restaurants, the best places to shop so you can find what you're looking for without paying high tourist prices, and the very best local French cuisine to try. From delicious pastries and breads, to a wonderful variety of cheeses, to dishes prepared by some of the best chefs on the planet. There's something for every taste.

- 10 Put students into groups of three to discuss their answers and build a full account of what they heard on the recording. Play the recording again for students to see how much they remembered.

SOCIAL RESPONSIBILITIES AND COMMUNICATION

- 11 If students have access to the internet in class and it's appropriate, students can work in groups to research a social network site for travellers. Otherwise, students can do the task alone for homework. If students do the task for homework, they could also download and use an app.

For weaker classes, break down the task into stages: first ask them to find a suitable site or app in English. If possible, each group should have a different site to work on so that groups are not reporting back on the same information. Suggest that they each take notes on a different aspect of the website, e.g. how it works, advantages and disadvantages, payment.

Students then look round the site to gather information. Go around the class and offer help where needed.

Finally, ask students to prepare their report for the class. Each group should speak for one minute, depending on the size of the class. Encourage all the students to join in the presentation and tell groups to be prepared to answer questions from the class. If you have the facility, allow students access to the IWB so that students can show the class how the website works. Encourage the rest of the class to listen while another group is talking and ask any questions at the end that they might have.

When everyone has completed their reports, have a class vote on the best website. Encourage students to say the reasons why they chose this report and say whether they would use the website themselves.

EXTENSION

Students write a written report on their website for homework. Go through how to write a report on the board with the class. Elicit/Tell students to divide their report into four paragraphs:

1 introduction; 2 positive points; 3 negative points; 4 conclusion

Tell students to write around 150 words. They can include screenshots of the site if they choose. Students can then bring in their reports and put them up around the room for the rest of the class to view.

➔ **WORKBOOK** / Unit 6, page 28

7 WHAT'S YOUR STYLE?

UNIT OBJECTIVES

Topic:	clothes and shopping
Grammar:	reported speech; reporting verbs
Vocabulary:	fashion; buying and returning goods; shopping
Listening:	Part 4: three-option multiple choice: an interview with a fashion vlogger
Reading:	Part 5: four-option multiple choice cloze on tricks of the trade
Speaking:	expressing preferences: online shopping
Writing:	a review of a website or shop
Pronunciation:	<i>clothes/close</i> (voiced <i>th</i> + /z/)
Exam focus:	Reading Part 5; Listening Part 4
Real world:	shopping in Istanbul

Ask your students to watch the Grammar on the Move video on page 92. You can use this to present or reinforce reported speech.

VOCABULARY

SB P90

FASHION**WARMER**

Put students into pairs and ask them to sit back to back. Now tell pairs they have to describe what their partner is wearing without looking. If they don't remember a word, they should try to describe the item as best they can. Students take turns, then face each other again to see how right they were.

- 1 In their pairs, students read and discuss the first question. Give them a couple of minutes, and then elicit ideas from the class. Ask students about popular places in their area to buy clothes and places which aren't popular.
- 2 Look at the title of the quiz together. Elicit the meaning of *on trend* (fashionable) and *in a fashion rut* (always wearing the same style of clothes). Ask students if they have heard of *on trend* to mean 'fashionable'. This is a relatively new phrase in English which is often associated with internet trends. Tell students the phrase only exists in the positive – we cannot say *off-trend* and *on trend* should only be used in very informal English.

Tell students they are going to do a quiz together to find out if they are on trend or not. Draw students' attention to the photo and ask them if they think the person in the photo is on trend. Why? / Why not?

- 3 Students can do the quiz alone or they can do it in pairs, with students asking each other the questions and noting down their partner's answers. Encourage students to discuss each question, giving examples or reasons for each answer.

When they have finished the quiz, students should work in pairs and turn to page 192 in the Student's Book to interpret their score and find out if they are on trend. When the class has finished, invite feedback and ask if students agree with the findings.

- 4 060 Read the instructions with the class. Play the recording and elicit any reasons or examples the man mentioned that support his score.

AUDIOSCRIPT 060

- Man:** OK, first question. Hmm, I'd say 'c', I do like to keep up with fashion.
- Woman:** What about number two, then?
- Man:** Hmm, I'd say 'a'. I only wear fashionable clothes if they suit me. If I look awful in them, I won't wear them. I mean, I don't wear clothes with patterns very often. I don't mind striped clothing, like a shirt or top, but I'd never wear checked trousers or something like that. I think plain clothes with one colour suit me best.
- Woman:** How about the third question?
- Man:** Oh, 'a' definitely. I look around, I try things on, and I see how I look in them. If they fit me – they're not too loose, not too tight – and they're my kind of style, I'll buy them. If I need to buy a shirt for work, for example, I try it on. I want to know that the sleeves aren't too long and that I can do up the button on the collar, for example.
- Woman:** And then the last question? Do you buy clothes you like immediately?
- Man:** Oh, no, I don't buy clothes that I can't afford. If they're really expensive, I'll wait until the sales, when the prices go down.
- Woman:** OK, let's see what your score is ... Right, it's five, so that means 'You care about your appearance, but there are things that matter more to you than wearing the latest fashion'. Is that right?
- Man:** Yeah, that's probably true.

LANGUAGE NOTE

Explain that some things that we wear are plural, for example, *trousers, jeans, pants, pyjamas* and *glasses*. We can't say *a jeans*. We can use these words without an article: *I'm wearing jeans*, or we can say *some jeans* or *a lone pair of jeans*. Elicit that the word *clothes* is always plural. We say *some clothes*, but not *a clothes*.

- 5 Read through the phrases with the class and elicit their meaning before students read the meanings below. If they aren't sure, encourage them to look at the phrases in the context of the sentence they are in and make an informed guess (e.g. she only wears fashionable clothes if they do something to her – make her *look good*?). Read through the meanings with the class for them to match them. Go through the answers with the class.

LANGUAGE NOTE

Explain to students that in these sentences the verbs *suit* and *fit* both have the direct object *me* after them. The verb *suit* (in this meaning) must always have the object (a noun or a pronoun) after it, e.g. *The dress suits you*, not *The dress suits. Fit*, however, makes sense with or without the direct object: *If they fit me, I'll buy them*, or *If they fit, I'll buy them*.

Try on must also have an object but the object can come in the middle of the two-part verb or at the end: *I tried on the jeans.* / *I tried the jeans on.*

1 d 2 e 3 a 4 c 5 b

- 6 Students can do this task either in pairs or individually. Elicit answers from the class.

1 Patterns 2 checked 3 loose 4 striped
5 sleeves 6 tight 7 button 8 plain

- 7 Read the first question as a class and elicit what styles students know in English (e.g. classic, vintage, street, casual, boho, gothic) and write these on the board for students to note down.

Students discuss questions 1 and 2 in pairs for two minutes, then elicit answers around the class. If students don't mention YouTube, talk about this and other places you can find fashion advice, e.g. social media groups and apps.

EXTENSION

Ask students what clothes they are wearing today. Tell them to choose someone else in the class to describe using one or more of the words from Exercise 6.

LISTENING PART 4 TRAINING

SB P91

WARMER

If students have internet access in class, ask them to look up fashion vloggers on YouTube and choose one to present to the class as an alternative to Exercise 1. Give students 30 seconds to present the vlogger to the class and say why they chose them. Alternatively, if students don't have internet access in class, ask them to do this for homework preparation for the lesson, so that the beginning of the lesson starts with the students' presentations.

- 1 Students can discuss the questions in pairs or discuss the questions as a class. Spend 3–4 minutes on this activity.
- 2 Students look at the words first and elicit the meaning of each one. Student might have already come across some of these in the vocabulary section. If there are any words which students don't know, you can either give them a definition or ask students to look them up online or in a dictionary.

Look at the photo with the class and elicit ideas. Ask students if they have these styles in their country or if there are any other styles they have in their country which aren't mentioned here.

Suggested answers

casual, cool, on trend, stylish

- 3 Read the instructions and ask students what they should do first (underline the key words). Elicit which is the most important key word (*most*) and whether students think they will hear one or more things that Matt likes (more than one). Read the advice in the box.
- 4 061 Elicit from students how many questions there are in Part 4 of the Listening exam (six) and explain that in this training section there are only four questions (in Exercises 4 and 5).

EXAM INFORMATION

Play the recording for students to choose the correct answer. Tell students they listen twice in the exam and ask students what they should do on the second listening (check their answer is correct). Tell students to listen out for the synonym that they will hear for 'enjoy most'. Play the recording again for students to check their answer, then elicit the answer and the synonym for 'enjoy most'. If necessary, play the recording a third time for students to listen to the phrase.

B (But the best thing is ...)

AUDIOSCRIPT 061

Woman: Today I'm talking to Matt Davies, who's a fashion vlogger. Hi, Matt.
Man: Hi there.
Woman: So, tell us about the life of a vlogger. Is it fun?
Man: Yeah, it is. I have my own vlogging channel, where I give advice on tailoring, men's fashion and style basics. I like doing things my way, and I like the fact that it's my own channel, so nobody tells me what to do! And of course, I love it when the fashion companies send me new clothes to wear on my vlog. I get to wear them even before they're in the shops, which is cool. All I need to do is write a product review about them. But the best thing is getting to know my audience – all the guys who watch my vlogs and follow my channel. We chat, they tell me what they like and don't like. They tell me how I helped improve their image. And that's great.

- 5 062 Put students into pairs and tell them to look through the questions and options and underline the key words. Elicit these from the class and discuss why they are more important than the other words and what synonyms or paraphrase they might hear for each. If necessary, do the first one as a class, otherwise leave pairs to discuss. Elicit answers, e.g. *became* is a key word as the recording could also mention a reason why Matt continues to be a blogger or is a blogger now; synonyms which students could hear include *started being*, *first started out*, etc.

EXAM INFORMATION

Elicit how many times students will hear the recording in the exam (two) and what they should do on each listening (choose the answer, then check their answers on the second listening).

Play the recording twice then check the answers with the class, eliciting reasons why each answer is correct and why the incorrect answers are wrong.

- 1 A (I had lots of ideas of my own about looking good. And I wanted to let people know about them)
- 2 B (The important thing, though, is to be an individual. If you look and sound the same as everyone else, you'll never get many people subscribing to your channel.)
- 3 C (I'd love to create some cool shirts and jackets and trousers and stuff in my own style, and see them in the shops.)

AUDIOSCRIPT 062

Woman: So how did it all start?
Man: Well, first of all I had a job working in a clothes store, which was OK, but I realised I had lots of ideas of my own about looking good. And I wanted to let people know about them, so I began making videos, showing my way of putting clothes together ... at first I was just at home on my smartphone ... it went on from there. A lot of people start vlogging just because they want to be famous, but that's not the reason I got into it.
Woman: So, what makes a successful fashion vlogger, in your opinion?
Man: Well, you need to give plenty of style tips. Some vloggers talk about lots of kinds of styles, while others focus on just one. The important thing, though, is to be an individual. If you look and sound the same as everyone else, you'll never get many people subscribing to your channel. There are thousands of vloggers posting videos every day, so you need to do or say something interesting, so that people remember you and follow you.
Woman: And do you have plans for the future?
Man: Well, people who like the way I look always tell me I should be a professional model. I'm not sure I'd enjoy that, though. Some vloggers dream of becoming TV presenters, but I don't think that's for me, either. I prefer to be creative, you know? In fact, I'd love to create some cool shirts, as well as jackets, trousers and stuff in my own style and see them in the shops. That'd be brilliant.

- 6 Put students into pairs and read the questions with the class. You could either let pairs discuss all three questions together, or for weaker classes, elicit answers after each question. Elicit feedback, and ask: *What other people and things influence your shopping decisions? Magazines? Adverts?*

Suggested people to get advice from: vloggers, your friends, your family, salespeople in shops

DID YOU KNOW?

Read through the box with the class. Elicit other clothing words which are different in British and American English, e.g. *trainers* (Br) – *sneakers* (Am); *jumper* (Br) – *sweater* (Am).

VOCABULARY

SB P92

BUYING AND RETURNING GOODS

- 1 063 Read through the words with the class and model the pronunciation of *receipt* /rɪ'si:t/. Ask students which letter in the word isn't pronounced (p). Discuss the meaning of each of the verbs but don't confirm any definitions because students will match the words with the meanings in Exercise 2.

For stronger classes, ask students to cover the conversation and circle the words in the box as they hear them. Play the recording a second time for students to check.

1 return 2 refund 3 receipt 4 exchange
5 order 6 deliver 7 damaged 8 complain

AUDIOSCRIPT 063

Man 1: Nice jacket, Mike! Is it new?

Man 2: It's a long story, actually. I bought it last month, but I didn't like it at first. So, I went back to the shop and tried to return it. I said that I wanted a refund. But I'd lost my receipt, so they told me that they couldn't give me my money back.

Man 1: That's a pity. So what did you do?

Man 2: Well, they said they would exchange it for another style of jacket. But there wasn't one of the same price in the shop, so I asked if they could order it for me. They said they could deliver it to my house the next day. But when it arrived, I opened the bag and saw that it was damaged!

Man 1: Oh, what a pain! Did you complain?

Man 2: Yes, of course. I told them that I wasn't happy. But in the end, I decided to keep the first jacket. It's OK. I quite like it now.

LANGUAGE NOTE/EXTENSION

Draw students' attention to the phrases *That's a pity* and *Oh, what a pain!* Tell students these are useful phrases for showing interest in a conversation when the other person is talking about something which has gone wrong. Elicit from students which phrase is used to show sympathy for someone (*That's a pity*) and which phrase means something was difficult or became more difficult (*Oh, what a pain!*).

Model the intonation, then put students into pairs to practise the conversation in pairs. Students can then swap roles and role play the conversation again.

Students then tell each other about something which has gone wrong for them recently and their partner can react appropriately using one of the phrases. Monitor and check that students are using the phrases appropriately. Listen out for some good examples and elicit these at the end.

- 2 Students work in pairs to match the words with the meanings. Tell students to match the ones they are sure about first and then look at the ones they aren't sure about. Elicit the answers.

1 order 2 complain 3 refund 4 deliver
5 return 6 exchange 7 damaged 8 receipt

- 3 063 Draw students' attention to the words in the box in Exercise 1. Students complete the dialogue alone. Tell them if they are not sure about an answer, they should look back over their answers in Exercise 2 to make sure the meaning of the word fits in the gap in Exercise 3. Students then check their answers with a partner. Encourage them to go back over any answers which differ between them and discuss the meanings to find the correct answer. Play the recording again and check the answers around the class.

1 return 2 refund 3 receipt 4 exchange
5 order 6 deliver 7 damaged 8 complain

GRAMMAR

SB P92

REPORTED SPEECH

WARMER

Elicit from a student what they did at the weekend. Then ask another student to tell you what the first student said. If the student uses direct speech, write the sentence on the board, e.g. (S)he said ... and tell students that this is called *direct speech* (reporting what someone said using the same words that they did). Tell students that today they are going to learn how to report what someone says using *reported speech*. Alternatively, if the student replies using reported speech, tell students that this is called *reported speech* and write this on the board.

- 1 Direct students' attention to the cartoon and ask a student to read the first speech bubble. Elicit from the class if this is direct speech or reported speech (direct speech). Do the same with the second speech bubble and elicit what kind of speech this is (reported speech). Read the instructions and the question with the class, and elicit the answer. If students are not sure, tell them you are going to read the grammar box together to find out.

Because he's reporting what was said and therefore uses a past tense instead of a present tense.

- 2 Go through the grammar box with the class and elicit the correct tense for each gap. Stronger classes can read and complete the box alone. Refer students to the Grammar reference on pages 211–212 for further information/practice on reported speech.

1 present continuous 2 past perfect 3 past simple

- 3 Refer students back to the dialogue in Exercise 3 of the Vocabulary section on page 92 and ask them to write the reported speech for the direct speech. Stronger classes can write the reported speech first, then check their answers against the grammar box on page 92. Elicit the answers around the class.

1 I said that I wanted a refund. 2 They asked if I wanted to exchange it. 3 I asked if they could order one for me. 4 They said that they would deliver it to my house the next day. 5 I explained that I had changed my mind. 6 I told them that I was going to keep it.

- 4 Read the rule box on word order changes and on pronoun and adjective changes and ask students to complete the reported speech sentences alone or in pairs. Check the answers and ask students which word they can substitute if for in item 4 (*whether*).

1 He asked me if he could borrow my scarf.
2 She said that she was wearing jeans and a T-shirt.
3 They told me that they had bought a new game.
4 I asked him if/whether he wore a suit at work.
5 She told him that she didn't like that dress.
6 He said that he had worn his new jacket.

- 5 Read through the grammar box with the class. For stronger classes, it might help to explain that *tell* always has an object.

Read the instructions and check students' understanding by asking them if all the sentences are incorrect (no). Ask students to do the activity on their own and check their answers with a partner to make sure that they have the same words, then say why the words were incorrect.

1 Correct 2 Can you **tell** me the price of this?
3 I said "Good morning" **to** the sales assistant.
4 Correct 5 They **told** us that the TV would arrive next week. / They **said that** the TV would arrive next week.

EXTENSION

If students did the quiz on page 90 in pairs, refer students back to the quiz and ask them to swap partners so that they have a different partner from the one they did the quiz with. Students tell each other what their original partner said in their quiz using reported speech, e.g. *For question 1, she said that clothes show her personality*. Give students a couple of minutes to complete the task, then elicit answers around the class.

PUSH YOURSELF

B2

SB P93

GRAMMAR: REPORTING VERBS

Read through the grammar box with the class. To check students' grasp of the formation of negative reported speech, say some negative direct speech sentences and ask students around the room to put them into reported speech.

- 1 Students work on their own, then check answers with a partner. They should go back over any answers which are different from their partner's and try to find the right option together. Check answers around the class.

FAST FINISHERS

Ask fast finishers to go back over the exercise and say why the correct/incorrect options are right and wrong. Elicit these as well during class feedback.

1 c 2 a 3 b 4 a 5 c

- 2 Students do the same as in Exercise 1 but complete the answer themselves before checking with a partner. Tell students to be careful with the first item and, for weaker classes, check their answer against the Reporting verbs grammar box. Fast finishers can think of a different way to write item 4 (*He warned me not to go to that store again*).

1 They promised to show me/us all the best shops.
2 She advised me/us not to wear these clothes.
3 They invited me/us to come/go shopping with them.
4 He told me/us not to go to that store again.
5 She asked (me/us) how much that dress was.

EXTENSION

Put students into pairs to discuss the following questions:

- 1 Have you ever returned goods to a shop?
2 Have you ever complained about a product?
3 Have you ever exchanged a product or got a refund?

In each case, tell students to explain why they did this, and what happened and what other people said to you.

READING PART 5 TRAINING

SB P94

WARMER

In pairs, students discuss their shopping habits. For weaker classes, prompt them with questions: *Do you prefer buying online or in a shop? How often do you shop for clothes and goods? Do you buy only what you need or more things that you don't need?* Elicit ideas from the class and promote class discussion.

1 Put students into pairs to discuss the questions. If students don't understand the idea behind the question, prompt them with questions, e.g. *Why do people buy more than they need? Do you think the shop does anything to make people buy more than they want?*

2 Read the instructions with the class. Elicit the meaning of *trade* (a particular type of business) and then *tricks of the trade* (special techniques companies use which other people don't know about). Discuss the question with the class and ask questions in relation to Exercise 1, e.g. *What tricks do you think shops use to make you buy more?*

3 Read through the tip with the class and tell students that all the options are the same part of speech, so they need to focus on the meaning of the missing word within the sentence. Students should try to complete the gaps without looking at the options first and then look at the options to check their answers. Tell students it is important to read through the completed text at the end to make sure that it makes sense.

Read the instructions to Exercise 3 with the class, then ask students to read and answer the questions. Check the answers around the class and also discuss why each of the incorrect options is wrong.

1 C (determiner and phrase meaning: *Does anyone else do this?*) **2** A (collocation: a *number of techniques*)
3 B (collocation: a *variety of tricks*) **4** B (*persuade* is the only verb which fits in this sentence because the department store is **making us buy products**, so *recommend*, *suggest* and *advise* are not strong enough)

4 Explain to students that there is one paragraph to match to each question. Students can try to match the questions to the highlighted words in pairs before reading the text and have a guess why they think their choice is the right one, then read to check. Otherwise, ask students to read the text, then read the questions to match.

Go through the questions with the class and check students' understanding of *get sb's attention* (to make someone notice you or something), *mood* (the way you feel), *influence* (to change the way someone thinks or behaves) before students begin the activity, then check the answers around the class.

1 colours **2** music **3** how goods are displayed
4 smells

5 Students should attempt the activity alone, then compare answers with a partner. Remind students to underline the part of the text which gave them the answer and elicit these when checking the answers with the class.

1 False. They just needed a pair of socks. **2** True
3 True **4** False. Shoppers are often keen to search through a messy pile of clothes, thinking that they might find a bargain.

6 Put students into large groups or discuss the questions as a class so that there is more information to pool into the conversation.

EXTENSION

For homework, students research online one more 'trick of the trade' to present to the class in the next lesson. Alternatively, stronger classes can research tricks which shops have used that are seen as not being legal or fair to customers, for example offering two T-shirts for £10 when one T-shirt is £5.

VOCABULARY

SB P95

SHOPPING

1 Tell students that the words that match in A and B aren't always the same part of speech. Students match the words alone, then check with a partner, before you go through the words as a class. Ask students if a *price reduction* and a *special offer* always mean the same thing (no, a special offer can mean getting something else as part of the offer without a price reduction).

a bargain/very good value
 customers/shoppers
 display/arrangement
 goods/products
 messy/untidy
 price reductions/special offers
 shops/stores

2 Ask students to complete the sentences in pairs, then check the answers around the class.

1 goods/products **2** price reductions/special offers
3 display/arrangement **4** a bargain/very good value

FAST FINISHERS

Fast finishers can create more sentences using the other words or they can create gapped sentences and swap them with other fast finishers to complete.

3 Put students into groups to discuss the questions. Monitor and note any interesting answers to elicit during class feedback. For the last question, ask students what the rules in their country for returning products to the shop are, e.g. in the UK you have 30 days to return an item you don't want for an exchange or refund, as long as you haven't used or damaged it.

SPEAKING

SB P96

EXPRESSING PREFERENCES

WARMER

Play *I shopped online* and *I bought ...* in groups or as a class. Demonstrate with a strong student – ask the student to say something they bought online recently, e.g. *I shopped online and I bought a smart phone*. Add to the list: *I shopped online and I bought a smart phone and a pair of jeans*. Ask students to continue in the same way. If a student hesitates or forgets the order, they are out. The game continues until there is one winner.

1 Ask students to discuss the question in pairs. To extend the activity, ask students to compare the advantages and disadvantages of shopping for clothes online.

2 **064** Read the instructions with the class and elicit the phrases students might hear on the recording to show agreement, for example: *Me too*, *Same here*, *So do I*, *Definitely*. Give students a few moments to read the sentences and underline the key words. Play the recording for students to tick the correct sentences, then check answers with the class.

1, 3, 4, 5

AUDIOSCRIPT **064**

Woman: So, do you prefer shopping online or in ordinary stores?

Man: Hmm, it depends. I'd rather buy clothes in ordinary shops.

Woman: Yeah, so would I. I want to know if they suit me or not, and I like trying things on before I buy them.

Man: Same here! Especially with shoes. I prefer to buy shoes in normal shops.

Woman: So do I. What if they don't fit or they're uncomfortable? It's so annoying when you have to send things back to online stores for a refund or an exchange. I don't like returning things.

Man: Neither do I.

Woman: Anyway, I think it's more fun to go shopping in a real place. You know, walking about, browsing in different shops and chatting to people. I love going to big shopping malls.

Man: Do you? I hate them, especially when there are sales on, or at holiday times. I can't stand crowded shops.

Woman: I know what you mean.

Man: So, what kind of things do you buy online?

Woman: Oh, books and games. Technology stuff like headphones and so on.

Man: Me too. There's more choice online, so there are more bargains.

Woman: That's a good point. There are some great prices out there. And of course, it's much quicker.

Man: It is more convenient, isn't it? It only takes a few minutes to buy something online.

Woman: Yeah, and the other advantage of online shopping is that you can read lots of reviews from other customers. So you know which products and sites are good.

Man: Absolutely. Other people's comments can be really helpful.

3 **064** Tell students that these are the same sentences they heard on the recording in Exercise 2. Give them a minute to choose the correct response, then ask students to compare their answers with a partner. Check the answers with the class, then ask students to say which response in the options suggests that the speaker is about to disagree (*Do you?*). Explain that this question could also be used to introduce agreement with a different intonation (*Do you? So do I*).

1 a 2 a 3 b 4 a 5 a 6 b
 Response showing disagreement: Do you?

4 Give students a couple of minutes to jot down their ideas before they discuss them in the next exercise. Monitor and help with any unknown vocabulary.

5 Read the instructions with the class and elicit ways to agree and disagree that students have learned in this lesson. Put students into pairs or small groups to discuss for 3–4 minutes, then elicit feedback.

EXTENSION

Put students into different pairs or groups from the ones they were in for Exercise 5. Students share their shopping habits again but this time they must politely disagree with everything their partner says and explain why. Monitor and note any good use of language to elicit during class feedback.

P CLOTHES / CLOSE

6 **065** Read the instructions with the class. For weaker classes, write the words on the board and point to the consonant sound in *clothes* as it's being said on the recording.

AUDIOSCRIPT **065**

clothes
 close

- 7 066 Read the instructions and play the recording for students to choose the correct answer. Then play the recording again, pausing after each word pair to elicit the correct answer.

Read the pronunciation box with the class. Model *clothes* and *close* using the words on the board to point to where the difference in pronunciation happens, and drill individually around the class. Then practise in pairs. Monitor and check that each pair of students is pronouncing the words correctly. If not work with individuals to help them.

1 close 2 clothes 3 clothes 4 close

AUDIOSCRIPT 066

- 1 close
2 clothes
3 clothes
4 close

WRITING

SB P97

A REVIEW

- 1 Elicit from the class what a review is (a report giving an opinion about something). Ask students what kinds of things you can review (a product such as a car, a film, a theatre performance, a book, etc.). Tell students that they don't need to write a review in the exam but writing a review is useful in education and in the workplace. Elicit some examples where writing a review would be useful, e.g. reviewing a book on a course, reviewing a product or an exhibition for a job.

Read the instructions with the class and make sure that students understand that a good or bad review means a positive or negative one. Put students into pairs or small groups to discuss the questions for 2–3 minutes, then elicit ideas around the class.

- 2 Read the instructions and the questions. Elicit what students understand by *customer service* (the service you receive before, during and after purchasing a product or service). Give students one minute to read the reviews and match the websites to 1–3. Remind students not to read all the text carefully but to look for the main ideas in order to match the reviews.

1 A 2 C 3 B

- 3 Read the instructions with the class and explain to students that there will be some phrases in review B and some in review C, i.e. not all phrases are in both reviews. Give students 2–3 minutes to match the phrases, then ask students to compare their answers in pairs before checking with the class.

1 range of goods, variety of items 2 What I like most about this website
3 My only complaint
4 I'd certainly recommend this site.

EXTENSION

Put students into pairs and give them two minutes to come up with one or more extra phrases for each phrase (e.g. 1 different products, 2 *the thing I like best*, 3 *the only negative point*, 4 *you should visit the site*). Ask pairs to share their phrases for the rest of the class.

LANGUAGE NOTE

Refer students to the words in the box in Exercise 4. Explain to students that we can add other words to adjectives to show how much or to what degree something is or to make them stronger or weaker. If you think it will help, tell students these are called gradable adjectives (non-gradable adjectives are ones you can't make more or less, e.g. *perfect*).

- 4 Ask students which of the words before the adjectives makes the adjective sound the strongest (*incredible* variety; *amazing* value); which one is the weakest (*quite* limited). Ask students to do the exercise, then check the answers with the class. Ask students which one of the negative words always express something negative and which one can also introduce something positive (negative: *rather* disappointing, *not the* cheapest; positive: *quite*, e.g. *quite* interesting).

Positive: very reasonable, excellent quality, amazing value, incredible variety
Negative: rather disappointing, quite limited, not the cheapest

- 5 Read the words in the box with the class and elicit what kind of words these are and what they do (linking words – they link two sentences together to make a longer sentence). Ask students which linking words in the box add more information and which ones contrast information, that is, introduce an opposite idea (add more information: *as well*, *and*; contrast information: *although*, *but*, *though*). Students complete the sentences alone or in pairs.

FAST FINISHERS

Ask fast finishers to think about whether the two comments are negative, positive or mixed. Is the writer adding information or making a contrast? Elicit this information from fast finishers as you check the main key.

1 but 2 and, as well 3 Although 4 though

- 6 Ask students to complete the reviews alone, then check students' answers around the class.

1 excellent quality 2 difficult 3 The best thing about it is 4 take quite a long time to arrive
5 fairly expensive 6 easy 7 My only complaint is 8 take quite a long time to arrive

- 7 Tell students they are going to write their own review. Plan a review on the board: elicit how many positive and negative points they should write in the review (two of each). If they aren't sure, tell them to refer to the reviews in Exercise 6. Remind students to use a variety of gradable adjectives (Exercise 4) and linking words to make contrasting sentences and sentences adding more information. Finally, remind students to recommend or not recommend the website or shop.

Students can do the task in class or for homework. If students complete the task for homework, they can swap it with their partner for feedback. Their partner can check that they have included all the points in the plan on the board and answered the question properly.

EXTENSION

If students have internet access in class, they can search for a website in pairs or groups and make notes on the positive and negative points for use in their review. Alternatively, if students don't have internet access, they can write their review task for homework, basing it on a real website.

EXAM FOCUS

SB P98

READING PART 5

Remind students of the Reading Part 5 training they did on page 94. Read through the Exam facts and Exam tips boxes with the class. Remind students that it's important to also read the sentence before and after the one with the gap as sometimes the gap will come after a pronoun that relates to a different sentence – show students gap 5 as an example and elicit what *they* refers to (*sweet shops* in the previous sentence). Students should aim to spend no more than one minute on each question and about 2–3 minutes reading the text before they begin in order to get an understanding of what it's about and then reading the completed text to check that it makes sense.

Remind students that when they have finished they should re-read the text carefully while they are waiting. When the time is up, go through the answers with the class and elicit students' reasons for choosing the correct answer.

- 1 B (collocation: to *run* a business)
2 C (this is the only verb which fits, meaning people *know* this is the name of the shop)
3 D (collocation: to *set up* a business)
4 A (phrase: *the whole world*, meaning 'anywhere')
5 C (this is the only verb which fits in this sentence: *remind* means something makes you think about a time in your past. *Remember* is close in meaning but we use 'remind' when *something else* makes you remember)
6 B (phrase: *hardly* changed at all. *Hardly*, meaning 'almost not', is used to say something hasn't changed, so this is the only adverb which fits)

LISTENING PART 4

SB P99

- 067 Remind students of the Listening Part 4 training they did on page 94. Read through the Exam facts and Exam tips boxes with the class.

Refer students to the fourth point in the tips and tell them that it's important to move on so that they don't miss the next answer.

Read the instructions with the class then play the recording twice. Elicit the answers from the class.

- 1 C (I'm employed by a research agency)
2 B (see if the goods are laid out well)
3 A (Not jumping on the customer as soon as they walk in, but not leaving them too long, wondering if anyone's going to serve them. It's a question of timing.)
4 C (The purpose of my job is to provide a fair, honest view, from someone outside the company)
5 B (Fortunately I've got a good memory – that helps me a lot. I'm naturally a very friendly, open person, but I mustn't show it – I need to keep a certain 'distance' from the people I'm reporting on, and that's not always easy.)
6 B (Unfortunately, I don't get to keep any of it! Apart from magazines, that is.)

AUDIOSCRIPT 067

Narrator: For each question, choose the correct answer. You now have 45 seconds to look at Part 4. You will hear an interview with a woman called Tina Mackay, whose job is to write reports on the service she receives in different shops.

Man: Can you imagine a job where you go shopping all day? Well, that's exactly what today's guest Tina Mackay does. You're known as a 'Mystery Shopper', aren't you, Tina?

Woman: That's right. I'm employed by a research agency that helps shops to find out how good their service is. If a department store wants to know about their standard of service, I go to the shop, look round, buy something, then send them a report. Of course, the sales staff don't realise what I'm doing – they just think I'm an ordinary customer. It's almost like being a detective, really.

Man: What kind of things do you look for?

Woman: Basically, I check how clean and tidy the shop looks, see if the goods are laid out well, note if the staff seem polite and helpful, and how good they are at selling their products – that kind of thing.

Man: And what do you think makes a good sales assistant?

Woman: Being friendly and helpful, of course – that's what any customer wants from sales staff. Not jumping on the customer as soon as they walk in, but not leaving them too long wondering if anyone's going to serve them. It's a question of timing.

Man: So, what's the main goal for a mystery shopper?

Woman: Well, the main purpose of my job is to provide a fair, honest view, from someone outside the company, finding the good things as well as the bad. I always try to balance the positive and negative points. I think some people just make complaints to get people into trouble, but I don't do that.

Man: Do you find your job hard at times?

Woman: It is, sometimes. There's a lot you have to notice in a short time. Fortunately, I've got a good memory – that helps me a lot. I'm naturally a very warm, open, sociable person, but I mustn't show it – I need to keep a certain 'distance' from the people I'm reporting on, and that's not always easy. But I still think it's a great job for me – because I love going out and buying stuff so much!

Man: What kind of things do you buy?

Woman: All sorts, really. The company provides the money, and I choose what I want. I love trying on fashions, the latest styles of clothes. And perfume too – I bought some lovely French perfume last week. Unfortunately, I don't get to keep any of it! Apart from magazines, that is. I don't have to return those. Everything else is sent back the next day. I still enjoy buying it, though!

HOW WAS IT?

Read through the options in the *How was it?* section. Ask students to tick the appropriate box. You might like to follow the same process as in Unit 1 (see page 25).

REAL WORLD

SB P100

SHOPPING IN ... ISTANBUL

BACKGROUND INFORMATION

Historically, Istanbul was the gateway between the East and the West for trade, so it became a centre for buying goods from different cultures; from clothes to carpets. Today people still travel here to buy quality fabric and linen and oriental rugs in the many traditional bazaars, as well as jewellery and even art. You can even have a pair of shoes made. As well as traditional shopping, you can also browse the latest trends in the fashion district and huge department stores, or even hire yourself a personal shopper to get the most out of your shopping trip – and your wallet.

- Look at the photos with the class and elicit what they can see in each one (the Grand Bazaar, a large shopping mall, a shop selling leather, a shop selling ceramics). Read through the words in the box and model *ceramics* for the class. Read the questions and discuss as a class. To check students' understanding, ask what cosmetics they do or don't use, if they have any ceramics at home and what they use them for, what leather goods they have, whether they have rugs or carpets at home and what spices they use in cooking, etc.

lanterns, leather goods, ceramics

- Ask students to look at the text and say what kind of text it is (a website page about shopping). Read through the instructions and sentences with the class and give them one minute to underline the keywords, then compare them with a partner. Students then read the website page and decide if the statements are true or false. Elicit the answers from the class and the part of the text which gave them the answer.

1 False. There is an amazing range of shopping malls.
2 True 3 True 4 False. There are spice shops all over Istanbul. 5 False. Leather goods are very affordable.

- Students read the text again to find the words then match them with a–f. Alternatively, stronger classes can try to match the words and the meanings first, then check their answers. Elicit the answers from the class.

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

- 068 Read the instructions and ask students to underline the key words in each option. Each conversation is quite lengthy so for weaker classes you might prefer to pause the recording after each conversation and elicit the answer before proceeding with the next one. Otherwise play the recording once for students to choose the correct option then play the recording again, stopping after each conversation to elicit the answer.

1 b 2 c 3 a

AUDIOSCRIPT 068

1

Assistant: Can I help you?

Tourist: Yes. Do you have these jeans in a size 36?

Assistant: Let me have a look. There are some more over here. Yes, here's a size 36. Was it the darker ones you were interested in, because we've also got them in this lighter colour?

Tourist: Yes, it's the dark ones I want. Can I try them on?

Assistant: Of course. The changing rooms are just over there.

Tourist: Thanks. Can I try these tops on, too?

Assistant: Of course. You're only allowed six items at a time in the changing room, so if you've got more than six, you'll have to leave some outside. But someone over there will sort that out for you.

Tourist: OK. Thank you.

Assistant: How did you get on? Any good?

Tourist: Hmm, the jeans are a bit tight.

Assistant: Would you like to try the next size up?

Tourist: No, I think they'll be too big. I'll leave it. But I'll take this top.

Assistant: OK. Let me take the other things for you. This top's beautiful, isn't it? If you just come this way, I'll get it wrapped for you.

2

Tourist: How much is this wallet?

Stallholder: It's 120 lira. It's real leather. One hundred percent genuine leather.

Tourist: I think that's too expensive. I'll give you 60 lira for it.

Stallholder: No. Look, it's real leather. You can't find this quality in any other shops here. If you see cheaper ones in the bazaar, they're not real leather, but this one is the best quality leather. I'm not sure.

Tourist: OK. I'll say 100 lira. That's a really good price. I guarantee you won't do better than that anywhere in the bazaar.

Tourist: Mmm, I think that's still too much. I'll give you 80 lira.

Stallholder: No, how can you be serious? It's worth much more than 80 lira. Look, it's handmade. Give me 90 lira. I can't do any more than that.

Tourist: 85. That's a fair price.

Stallholder: OK. 85. Thank you very much.

3

Tourist: Excuse me. What's this one?

Stallholder: That's ground cumin. It's very fresh. Here, you can smell it.

Tourist: What do you use it for?

Stallholder: Cumin is a typical Turkish spice. If you want to cook Turkish food, you can't do without it. You can use it with meat, especially lamb. It gives a very nice warm, spicy flavour.

Tourist: Thank you. And what are these?

Stallholder: These are red pepper flakes. You know red peppers? Like chilli peppers? These are very popular in Turkey. You sprinkle them on your food, to make it a bit hot, a bit spicy. Some people add a lot, and some people just add a little. It's up to you.

Tourist: OK. What's the difference between these three kinds of pepper flakes?

Stallholder: They're from different kinds of pepper, so the flavour is different. This one is very hot, this one is medium hot, and this one is mild and a bit sweet.

Tourist: Can I taste some?

Stallholder: Of course. Which one would you like to taste?

Tourist: The mild one, please.

Stallholder: Here you are.

Tourist: Mmm. That's nice, and it isn't too hot. Mmm, yes. Can I have a small packet of that, please?

Stallholder: Of course.

- 068 Explain to students that these are shopping phrases taken from the recording. Put students into pairs to complete the sentences and questions, then play the recording again for students to check their answers.

1 in a size 2 Can I 3 I'll leave 4 I'll take
5 How much is 6 I'll give you 7 a fair
8 do you use 9 taste 10 a small packet

- Ask students to match the phrases and questions with their meanings, then check with a partner before going through the answers with the class.

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

EXTENSION

Give students five minutes to write a conversation in pairs between a customer and a Turkish shop owner. Refer them to Exercises 1, 3, 5 and 6 for vocabulary and phrases to use. Monitor and provide help when necessary. When the time is up, invite students to role play their conversation for the class.

WATCH SB P101

- 7 Read the instructions and ask students to write as much as they can about each bullet point.
- 8 Put them into small groups to compare their answers, then play the video again for them to check. Finally elicit their ideas around the class.

For weaker classes, split the class up into four groups and allocate one of the bullets to each group. Students make notes on their bullet point while they watch, then give them one minute to compare their notes with the other members of their group so that each group has a comprehensive set of notes. Elicit the notes from each group, then watch again to check.

Suggested answers

Currency: the Turkish lira – about 5 lira to one euro
Forum Istanbul: one of the largest shopping centres in the world; open 10 am to 10 pm; popular with families, 10-screen cinema and an aquarium
Istiklal Street: known for designer shops, expensive goods, and also local crafts; goods have prices so no need to haggle; tram that goes along centre of the street
Grand Bazaar: 61 streets and over 4,000 shops, open every day except Sunday; sells many things such as lanterns and scarves; spice sellers are happy to talk about how to cook with spices

VIDEOSCRIPT 069 ISTANBUL

The historic city of Istanbul sits on the Bosphorus. It has been a centre for trade between Europe, Africa and the Middle East for centuries. So the city has always been a place where different cultures meet and mix. There are plenty of historic buildings to visit, like the Topkapi Palace or the famous Blue Mosque. Try to see it as the sun comes up! Istanbul is also a great place for shopping. The local currency is the lira, with around 6 lira to one euro. If you like shopping malls, the Forum Istanbul is one of the largest in the world, and opens every day from 10 am to 10 pm. It's popular with families because, as well as the shops, there's also plenty to do. The mall has a 10-screen cinema, and even an aquarium! Or why not visit Istiklal Street, which is famous for its designer shops and expensive, luxury goods? You can also buy local crafts here. All the goods have prices on them so you don't have to haggle with the vendors. Watch out for the tram that goes along the centre of the street. There are also lots of stalls selling food and drink. A traditional Turkish ice cream is just what you need on a hot day! One of the biggest attractions is the Grand Bazaar. There are 61 streets and over 4,000 shops, and it's open every day except Sunday. You can buy anything from beautiful lamps to gorgeous scarves like these pashminas. There are no prices on anything, though, so you must be prepared to haggle. And, of course, don't miss the spices. There are spices here from all over the world, and the sellers are happy to talk about how to cook with them. And why not end your shopping trip with a cup of traditional Turkish tea?

LIFE COMPETENCIES SB P101

MANAGING THE SHARING OF TASKS, SPEAKING WITH CONFIDENCE

- 9 Read the instructions and put students into groups of three or four. If students have internet access in class, give them five minutes to research the chosen city market and make notes. Invite groups to present their findings to the class then have a class vote on the best place to visit.

EXTENSION

Have a class market. Students stay in their groups and with their chosen market. They brainstorm a few things to sell on their market stalls and write them on bits of paper which they can use as dummies for the real product. Tell each team they have €50 to spend and tell one or more students from each team to go around the other stalls to spend their money. The remaining students from each group should stay with their stall and act as market sellers. Tells students they should barter using the language they have learned in the lesson. Give students ten minutes to complete their shop then feed back to the class on what they bought and how much they spent. The class can then vote on who bought the best bargains for their money.

➔ **WORKBOOK** / Unit 7, page 32

8 INTO THE WILD

UNIT OBJECTIVES

Topic:	the natural world
Grammar:	modals of speculation
Vocabulary:	environments and landscapes; adjectives with -ing/-ed; animals and their habitats; animals' bodies
Listening:	listening for specific information: an interview about a sports challenge
Reading:	reading for specific information: four sports challenges
Speaking:	Part 2: describing a photograph; speculating
Writing:	Part 2: an article about a beautiful part of a country
Pronunciation:	elision
Exam focus:	Writing Part 2: article; Speaking Part 2
Real world:	visiting a national park in Wyoming

Ask your students to watch the Grammar on the Move video on page 105. You can use this to present or reinforce modals of speculation.

VOCABULARY SB P102

ENVIRONMENTS AND LANDSCAPES

WARMER

Ask students what natural places there are in their area/country. Do many people visit them? Why/Why not? Put students into pairs or groups of three to share their favourite natural place and say why.

- 1 Draw students' attention to the photos on the page and ask them what they can see (A a glacier, ice, a river/lake, someone kayaking; B a rainforest, a waterfall, (palm) trees; C a boat sailing on the ocean; D sand, the desert). Help students with any new vocabulary they might need and write the words on the board for them to write in their notebooks.
- 2 Read the instructions and questions, then put students into pairs to describe the photos and answer the questions. Give students a couple of minutes to talk, then elicit their ideas around the class.
- 2 069 Read the instructions with the class, then look at the photos with the class again. Ask students to think about what words they might hear on the recording for each picture (e.g. glacier: cold, slippery ice; desert: hot, (lack of) water). This will help them to match the part of the conversations to the picture.

Play the recording, then elicit the answers around the class. For weaker classes, play the recording a second time for students to check the answers.

1 A 2 C 3 D 4 B

AUDIOSCRIPT 069

- 1

Paul: This one looks exciting.

Liz: It looks freezing! Is that an iceberg?

Paul: No, it's a glacier. I've always wanted to see one. You can go into caves of ice. It must be amazing.

Liz: Well I think it sounds dangerous, and much too cold!
- 2

Liz: What about this one? It's a sailing race.

Paul: To be honest, that picture makes me feel a bit scared. I like being on the water but I want to be near a beach or a riverbank. We can't see any shore at all here. And the big waves would make me feel sick.

Liz: But there aren't any big waves in this picture! I agree, though. We're not really sailors. It's not for us.
- 3

Liz: Here's a race through a desert. It looks beautiful.

Paul: But there's nothing there!

Liz: What? Don't you see those beautiful sand dunes?

Paul: Yeah, but I don't see any trees with branches and leaves that could give us some shade. Those little bushes wouldn't help. Sorry, but that's too much sun for me.
- 4

Liz: OK, how about a race through the rainforest, then? If it gets too hot, we could have a shower under this waterfall.

Paul: Yeah or we could fall down that cliff, or break a leg on those stones ... But OK, we want an adventure so let's read more about it. Actually, I think it looks cool.

- 3 069 For weaker classes, elicit the meaning of the words in the box from the class. Students work alone to complete the conversation. Tell them to complete the words they are sure of first, then do the rest. Students then compare answers with a partner. If they have different answers, they should work together to try to work out which one is correct. Play the recording for students to check their answers.

1 iceberg 2 glacier 3 caves 4 riverbank
5 shore 6 waves 7 sand dunes 8 branches
9 leaves 10 bushes 11 rainforest 12 waterfall
13 cliff 14 stones

- 4** Students can work in pairs to pair the opposites, then talk about which words can be used to describe the places. Tell students there isn't really a right or wrong answer to this second part of the activity.

humid/dry
noisy/quiet
dense/empty

Suggested answers

dense B
dry D
empty A; C; D
humid B
noisy B
quiet A; C; D

EXTENSION

Students think of more opposites which could describe the different photos, e.g. hot and cold.

Alternatively, students can think of other places which could be described by the adjectives in the exercise.

EXTENSION

Elicit the meaning of *deforestation* (the action of clearing a large area of trees to make space for farm or urban land) and *desertification* (the process by which land becomes desert, typically as a result of drought, deforestation or agriculture). If students have internet access in class, ask them to do research online.

As a class, discuss what the words mean and how serious the problems are.

Ask students to work alone to match the sentences to the text, then compare answers with a partner, before you check with the class.

- 1 the Volvo Ocean Challenge 2 the Jungle Ultra
3 the Alaska Mountain Wilderness Classic
4 the Gobi March

- 3** As for Exercise 2, students underline the keywords and think of synonyms for each sentence. Students find and underline the sentences, then compare answers with a partner before you check around the class.

- 1 The humid air of the dense jungle and the thin air of the mountains will be a new challenge.
2 You probably won't see a Gobi Bear as, like some other animals here, this is an endangered species.
3 Respect nature! That's the key to completing this amazing challenge.
4 Your family may be very worried about you, and there are good reasons for this.

FAST FINISHERS

Students can write four extra sentences paraphrasing the text and swap these with another fast finisher to find in the text. Students must ensure that their sentences contain searchable synonyms and paraphrase. Elicit the answers when you check the main answers.

- 4** Divide the class into groups and allocate different events to each one, so that students are not all discussing the same thing. Give students 3–4 minutes to discuss the questions, then ask them to feed back to the rest of the class on their ideas. Encourage students from other groups to say whether they agree or disagree with their findings.
- 5** If students have internet access in class, they can search for events and report back to the class on what they found. Alternatively, students can do this individually for homework. This might be a good idea if students do not have sufficient general knowledge for a class discussion. Have a class vote on the most extreme event the students found.

LISTENING

SB P104

WARMER

Invite students to tell the class about any sporting experiences they have entered or about anyone they know who has entered one. Encourage them to give details such as how easy or hard it was and how they felt, and encourage the class to ask questions.

- 1** Ask students what kind of conversation they will hear on the recording (an interview). Give students a minute to come up with their questions, then elicit some ideas around the class.

Example questions with answers

Why did you want to run the Jungle Ultra?

Lisa wanted to go to a rainforest so she looked for sports events around the Amazon.

Did you enjoy it?

Yes, she enjoyed it very much but she also found the rainforest frightening.

Did you have a problem with a jaguar?

She saw a jaguar and she was scared but there wasn't really a problem.

- 2** 070 Students listen to check if their questions were answered. As a follow-up, ask students which questions were answered.

AUDIOSCRIPT 070

- Jack:** Lisa, why did you take part in this really tough race, the Jungle Ultra? How did you even get the idea?
- Lisa:** Well, Jack, I've always been a runner. I've run lots of marathons, including the New York marathon, for example.
- Jack:** And that's too easy for you?
- Lisa:** No, no, it's very tough. I wasn't looking for something harder. I actually found about the Jungle Ultra after I had watched a documentary about disappearing rainforests. I knew the rainforests were in danger and I wanted to see them. In a few years, it could be too late! I looked for interesting events around the Amazon, and I found the Jungle Ultra – perfect. I immediately registered to take part.
- Jack:** It's five days of running in the jungle, and you weren't frightened. You must be a very brave person!
- Lisa:** Actually, as soon as I'd registered, I thought, what a mistake! I might not be fit enough ... I may have problems with the temperature ... or a snake might bite me! That was the most frightening thought!
- Jack:** But then you did it, and you were fit enough and you weren't bitten by a snake. Was it easier than you had feared?
- Lisa:** No, it was unbelievably hard, but I loved it. You soon feel exhausted and think you may not be strong enough to keep going ... but you do keep going, and it's a great feeling at the end of each day, even if the race is exhausting.
- Jack:** And did you love the rainforest?

Lisa: No! Sorry, but there are too many scary animals. One day I was running with a man from Canada when he suddenly stopped and whispered, 'a tiger!' 'It can't be a tiger,' I said. 'There aren't any tigers here.' But honestly, I was terrified. We stayed very still for a long time and then a jaguar walked past. Later, people said we'd been very lucky to see a jaguar, but it was a terrifying experience. I think I'm lucky to be alive!

Jack: So, you're not a jungle fan.

Lisa: Well, it's not for me, but we have to save the rainforest, Jack, it's so important! That's why I'm talking to you today. I want to ask people to support my new environmental project ...

- 3** Ask students to match the words with the meanings. For weaker classes, play the recording for students to hear the word in context and pause after each word to elicit the answer. Elicit sentences around the room containing the words in 1–4. This enables students to personalise the vocabulary, helping them to remember it.

1 c 2 a 3 d 4 b

- 4** 070 Check students' understanding of *registered* and *frightened*. Students underline the key words to help them locate the answers in the text, then read the text again to find the answers. Check the answers around the class.

Suggested answers

1 She had run a lot of marathons, including the New York marathon. 2 She was scared and thought she had made a mistake. 3 She felt great, and happy that she had kept going. 4 A jaguar. 5 The jungle is not for her, but she knows it's important to save it.

- 5** For weaker classes, photocopy Audioscript 070 and ask groups to find the answers to questions 1 and 2 in the audioscript, then check answers around the class. Groups can then discuss question 3 in their groups. Monitor and note any interesting ideas to elicit during class feedback.

EXTENSION

Teach *risk assessment* to the class (a report on how safe or unsafe something is). Tell groups that they have been asked to do a risk assessment of one of the events on page 103 and decide if the event should take place. Write the following on the board:

- 1 Identify the risks (things that can go wrong) and who is at risk.
- 2 Decide how bad or likely the risks are.
- 3 Decide if the risks can be removed or what you would do if a risk happened.
- 4 Decide if the risks are bad enough to cancel the event.

Give students 3–4 minutes to choose an event and come up with their risk assessment and another minute to present their assessment and decision to the class. Students write up their risk assessment for homework in the form of a report.

READING

SB P103

- 1** Read the title with the class and elicit ideas of what challenges these might be. Read the instructions with the class and give students a few seconds to scan the text to find the information. Remind students that they do not need to read the text in detail at this point, just pick out the information. Check answers around the class.

A the Jungle Ultra is in the Manu National Park in Peru
B the Gobi March is in the Gobi desert C the Alaska Mountain Wilderness Classic is in Alaska (not explicitly mentioned in the audio) D the Volvo Ocean Challenge takes place in four oceans around the whole world

- 2** Encourage students to underline the key words in the sentences before they read the text. Elicit why this is a good idea (it will help them to find the answer more quickly). For weaker classes, brainstorm synonyms and paraphrase what students might find in the text, e.g. *one week: 7-day*.

VOCABULARY

SB P104

ADJECTIVES WITH -ED AND -ING

- 1 Write *bored* and *boring* on the board. Tell students you eat toast for breakfast every day and you don't want toast for breakfast any more. Invite students to make sentences using the words on the board, e.g. *You're bored of toast.* (*You think*) *toast is boring.* Elicit from students which adjective describes the person's feelings (*bored*) and which one describes the thing (*boring*). Elicit the difference between the two words: for people's feelings we use *-ed* adjectives and for things we use *-ing* adjectives.

Ask students to read the sentences and the grammar box then choose the correct option, either alone or as a class. Elicit other pairs of adjectives that can be used to describe people's feelings and things, e.g. *excited* / *exciting*, *shocked* / *shocking*. Write this on the board so that students can refer to them while they are doing Exercise 3.

1 -ed 2 -ing

- 2 Ask students to complete the text on their own, referring to the grammar box if they are having difficulty. When they have finished, they can compare their answers with a partner, before you check the answers as a class.

1 challenging 2 worried 3 confused
4 encouraging 5 relaxed 6 amazing
7 surprising 8 satisfied

FAST FINISHERS

Students can note down things or situations from their own experience which are *-ing* or make them feel *-ed* to share with the class after class feedback.

- 3 Remind students that they can also use the adjectives you wrote on the board in Exercise 1. Give students a couple of minutes to write their exercises before eliciting them from the class. Alternatively, students can work in pairs to make their sentences orally, then join another pair to feed back their sentences in the form of a discussion about each of the situations.

Model answers

1 I'm worried / It's worrying because the situation is getting worse. 2 I'm annoyed. / It's annoying. I'm trying to read and I can't. 3 I'm surprised / It's surprising, but it's very nice of her. 4 I'm relaxed and happy! / It's relaxing and I feel happy!

GRAMMAR

SB P105

MODALS OF SPECULATION

- 1 Draw students' attention to the sentences and explain that they are from the listening with Lisa and Jack. Read through the sentences with the class and for each one elicit how sure the speaker is. For example for the first one, ask who said the sentence (Jack). Ask: *How sure is Jack that Lisa was brave?* (very) *How do we know?* (because he says she wasn't scared). Elicit or explain what word he uses to show that he is sure (*must* – a modal verb). Read through the rest of the sentences and repeat. Ask students which modal verbs have a similar meaning (*could*, *might*, *may*) and which one shows that you are sure something isn't true (*can't*). Ask students to read through the grammar box on their own and complete the process, or complete it as a class if you prefer. Draw students' attention to *must* and *could* which cannot be used in the negative form.

LANGUAGE NOTE

Tell students that we can speculate about both the present and the future. When we are talking about the future, we can use *might* (not), *may* (not) and *could*. *Lenny may go to Italy next summer.*

1 must 2-4 could; may; might (in any order) 5 can't

EXTENSION

Ask students to tell a partner what they might do next summer using *might* (not), *may* (not) or *could*. Monitor and make sure students use *might* (not), *may* (not) or *could* correctly, e.g. *I may not have a holiday next summer. I need to save money so I might stay at home ...*

Refer students to the Grammar reference on page 214 for further information/practice on modals of speculation.

- 2 Students do this task on their own, then check answers with a partner. Encourage them to look at the whole sentence and the sentences around the options to give them more information about how sure the speaker is. Elicit both the answers and the reason why the answer is correct.

1 might 2 can't 3 could 4 may 5 could
6 might 7 may not 8 must

DID YOU KNOW?

Read through the box with the class and elicit any more prepositions students know which are different in British and American English, e.g. *play in* a team (Br) / *play on* a team (Am); *at* the weekend (Br) / *on* the weekend (Am). If students have internet access in class they can do a search for more words online.

- 3 Students can do this activity as a speaking activity in pairs. Monitor and check students are using language correctly.

1 Peru must be an exciting country. 2 I might/may/could go there next summer. 3 But the flights can't be cheap. 4 I may not/might not have enough money. 5 I might/may/could ask my parents to pay for the flights. 6 But then they may/might/could want to come with me.

ELISION

- 4 071 Read through the instructions and play the recording asking students to follow the sentences on the page and listen to what happens to the *t*. Play the recording again and ask students to repeat the sentences, then read the explanation with the class.

We don't hear the *t*.

AUDIOSCRIPT 071

It must be true.
It might be true.
It can't be true.

- 5 072 Play the recording for students to cross out the consonants, then play the recording again for students to repeat. Students could then take turns in pairs to say the sentences and their partner can check they are pronouncing them correctly.

1 You're the first person to arrive. 2 I don't want eggs.
3 See you next week. 4 You could be a star!
5 He bought a used car.

AUDIOSCRIPT 072

1 You're the first person to arrive. (firs(t) person)
2 I don't want eggs. (don'(t) want)
3 See you next week. (nex(t) week)
4 You could be a star! (cou(ld) be)
5 He bought a used car. (use(d) car)

VOCABULARY

SB P106

ANIMALS AND THEIR HABITATS

WARMER

Put students into pairs and give them 30 seconds to write down as many animals who are native to (from) their country as they can. When the time is up, elicit the words from pairs and find out who had the most words.

- 1 Look at the four photos at the top of the page with the class and ask students to say what they can see in each one. Help with any new vocabulary. Elicit the meaning of *temperate* (neither very hot nor very cold) and ask if any of the other places shown in the photos could be described as *temperate* (grasslands depending on where they are).

Now look at photos A-J with the class and elicit which animal is shown in each. Write any difficult names on the board if you think it will help. Read the instructions and put students into pairs to discuss the animals' natural habitats. Give students 2-3 minutes to do this, then elicit answers around the class.

A arctic wolf B green iguana C hedgehog
D orangutan E penguin F red deer G red squirrel
H giraffe I polar bear J kangaroo

- 2 It might be a good idea to elicit the names of the continents in English first. You could draw a rudimentary map of the world on the board or if you have a map of the world on the wall, you could use that. Put students into pairs to discuss. If students have internet access in class, they can search for the animals online. Give students a few minutes, then elicit some ideas. If you have a map of the world or an IWB, you can look at the places there.

Grassland animals: Giraffes are found in Africa, and kangaroos in Australia.

Tropical forests: There are iguanas in Mexico and Central and South America (the green iguana prefers the forest but some other types don't). Orangutans are native to Indonesia and Malaysia.

Temperate forests: Hedgehogs are native to Europe, Asia and Africa. Red deer are native to Europe, Asia and North Africa. The red squirrel is found in Europe and Asia.

Polar regions: Arctic wolves and polar bears are found in the arctic. Penguins live in the southern hemisphere, not only in the Antarctic but also in South America, southern Africa, Australia and New Zealand.

EXTENSION

Put students into four groups and give each group a habitat from Exercise 1. If you have a large class, put students into four groups. Give students two minutes to write down as many animal species as they can that live in that habitat. Which group has the most species?

- 3** If you did the warmer, remind students of the animals they brainstormed and put students into the same pairs to prepare a short presentation for the class. Help students with the names in English of animals they don't know or encourage them to use an (online) dictionary. Give students 2–3 minutes to discuss and allow them to look up photos online to show the class if they have internet access. Give 30 seconds to make their presentation to the class, encouraging other students to ask follow-up questions.

Model answer

In Germany we have huge forests. There you can find animals like deer and squirrels. There are also wild boar and they come into towns sometimes. That's a problem because boar can be dangerous. In the south of Germany we have very high mountains. A type of wild goat called an ib lives there. There are also a lot of interesting birds, including eagles and owls. There are foxes all over the country. A lot of them live in cities, where it is easy to find food, so people see them quite often.

PUSH YOURSELF

B2

SB P107

VOCABULARY: ANIMALS' BODIES

- 1** 073 Look at the photos with the class and elicit from the class the names of the animals (a fox, a deer, an elephant, a swan, a horse, a tiger) and also any information students know about each animal. Help students with vocabulary if necessary. Read the instructions with the class, then ask students what kind of words they think they might hear for each one, e.g. fox: *red / small*. Play the recording and elicit answers around the class. If necessary, play the recording a second time to check.

1 C elephant **2** A fox **3** D swan **4** E horse
5 B deer **6** F tiger

EXTENSION

Play the recording again and ask students to note down any new words they aren't sure of. Put students into groups of three to discuss the words and share their ideas on spelling and meaning. Elicit ideas from the groups and write the correct spelling on the board (e.g. *trunk, tusk, fur, paws, claws, beak, hoof, mane, antlers, tail*) but don't tell students if they have guessed the meaning correctly as they will find out in Exercise 2.

AUDIOSCRIPT 073

- I think I just like them because they are so large and look so calm. And the trunk is cool ... though I'm not sure exactly what it is, to be honest. Well, it's a kind of nose, I suppose, but they can also use it for carrying things. It makes me angry that some people kill them for their tusks.
- I love the beautiful red colour of their fur and their bushy tails. They look so sweet with their furry little paws, but I wouldn't like to have a fight with one. I'm sure they can bite you hard and scratch you with their claws.
- I like all birds but especially the ones that live on water, and these are my favourites. Their white feathers make them look so elegant. Don't make one angry, though. A bite from that sharp beak can really hurt you.
- I love them because they are so strong and fast, but also so gentle. Of course, they could kick you with a hoof and really hurt you, but they don't want to. Some people cut their manes very short, which I don't like. They need a mane, and it's beautiful, too.
- They look very gentle, but they can also fight with their impressive antlers. Some hunters kill them and take the antlers home but that's not my thing. I don't know why they have such a small tail. Other animals' tails are much longer.
- They have really pretty stripes on lovely dark orange fur, and I love their long, white whiskers. These animals are very dangerous, though, and if you see one in the wild, you shouldn't go near it. Their claws are very sharp!

- 2** 073 Play the recording again for students to label the pictures or, if you did the extension activity in Exercise 1, allow students to label the pictures, then listen to check.

a fox: **1** paw, **2** fur
a deer: **3** antlers, **4** tail
an elephant: **5** trunk, **6** tusks
a swan: **7** beak, **8** feathers
a horse: **9** hoof, **10** mane
a tiger: **11** claw, **12** whisker

- 3** Students work in pairs to do this task. Check answers as a class.

Suggested answers

1 deer and horses **2** birds **3** all the animals in the pictures have a tail **4** fur for a tiger and deer **5** dogs and cats

EXTENSION

Students play *What am I?* in groups. One student thinks of an animal but doesn't tell the rest of the group what it is. Students take it in turns to ask yes/no questions, i.e. the student can only answer yes or no. Students can ask 20 questions before they must make a guess. If the group can't guess the animal, tell the student not to say what it is, but get the rest of the class to guess at the end of the activity.

SPEAKING PART 2 TRAINING

SB P108

- 1** Put students into pairs to discuss the photograph.

EXAM INFORMATION

Tell students that if they don't know a word, they should try to describe it, e.g. *nose ring: the metal ring that the yak has through its nose*. Explain that students should do this in the exam when they don't know a word and that students will not lose any points for explaining what the word is.

Tell students that in the exam, it's a good idea to also talk about what we believe to be true, not just what we can see, e.g. *it could be, it might be*. This will show the examiner that they have wider English skills.

- 2** 074 Read through the instruction and the checklist with the class. Before you listen to the recording, elicit from the class which things they think that the candidate should say and do.

Play the recording for students to check the options on the checklist. Check the answers with the class and play the recording again to check, pausing after each example to discuss with the class. Ask students to work in pairs to discuss if they did all of these things while they were talking in Exercise 1. Elicit ideas from the class.

All descriptions are ticked.
things and people: lake, yak, man, backpack, the man's clothes, snow, mountains
where things are: beside (the lake), on the right, in the background
conversation filler: What else?
describe something: The yak is wearing something colourful on its back. I don't know the name of the thing but it's made by people and it shows us that the yak is not wild.

AUDIOSCRIPT 074

This is a picture of an interesting place. There is a beautiful lake with a yak resting beside it. This can't be a lake in Europe as we don't have yaks. On the right we can see a man with a backpack. He looks European, so he must be a tourist. He could be on a hiking holiday because he's wearing comfortable walking shoes. There is snow on the mountains in the background. It could be a cold country, or the mountains may be very high. But on the other hand, the man is wearing a T-shirt and no jacket. It must be a warm day, or it might always be warmer away from the mountains. The sun is shining, anyway. Umm ... what else? Oh, the yak is wearing something colourful on its back. I don't know the name of the thing, but it's made by people and it shows us that the yak is not wild. It might be waiting to carry the man or his bags. I like this photo because it makes me think of exciting journeys.

- 3** 074 Read the instructions with the class. Students could do this activity in pairs so that they can discuss the answers, as more than one answer can be true for some of the questions. Students should match the ones they are sure of first, then complete the rest by a process of elimination. Play the recording for students to check their answers. If students have different answers from the key, discuss them and ask students to justify their choice.

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

- 4** Tell students they are going to practise using the modals of speculation that they learned in the grammar section on page 105 and apply them to Part 2 of the speaking exam. Read the instructions with the class. For weaker classes, it might be a good idea to read through the exam answer or elicit some descriptions of the photo first and provide some deductions, then ask students to make their notes before doing the activity. Monitor and note any good example conversations but don't interrupt students while they are talking. Invite students to repeat any good example conversations for the class.

Suggested answers

- A** There's an elephant in the middle of the picture.
B So this might be Asia or Africa. We can see a large old building.
A Yes, so this could be a historic town that tourists visit. The man isn't wearing a coat.
B It must be a warm day. The man is wearing something colourful on his head. I don't know the word in English.
A I think he could be Indian. And the elephant is painted with colours and patterns that look Indian.
B I agree. This must be India. The elephant has something on his back where people can sit.
A It could be an elephant that tourists can ride.
B Yes. I think that must be true.

- 5 Read through the instruction with the class, turn to page 47 and read through the exam tip and the useful language in Exercise 2. Students then choose one of the pictures on page 194 to talk about. One student should talk and the student should time them for one minute. When they have finished, students can swap roles. Monitor and note any good examples of students describing a word they don't know and any difficulties to go through with the class at the end of the exercise.

WRITING PART 2 TRAINING

SB P109

- 1 Elicit different types of articles, e.g. news, business, current affairs, fashion. Write these on the board and ask stronger classes to also discuss whether the place they like to read depends on the type of thing they are reading. Give students two minutes to discuss the questions, then elicit ideas from the class.

- 2 Tell students that they are going to look at the Writing Part 2 article in this lesson. Read the instructions and ask a student to read the task in the box.

Draw students' attention to the three questions in the task and ask how many of the questions students need to answer (all of them).

EXAM INFORMATION

Tell students that in Part 2 of the Writing exam, they have a choice of an article or a story but it's a good idea to practise both really well, in case they don't like one of the options in the exam. In each case, students have to write 100 words.

- 3 Put students into pairs to read the words in the box and decide which ones are which. If they are not sure of the meaning of any of the words, encourage them to look them up in a dictionary or online. Give students a minute to sort the words, then check the answers around the class.

Sardinia: island, beaches, cliffs, coast, wildlife
things you can do there: sailing, swimming, eating fish, camping, look at moon and stars

- 4 Students do the activity alone then check with a partner before you check the answers around class. When you have finished checking the answers, ask the class why the speaker has included other information as well (he/she has provided details and extra information to make the article more interesting).

My favourite part of Italy is Sardinia.

Sardinia is an island, so it has a long coast. You can find cliffs as well as sandy beaches.

The landscapes are and you can see wildlife.

Although it's popular, Sardinia is not as full of tourists as many parts of Italy.

For me, the best thing to do in Sardinia is swimming in the sea. Then, when you're really hungry from the exercise, you can eat fish. What's more, there are excellent campsites on the coast. At night, you can look at the moon and stars over the water and feel very happy!

- 5 Read through the wordlist for the class first and check the students' understanding of any words like *clear* and *rocky*. Students then work in pairs to complete the article with the adjectives. Encourage students to use their own words if they think they work better than the ones provided. Go through the answers with the class and elicit the students' own adjectives as well.

Suggested answers

1 high, rocky, ... 2 long, relaxing, ... 3 amazing, fantastic, ... 4 interesting, fantastic 5 clear, cool, ... 6 fresh, delicious, ...

- 6 Elicit from the class what linking words are (words that link two sentences together to make one longer sentence). If students are unsure, refer back to Unit 1 on page 17 and read the words in bold in the text. (There are more linking words in Unit 4 on page 58 but these are time words more suitable for a story.)

Students can find the linking words on their own or in pairs, then check answers with the class.

so, as well as, although, then, what's more

FAST FINISHERS/EXTENSION

Students think of any other linking words which would fit in each space (e.g. *so* – *and*, *as well as* – *and*, *Although* – *Despite being*, *Then* – *Next*, *What's more* – *Also*).

- 7 Students can do the task in class or for homework. When students have finished their paragraph, they can swap it with their partner for feedback (in the next lesson if they do the task for homework). Their partner can check they have answered all the questions in the task, written the right number of words and used adjectives and linking words to make their article more interesting. If you think it will help, write these criteria on the board and ask students to check what partners have included successfully. When students have received their feedback, they can re-write their article then display the articles around the room for their classmates to read.

EXAM FOCUS

SB P110

WRITING PART 2

AN ARTICLE

Read through the Exam facts and Exam tips boxes with the class. In the exam tips, refer students to the second point and ask them to underline the introduction and conclusion in the article on page 109 (introduction: *My favourite part of Italy is Sardinia*; conclusion: *At night, you can look at the moon and stars over the water and feel very happy!*).

EXAM INFORMATION

Elicit how long students have for the whole Writing paper (45 minutes). Remind students to allow time to plan at the beginning and also to check their work at the end.

Ask students to do the task under exam conditions.

FAST FINISHERS

Fast finishers can check their work and find ways to improve their article, e.g. by adding interesting adjectives or linking words.

When students have finished, you can allow peer correction before you collect in the work for marking.

Model answer

From polar bears in the Arctic to penguins in the Antarctic, the world is full of fantastic animals.

When I was on holiday in Greece last year, we took a boat trip on the Mediterranean. We were admiring the beautiful scenery, when suddenly a family of dolphins appeared out of the clear blue sea. They swam next to our boat, and seemed so playful and friendly.

Although that was an amazing experience, I think it is better to see wildlife on TV documentaries. I believe it is cruel to keep animals in zoos, and visiting animals in the wild can disturb their habitats and damage the environment.

WRITING BANK / pages 230–231

SPEAKING PART 2

SB P111

- 1 Ask students to work alone or in pairs to choose the exam facts, then check the answers around the class. Go through the completed advice: for 1 explain that the other candidate will be there during Part 2 but they will just listen until it's their turn to describe a different photo. For 3, add that students will know when they have said enough as the examiner will stop them and move on to the next candidate or Part 3. For 4, explain to students that it's important that they do not ask the examiner to help them. Finally, for 5, elicit the language students would use to say what they think might be true about the picture (*might be/could be/must be*).

1 a 2 a 3 b 4 a 5 b

- 2 Put students into pairs with one student in each pair acting as the examiner and timing the other student, who is the candidate. Students describe the photo for one minute, then swap roles. Remind the examiner student to note whether the candidate fully describes the photo, speaks for about one minute and talks about the things they think might be true in the photo, if they have time. Pairs give feedback to each other on their performance. Monitor students and note any good descriptions. Invite one or two students to say them for the class.

Model answer

I think this photograph was taken on a lake, maybe in the USA or Canada. I can see a wide river or lake with a lot of trees on one side of it. The water is brownish-green and quite still. There is a canoe on the water, and there are three people in the boat, two children and a man. I think the man might be the children's father. The girl is looking at something. She's using something, but I don't know what's it's called in English. The boy and the man are smiling. They could be on holiday or enjoying themselves at the weekend.

HOW WAS IT?

As in previous units, decide if students would be comfortable talking about how they feel about their progress openly or in a ballot (see Unit 1 for how students can vote on this without their classmates seeing). Ask students to look back at their choices in Unit 3, when they also did Speaking Part 2 and compare whether they are now feeling more confident. Put students into groups of four (two pairs of the same pairs who did the exam practice task) and ask them to say how they each feel they can improve their speaking performance and how they could go about doing that, e.g. by looking at photos in a magazine and recording themselves speaking for one minute.

REAL WORLD

SB P112

VISITING A NATIONAL PARK IN ... WYOMING

BACKGROUND INFORMATION

There are 59 national parks in the USA. The first area to become a park was Yellowstone in 1872. The parks are all very different: Yosemite Park, for example, has forests and valleys, whereas Arches National Park has desert. The most popular national park is Great Smoky Mountains due to its beautiful landscape and great hiking, followed by the Grand Canyon, which is popular with international tourists.

- 1** Draw students' attention to the photos and ask them to say what they can see (Yellowstone national park, USA; hiking; hot spring with boardwalk; a geyser /'gi:.zə/; bears; bison). Ask students what the activities and dangers might be and elicit answers around the class. Encourage students to expand on their answers.

Suggested answers

you can see someone hiking, a hot spring, a geyser, bears, bison
activities: walking, hiking, skiing, watching wildlife
have to be careful about: wild animals, getting lost, cold temperatures in the mountains

- 2** Draw students' attention to the text and ask them what kind of text this is (part of a website). Ask students to quickly read the text and see how many of their answers from Exercise 1 were correct. Students can match the words to make sentences, then check their answers with a partner. Tell them to underline the words in the text to show where they found the answers. Elicit these when you check the answers.

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

FAST FINISHERS

Students can add their own advice to that list. Elicit these after you have checked the answers for the main activity.

- 3** Read the instructions with the class. Draw students' attention to number 4 and elicit why *center* is spelt -er and not -re (because this is an article about an American park and this is the American spelling of *centre*).

Students find the words in the text and match them with the definitions alone or in pairs. Check the answers around the class.

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

- 4** 075 Explain to students that they are going to hear three conversations where travellers ask for help. Students match the conversations to a–d. Check students' understanding by asking how many of the sentences they need to match (three). Play the recording, then check the answers around the class. Elicit any more information they can remember from the recording.

1 d 2 a 3 b

EXTENSION

Students listen to the recording again and in pairs take notes of one side of the conversation, then role play the conversation with a partner. Monitor and choose one or two pairs to demonstrate their conversation to the class.

AUDIOSCRIPT 075

1

Ranger: Hi. Can I help you?

Visitor: Yes. We want to go hiking near Clear Creek. Are there any bears in that area?

Ranger: There haven't been any reports of bears in that part of the park for the last three weeks, so you should be OK.

Visitor: That's good. Can you give us any tips about bears?

Ranger: Well, of course the best thing to do when you're hiking is to avoid seeing them. That means watching for things like footprints or other signs that a bear has been there. If you see those kinds of signs, think about turning around and coming back. When you're hiking, you should also call out every so often – a lot of people call: 'Hey, bear!' That just lets them know you're around, and with any luck they'll go off in the opposite direction.

Visitor: OK. And what should we do if we see a bear?
Ranger: That depends. If it's in the distance and it hasn't seen you, stay out of sight and hopefully it won't see you. Then gradually back off, never taking your eyes off the bear. If a bear comes towards you, slowly back away, and if it carries on, or if it runs at you, use your bear spray on it. Do you have bear spray?

Yes, we do.

Ranger: That's good. The chances are you won't need it, but better safe than sorry.

Visitor: OK. Thanks.

Ranger: You're welcome. Have a good trip.

2

Official: Hi, there. Can I help you?

Visitor: Yes. We want to go hiking on this trail here. We want to go up this mountain, then back down this trail, by the river. Will it be easy to follow the trail?

Official: Hmm, I'm not sure. It's not a very well-used trail, because it's quite steep and a bit tricky in places. So, it may not always be clear exactly where the trail goes. Are you planning to do this in a day?

Visitor: Yes.

Official: Hmm. I think that might be pushing it a bit. It's not an easy trail.

Visitor: Oh. Is there an easier one we could follow?

Official: Sure. This one here is part of the Thorofare Trail. That's one of the most popular trails in the park, so a lot of people follow it.

Visitor: Oh, that looks good. Do we need to take a map with us?

Official: You certainly do. The trail is well-marked, but we always advise that people have a map and a compass with them, just in case they get lost. And a cell phone, of course.

Visitor: OK. Thank you.

Official: You're welcome. Have a great day.

3

Official: Hi, there. Are you OK? Do you need some help?

Visitor: Yes. We're going to spend a few days in the National Park, and we read that there are a lot of mosquitoes at the moment. Is that true?

Official: Yeah, this is the summer, so it's the time of year for all kinds of insects.

Visitor: Are mosquitoes a problem?

Official: Yeah, but you can avoid them. The mosquitoes tend to be around lakes and streams, where it's warm and not in the wind. So, if you stick to the high ground and keep away from the water, you should be fine.

Visitor: OK, thanks. And what about ticks? Are they a problem?

Official: Yeah, they can be. You find ticks anywhere where there are low bushes growing, but again, they especially like the lower ground, where it's warm. So, keep your clothes well tucked in, and don't expose any skin.

Visitor: OK. And what do we do if we find a tick on our body?

Official: You need some of these – they're just normal tweezers that you can use for picking up any small objects. You take hold of the tick firmly and then, very gently, just remove it from your body. You'll see a small mark on your skin where it's been. Clean that carefully and put some antiseptic on. But if you're careful and use repellent, hopefully that won't happen.

Visitor: OK. Thank you.

Official: You're welcome. Have a nice day.

- 5** 075 Students can complete the sentences in pairs, then listen again to the recording and check.

1 go hiking 2 any tips 3 easy to follow
4 need to take 5 a problem 6 find a tick

- 6** If you think it will help, students can do the exercise in pairs for extra support. When students have finished, check the answers around the class. You could also write on the board other phrases from the audio: *that might be pushing it, it's a good idea to take precautions, keep your clothes well tucked in*. Encourage students to say what situations these phrases might be useful for.

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

WATCH SB P113

- 7** For weaker classes, or for a different activity, put students into five different groups and give each group one of the topics to listen for. Students in each group watch and make notes on that topic. When the video has finished, students form new groups with one student from each different topic. They can then compare notes so that everyone has a full set of notes.

Suggested answers

Camping: 12 campsites with showers, and 300 sites for wild camping where there are no facilities; need to buy a permit

Bears: if you meet a bear in the distance, keep out of sight and move away; if it sees you, move backwards slowly, don't run; get your bear spray ready, if the bear runs at you, spray it when it is about 20 metres away

Hot springs: some water is perfect for bathing, but most is too hot, sometimes 95 degrees; geysers are where water shoots up into the air, most famous is Old Faithful

Streams and rivers: need to be careful because they become fast moving after rain, impossible to cross

Park rangers: trained to give first aid if someone is injured, help people who get lost, and give advice

VIDEOSCRIPT WYOMING

Yellowstone became a National Park in 1872, and is the oldest National Park in the United States. It has amazing scenery – from high mountains and dense forests to beautiful rivers and spectacular waterfalls. It's also full of wildlife, like elk, wolves, and bears, so it's a great place to experience nature. Every year thousands of people visit to go hiking and camping. There are 12 campsites in the park, with showers and toilets, and 300 more sites where wild camping is allowed, but with no facilities. If you want to camp here, you need to buy a permit before you set out. One of the most important things to remember when you're camping is to keep all your food in a special bear-proof storage box. Seeing bears in the wild is one of the great pleasures of Yellowstone, but you need to be careful, and you should know what to do if you meet one. If you see a bear in the distance, keep out of sight, and move away. If it sees you, don't run, but rather move backwards slowly and get your bear spray ready. If it runs at you, spray when it's about 20 metres away. Yellowstone is also famous for its hot springs and geysers, where hot water shoots up into the air. Some of the water is perfect for bathing, but most of it is far too hot, with temperatures as high as 95 degrees! The most famous geyser is called Old Faithful, and it's a major tourist attraction in the park. Yellowstone is also full of streams and rivers, which are often a good place to see wildlife. But if you're hiking, you need to check the weather, because rivers can quickly fill up and become fast-flowing after rain, and they then become impossible to cross. Yellowstone Park rangers are trained to give first aid, to help people who are lost, or to give advice about anything from camping to clean drinking water. With their help, you can enjoy an amazing and safe visit to Yellowstone.

- 8** ▶ Students can compare notes in pairs or small groups. Then play the recording for students to add anything to their notes which they might have missed. Elicit anything further from the class.

LIFE COMPETENCIES

SB P113

CREATIVE THINKING, UNDERSTANDING GLOBAL ISSUES

- 9** Ask students if they have any national parks in their country and/or elicit other national parks students might know of. For weaker classes, brainstorm on the board with the class: draw a mind map on the board with *environments* and *safety* at the centre, then add students' ideas around the edge.

Put students into groups and provide them with A3 paper and coloured pens, if possible, and give them five minutes to create their poster.

When they have finished students can present their posters to the class. Encourage everyone in the group to take a turn talking to explain their information on the poster. When all the groups have finished presenting, put the posters up around the class.

⇒ **WORKBOOK** / Unit 8, page 36

PROGRESS CHECK 3 UNIT 6 TO UNIT 8

SB P114

1

- 1 request
- 2 comments
- 3 posts
- 4 tag
- 5 block
- 6 update

2

- 1 I'm going to spend, I'll send
- 2 Are you going to, I'm flying
- 3 is seeing, it leaves
- 4 We're going to be, won't

3

- 1 tight
- 2 good value
- 3 plain
- 4 messy

4

- 1 goods
- 2 damaged
- 3 refund
- 4 receipt
- 5 complain
- 6 exchange

5

- 1 there was a new clothes shop in town
- 2 if I had been there yet
- 3 that it had a lot of nice things
- 4 me if I liked her dress
- 5 that she had bought it at the new clothes shop
- 6 me when I would go shopping with her
- 7 me if I could lend her some money
- 8 me (that) she had spent all (of) her money on new clothes

6

- 1 branches, leaves / leaves, branches
- 2 sand
- 3 cliff, waterfall
- 4 waves
- 5 icebergs

7

- 1 True
- 2 False; giraffes
- 3 False; penguins
- 4 True
- 5 False; hedgehogs

8

- 1 c relaxing
- 2 a worried
- 3 e amazing
- 4 b disappointing
- 5 f challenging
- 6 d surprised

9

- 1 must
- 2 might
- 3 can't
- 4 could
- 5 might not
- 6 can't

10

- 1 I'm going to visit my grandmother tomorrow.
- 2 We're going to see a film this evening.
- 3 Are you going to eat with us?
- 4 We're meeting our friends later this evening.
- 5 Noel told me that he liked fish.
- 6 She said that she was reading a good book.
- 7 My dad asked me if I had enough money.
- 8 You may/might think this is easy, but I think it's difficult.

11

- 1 social
- 2 species
- 3 trend
- 4 must
- 5 fall
- 6 on
- 7 going
- 8 filter

UNIT OBJECTIVES

Topic:	education
Grammar:	present and past passive; the passive in other tenses
Vocabulary:	education; higher education; education collocations
Listening:	Part 2: three-option multiple choice: short dialogues about education
Reading:	Part 3: four-option multiple choice: a Free School
Speaking:	expressing likes/dislikes
Writing:	a formal email
Pronunciation:	word stress
Exam focus:	Reading Part 3; Listening Part 2
Real world:	booking onto a language course in Oxford

Ask your students to watch the Grammar on the Move video on page 118. You can use this to present or reinforce the passive.

READING PART 3 TRAINING

SB P116

WARMER

Put students into pairs and give them two minutes to talk about the desk arrangement in their classroom (it doesn't have to be your classroom, it can also be another college or university classroom or their office space). Ask them to say the advantages and disadvantages of having the desks this way: *Does it facilitate pair work and small group work? Is it easy to get up and do whole-class activities? Is it important how the desks are arranged or doesn't it matter?*

- 1 Draw students' attention to the two photos and ask students to say what they can see and what is happening in each one. For further discussion, ask students to identify the difference between the two classroom types. Then ask students which one they think is better and why.
- 2 076 Tell students they are going to listen to people talking about the different classroom situations and they have to write the letter of the photo when they hear the word. Play the recording, then check answers around the class.

A traditional formal strict
B informal relaxed lively

AUDIOSCRIPT 076

- Man:** That looks like the kind of school I went to, where students have to sit behind desks and listen to the teacher. The atmosphere's quite formal – like, you have to raise your hand if you want to speak. It's a very traditional way of learning, isn't it? My school was quite strict, too. You had to do exactly what the teachers told you to.
- Woman:** That's quite a modern type of school, isn't it? The students are working together and learning from each other. It's quite a lively sort of place, and the atmosphere looks fairly relaxed. You don't have to sit still or keep quiet, and you can move around and talk to people. It's quite an informal kind of class, I think.

- 3 You could do this as a class discussion. Ask students if they like/liked the way their school is/was and what they liked/didn't like about it.
- 4 Read through the instructions with the class and put students into pairs to quickly discuss the question. Give them one minute, then tell them to read the first paragraph together to see if they were right.
- 5 Tell students that they are going to look at the Reading Part 3 exam now. Elicit/Remind students that in this part of the exam, students have to answer four-option multiple-choice questions about a text. Read the instructions with the class and explain that all four options will be in the text, but only one will match exactly. Ask students to underline the key words in the question and four options and use them to locate the information in the text. When students have located all the information and found the answer, elicit ideas and ask them to justify why the correct option is correct but also why the incorrect options are wrong.

The correct answer is **A** because she says: *Everyone here takes notice of my views and respects my choices, and that's what I think is really awesome.*

A people listen to her ideas = everyone takes notice of my views **B** pupils help each other learn = work in groups helping each other **C** she doesn't have to go to lessons = nobody has to attend lessons **D** there are lots of activities she can do there = we can study anything from ...

- 6 Students can now read to the end of the article alone and carry out the same process for questions 2 and 3. Go through the answers with the class and again ask them why the correct answer is correct and also why the incorrect options are wrong.

Look at question 2 and ask whether her opinion is given before or after the thing which she's talking about (after).

- 2 **C** didn't like the way that the classes were taught (*their lessons just focused on getting us ready to take exams. I couldn't stand that.*)
- 3 **B** She was impressed by how happy everyone was (*amazingly, it was full of kids having a good time and doing stuff they actually enjoyed*)

EXAM INFORMATION

Read the orange exam advice with the class before you do Exercise 7. Remind students that there is always one 'global' question in Part 3, which will test students' understanding of the writers' opinion or attitude or global meaning.

- 7 Tell students that for each piece of information in the options, they should find the corresponding information in the text. If the information is not there, then they should cross the option off and move on to the next one. Either do this one as a class for weaker classes or allow students to do it alone. Check the answer and go through the incorrect options, eliciting why they are not correct.

Correct option:

D Another good day! I went to the meeting, but I didn't listen. I just sat there drawing pictures of costumes for our show. Nobody minded, though! (*everyone has to go [to the meeting] but you don't have to take part in the discussion or even pay attention: you just have to be there*)

Incorrect options:

- A** In the option, it says: *as usual, just us kids were allowed to vote* but in the text Hannah says: *What's more, everyone, both children and teachers, has an equal vote.*
- B** In the option it says: *As usual, I decided not to go to the meeting*, but in the text Hannah says: *Everyone has to go.*
- C** In the option it says: *it's OK to take people's stuff here*, but in the text Hannah says: *we aren't allowed to hurt anyone or take their things.*

- 8 Read through the instructions and the prompts with the class. Elicit a couple of ideas from students using the prompts, then put them into small groups to discuss the question. Monitor to check that students are using the prompts (correctly), then invite feedback from the class.

DID YOU KNOW?

Read the box with the class. Recap on the different US–UK vocabulary and spellings students have learned in the book so far.

EXTENSION

Have a mini debate on whether the Free school is a good idea. Split the class into two teams of for and against. Tell students they must argue for their team even if they have the opposite opinion. Give teams 2–3 minutes to come up with one point per student or pair of students depending on the size of your class, then invite two students or two pairs to come to the front of the class to argue their points. Have a class vote at the end of the debate.

VOCABULARY

SB P118

EDUCATION

- 1 Students can do the activity in pairs for extra support. Tell them to find the words in the article first and read them in context, then decide which definition they match with. Students should do the ones they are sure of first, then the rest. If students do the activity alone, they can check their answers with a partner. Invite students to record any new vocabulary they don't know – elicit an example sentence for each one for students to record with the word.

1 education 2 curriculum 3 attend 4 grades
5 essay 6 skills 7 rules 8 qualifications

- 2 Explain that students need to complete the questions with the words in the box in Exercise 1. Students can try this activity alone then check their answers with a partner, before checking with the class.

1 curriculum 2 attend 3 essay 4 qualifications
5 skills 6 rules 7 grades 8 education

- 3 Put students into pairs. Students now take it in turns to ask and answer the questions in Exercise 2.

GRAMMAR

SB P118

PASSIVE

- 1 For weaker classes, first review the formation of the passive. Ask students to close their books, and write on the board: *The school encourages us to develop our own interests.* Ask students how we can change the sentence so that the 'us' becomes the subject and the most important part of the sentence. Elicit: *We are encouraged to develop our own interests.* If students aren't sure, ask them to open their books and read the first three bullets of the grammar box with them. Otherwise, and with books remaining closed, elicit the passive form of *The teachers told the pupils what to do* (*The pupils were told what to do by the teachers*). Then ask students if *by the teachers* can be left out of the sentence (yes, because it's obvious who told them what to do).

Ask students to open their books. Read the instructions and the passive sentences with the class and elicit the answers to the questions.

We are encouraged to develop our own interests. = present tense
The pupils were told what to do. = past tense
We aren't allowed to hurt anyone. = present tense / negative
We talk about how the school is run. = present tense

- 2 For weaker classes, it might be better to look at questions 1 and 2 in reverse order: elicit the subject of each sentence and ask students to decide which one is more important, *the phone* or *somebody* (the phone is more important because it has been stolen; we don't know who stole the phone so *somebody* is not an important word). Then look at question 1 and ask why it's better to use the passive here.

- 1 No, we don't know who stole the phone. Because the phone is more important. / We're more interested in the fact that the phone was stolen than in the identity of the person who stole it.
2 'My new phone' is the subject of sentence a. 'Somebody' is the subject of sentence b.

Read though the whole box with the class now if you didn't read it during Exercise 1.

Refer students to the Grammar reference on page 215 for further information/practice on the passive.

- 3 Ask students to complete the sentences, then compare their answers with a partner. If they have different answers, they should work together to find the correct answer, referring to the grammar box on page 118 if necessary. Check answers around the class.

1 is 2 are 3 is 4 are 5 was

- 4 Ask students to complete the text, then compare their answers with a partner as before. Check answers around the class.

1 was taken 2 was shown 3 were told
4 were called 5 weren't allowed 6 was shown
7 was asked 8 were given 9 were sent

FAST FINISHERS

Ask students to decide why the agent (the person who does the action) is not mentioned in the sentences and check these after you have checked the main key (because it's obvious who the agent is (the teacher) as they are mentioned in the second passive sentence (*[I was] shown into a classroom by one of the teachers*)).

- 5 Give students 2–3 minutes to make notes. They should try to use the passive wherever possible. Monitor and provide help where needed and point out any errors with the passive for students to try to self-correct. Put students into pairs and encourage them to make notes on any errors they notice with the passive to provide constructive feedback. Monitor and note any good accounts to elicit during class feedback.

PUSH YOURSELF

B2

SB P119

GRAMMAR: PASSIVE IN OTHER TENSES

- 1 Students can do this activity in pairs so that they can discuss the answers. Tell them to first read the sentences in the active form and try to put them into the passive form without looking at a–j, then check their ideas in a–j.

1 d 2 g 3 a 4 i 5 b 6 e 7 j 8 f
9 c 10 h

- 2 Students complete the sentences alone then check with a partner. Monitor and help weaker students.

1 is being built 2 will be taught 3 were being painted
4 have (already) been published 5 should be given
6 can be found

FAST FINISHERS

Ask students to change sentences one tense forward in time, i.e. from past to present, present to future and future to past, e.g. for 1 they should change the tense from present to future. Elicit these after you have checked the main key.

VOCABULARY

SB P120

HIGHER EDUCATION

WARMER

Discuss with the class if anyone is in or has gone to university or taken another course instead of university. Elicit/Teach that this is called *higher education*. Encourage general discussion about where students studied and what they studied.

- 1 Put students into pairs or groups of three to discuss the two questions for 2–3 minutes. For weaker classes, ask them to find three differences and three problems. Elicit some ideas from the groups and encourage the rest of the class to say if they agree or disagree.
2 Students can do the activity alone or discuss in pairs. Encourage students to read through the comments first and try to define the words before they look at the definitions below. Students can then look for definitions which broadly match their own.

1 graduate 2 degree 3 terms 4 fail 5 pass
6 topic 7 research 8 revise 9 lectures
10 tutor

EXTENSION

Students play a game in pairs. Students have one minute to talk about their experience of university, or if they haven't been to university, they can pretend. Students must include all of the words in bold in Exercise 2 in their talk. Their partner can check. Students speak for one minute then swap roles.

LISTENING PART 2 TRAINING

SB P121

EXAM INFORMATION

Remind students that this part of the Listening exam is a three-option multiple choice. There are six dialogues with one question each. This section tests students' understanding of gist or general meaning.

- 1 Read through the instructions, the question and options with the class. Then ask them to read the conversation and options again and match the synonyms or paraphrase that show each highlighted part of the conversation and options.

option A: *person; didn't explain things well*; conversation: *guy, made no effort to help us understand it*

option B: *topic, uninteresting*; conversation: *subject, dull and boring*

option C: *lecture, too long*; conversation: *it went on for about two and a half hours, Nobody can concentrate for that amount of time.*

Elicit answers from the class but don't ask for the answer yet as students will listen for the answer in Exercise 2.

- 2 077 Tell students they are going to listen to the conversation in Exercise 1 and for each option (opinion) they should write *M* if the man gives the opinion, *W* for the woman or *B* if they both have the opinion. When the recording has finished, check the answers and decide which option is correct.

	man	woman
A the person giving the lecture didn't explain things well	YES	NO
B the topic of the lecture was uninteresting	NO	YES
C the lecture was too long	YES	YES

Both the man and the woman agreed that the lecture was too long (C).

AUDIOSCRIPT 077

Man: So, what did you think of that lecture?

Woman: Hmm, I didn't learn much.

Man: Me neither. I wanted to know about the subject, but the guy who was giving the lecture made no effort to help us understand what it was about. I couldn't follow what he was saying at all.

Woman: I thought he made things pretty clear, actually, but I just found the subject a bit dull and boring. And it went on for about two and a half hours, didn't it? Nobody can concentrate for that amount of time.

Man: Well, I certainly can't! It was awful.

EXAM INFORMATION

Explain to students that in the exam there will be 20 seconds between the reading of the rubric and when the first conversation starts. They should use this time to underline the keywords in the questions and the options. Here students should underline the important words before you start the recording.

- 3 078 Tell students to read through the questions and the options and underline the important words. Then play the recording. Check the answers and ask students which of the underlined words they think helped them find the answer and why.

1 A (is easy to understand) 2 C (answered the wrong question) 3 A (whether to do a degree or not)

EXTENSION

Photocopy Audioscript 078 and give each pair one copy. Ask students to look at questions 1 to 3 and find the information in the text which corresponds to the information in each option and say why each of the incorrect options are wrong.

AUDIOSCRIPT 078

- Narrator:** One. You will hear two university students talking about a book.
- Woman:** Are you using that world history book that Dr Jones recommended?
- Man:** Yeah, I am. I like it. It covers everything in our course, which is good.
- Woman:** Do you think so? I thought there were some things missing. A good thing about it, though, is that I don't have any trouble following what it's saying.
- Man:** Neither do I. It's all very clear. And I also like the way that each chapter's about a different country.
- Woman:** Hmm, I find it more useful when books deal with things in the order that they happen, you know, different periods of history.
- Narrator:** Two. You will hear a student telling his friend about an exam.
- Woman:** I'm sorry to hear you failed your biology exam last term. What do you think went wrong?
- Man:** Well, there are lots of different topics in biology ... you know, humans, animals, plants, bacteria and so on. Then, in the exam, there were lots of questions and it was clear enough what we had to do – answer one from each section. Now, the one on plant biology looked easy, so I decided to do that one, even though I don't know so much about that topic.
- Woman:** Oh, well, we all make mistakes sometimes. I'm sure you'll pass next term.
- Man:** I hope so.
- Narrator:** Three. You will hear a sixth form student talking about her future plans to a classmate.
- Man:** So, what are you going to do after sixth form?
- Woman:** Well, I definitely want to work in IT, probably as a computer programmer, but haven't decided which route to take.
- Man:** OK.
- Woman:** I could apply for a job as soon as I leave, and then study part-time, and get a qualification in IT while I'm working. Or I could go to university and do computer studies then apply for a better job after I've graduated. So I'm not sure what to do.
- Man:** Why don't you ask one of the teachers?
- Woman:** Mmm, I think I will.

VOCABULARY

SB P121

EDUCATION COLLOCATIONS

- 1** Elicit from the class what a *collocation* is (two words which naturally go together). Look at the first one with the class and elicit what the collocation is (*do homework*); in other words, the noun *homework* always takes the verb *do*. Ask if any other verbs go with *homework* (no). Read through the other sentences with the class, then ask students to choose the correct endings, either individually or in pairs. Ask them to think about why the incorrect options are wrong and what verb they should collocate with, e.g. 1a *make* mistakes.

When students have finished, check the answers around the class. Ask students to make a sentence from their own experience, using one of the collocations.

1 c 2 b 3 a 4 a

- 2** Ask students to complete the sentences on their own, then check the answers with the class.

1 make 2 do 3 taken 4 pay 5 take 6 get

FAST FINISHERS

Fast finishers can try to think of more collocations using the words in the box, e.g. *do the shopping, get paid*.

- 3** Put students into pairs to take turns asking and answering the questions. Give them a couple of minutes, then ask some students to report back to the class on what they learned about their partner. Ask different students about different questions.

SPEAKING

SB P122

LIKES AND DISLIKES

- 1** 079 Go through the subjects with the class and elicit what we learn in each one to check students' understanding. Tell students they need to write the number of the speaker next to each subject. Play the recording, twice if necessary, then check the answers. Ask students to say what additional information they heard about each subject. Play the recording again if necessary.

1 geography 2 chemistry 3 history
4 economics 5 maths

AUDIOSCRIPT 079

- 1** I was brilliant at geography and I always got good grades in it. That was definitely my favourite subject. I loved drawing maps and finding out about different countries. I thought geography was absolutely fascinating.
- 2** Hmm, I wasn't keen on chemistry, I remember that. I didn't like the smells in the school science lab and didn't like doing experiments. I found chemistry pretty dull, really. I couldn't wait to give it up.
- 3** Oh, I remember I couldn't stand history! All those dates, and battles and wars. Kings and queens and stuff like that. I was useless at history. And I failed all my history exams!
- 4** It wasn't a popular subject, but I didn't mind economics, actually. I quite liked all the facts and figures, graphs and things. I found economics fairly interesting.
- 5** You know, I hated maths when I was at school. When we did maths exams, I always made mistakes in my calculations and got all my sums wrong. Yeah, I was really terrible at maths.

- 2** 079 Ask students to read through the phrases on their own and ask if there are any they don't understand. Play the recording for students to tick the phrases, then compare answers with a partner. Play the recording again to check.

1 I was brilliant at geography / I loved drawing... / I thought geography was absolutely fascinating
2 I wasn't keen on chemistry / I found chemistry pretty dull
3 I couldn't stand history / I was useless at history
4 I didn't mind economics / I found economics fairly interesting
5 I hated maths / I was really terrible at maths

- 3** Students can do this exercise on their own. Check the answers with the class then elicit a definition for each of the adjectives and which adjectives can be used in the -ed form to describe how someone is feeling (*fascinated, interested, bored*).

1 c bored 2 a terrible 3 b dull

- 4** Stronger classes can write their extra sentences before they start, to avoid interrupting the flow of conversation. Put students into pairs to ask and answer but don't elicit any ideas at this stage as students will feed back to the class in the next activity.

- 5** Invite students to tell the class about their partner's experiences. Encourage questions from the rest of the class.

- 6** Students could also work in small groups to discuss the questions. Encourage them to disagree politely and elicit some language for disagreeing before students start.

Write this on the board, e.g. *That's a good point but ...; I don't really agree with that idea because ...*

Give students five minutes to go through the questions, then elicit some opinions. Encourage students from other groups to comment/agree/disagree.

EXTENSION

Turn the answers from questions 1 and 3 into a visual form. Ask for a show of hands if students think yes and no for the first question. Once you have the number for each, invite a student to the board to draw a simple bar chart to represent the findings. Then ask the class if they are surprised by the findings and why.

WORD STRESS

- 7** 080 If you think it will help students, get them to tap out the syllables with their fingers on the desk. Do the first one with the class to demonstrate: say the word and tap out the syllables, emphasising the stressed syllable. Students say the remaining two words in pairs and decide where the stress is, then listen to check.

biology o o o o
economics o o o o
education o o o o

AUDIOSCRIPT 080

biology
economics
education

- 8** For weaker classes, go through the words as a class. Write the words on the board and elicit the stress pattern, then write the stress pattern on the board to check.

1 a 'ol' 2 c the syllable before 'ics'
3 c the syllable before 'tion'

- 9** 081 As before in Exercise 7, encourage weaker classes to tap out the syllables of each word to make it easier to find the stress. Play the recording for students to check their answers.

archaeology correction geology imagination
mathematics translation

AUDIOSCRIPT 081

archaeology
correction
geology
imagination
mathematics
translation

WRITING

SB P123

A FORMAL EMAIL

WARMER

Put students into pairs and give them one minute to think of as many courses that you can learn in your free time as they can. When the time is up, ask students to count up their courses and invite the pair which had the most to write them on the board. Encourage the rest of the class to correct any spelling errors and add any other courses to the list.

- 1 Put students into pairs or small groups to discuss the questions, then elicit some ideas from each pair or group. For stronger classes, ask students why they think schools and colleges offer extra courses to the public (to make extra money).
- 2 Students read the email and advertisement alone and then compare answers with a partner. Check the answers with the class, then ask the class if they think any of the information Anna wants to know about should be included in the advertisement.

2 if the next course is fully booked 3 if she needs to bring her own camera 5 if you need to have experience to do the course

- 3 Students can complete the activity individually. Check the answers around the class. Elicit why Anna uses *Yours sincerely* (because it's a formal email and she knows the person's name). Ask what phrase we use if we don't know the person's name (*Yours faithfully*).

1 Dear Ms Bolton,
2 I am writing to enquire about ...
3 Please could you tell me if ... / please could you let me know if ...
4 I'd also like to know if ...
please could you let me know if ...
5 Yours sincerely,

- 4 Do the activity as a class or ask students to work in pairs. Elicit which two things makes the sentences more polite (using indirect questions and using the word *please*).

1 b 2 b 3 b

LANGUAGE NOTE

Tell students that we don't use question marks with indirect questions, unless they form a question:

I'd like to know if all the equipment is provided.
Could you tell me if all the equipment is provided, please?

- 5 Students can work individually to complete the activity.

1 I'd like to **know when the course starts**.
2 Please could you tell **me if accommodation is provided**. 3 I'd also like to **know if under-18s can do the course**. 4 Please let me **know how I should pay for the course**.

- 6 Read the instructions with the class. Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson.

Students should aim to write around 100 words. When students have finished their email, they can swap it with their partner for feedback. Before students start writing, elicit what things they need to check in their partner's work. Write them on the board for students to also use as a checklist for their writing. Include:
formal greeting, reason for writing, ask about all the points in the notes, end the email formally, used correct spelling and grammar.

For weaker classes, ask students to form the indirect questions for the three notes in pairs and check these before students start writing.

Model answer

Dear Mr Collins
I am writing to enquire about your driving courses at Rock Valley Race Track.
I'd like to know what the prices are and whether there is a minimum age for students.
Please could you also tell me how I can get to Rock Valley Race Track?
I look forward to hearing from you.
Yours sincerely,
(name)

EXAM FOCUS

P124

READING PART 3

- 1 Read the instructions with the class and ask students if they need to use all of the words in the box (no, there are two extra words). Ask students to read and complete the exam information paragraph in pairs, then check the answers in pairs. Check to see if students have any questions about this reading part. Suggest that students spend about seven minutes on this reading part and elicit what they need to do within that time (they should use approximately one minute to read the text quickly, spend one minute on each answer and one minute to check their answers). Elicit what they need to do with the question and options before they look for the answers (underlined the keywords).

1 360 2 articles 3 attitudes 4 five 5 whole
6 four

- 2 Tell students to start the task and remind them that they should not talk to their classmates during the exercise. Give student seven minutes, then stop the task and check the answers around the class. Discuss with the class why each of the incorrect answers were wrong.

1 B (he seems like any other 15-year-old. Sanjeev, from Birmingham in the centre of England, loves football, hates tidying his bedroom, and is always fighting with his brother and sister for the family's TV remote control)
2 D (When he started school aged five, there was nothing for him to do in class while the other children were learning to count or copy the alphabet. School bored him ...)
3 A (the main reason learning at home works well is because not a moment is wasted)
4 C (He felt ... anxious about how his classmates would act towards him)
5 D (he loved his three years at university, and made good friends there. Sanjeev hasn't decided what to do next in his life, though. For the moment, he's just relaxing and enjoying being a teenager.)

FAST FINISHERS

Students should spend their time checking their answers and deciding why the incorrect answers are wrong.

LISTENING PART 2

SB P125

- 1 Ask students to work in pairs to complete the activity or do the activity as a class: read each sentence in turn and invite students to say if it is true or false, correcting the false statements. Check if students have any other questions about the exam.

In this part, you have to answer **six** questions. For each question, you listen to **two people** talking, and look at some **sentences/words/phrases** to find the right answer.
Each question has **three** possible answers. You hear the recording **two times/twice**.

EXAM INFORMATION

Remind students there will be a pause between the narrator reading the question and the conversation starting. Students can use this time to underline the key words in the questions and options. Encourage students to do the same before you play the recording.

- 2 082 Tell students to read the questions and options and underline the key words. Play the recording for students to listen and choose the correct options. Check the answers as a class, encouraging students to say why they chose the option they did.

1 C (I wasn't really concentrating in the lesson, I'm afraid. I think she said we had to write something about climate change in Antarctica, but I'm not quite sure.)
2 A (she presented it in a way that was just ... well ... confusing)
3 B (M: Yeah, I agree. The staff seemed very welcoming, and I thought there was a nice friendly feeling in the college. That was my favourite thing about it.
F: Mine too.)
4 B (Could you stop studying physics?)
5 A (F: the thing was, they all seemed to focus on finding bugs in programs. So if that's something you know about, it's fine. But if that's not an area you're interested in ... well ... it's just not fair.
M: It needed a bit more variety, didn't it?)
6 B
(F: Yes. And, if you get something wrong first time, she doesn't get angry. She just explains it again really calmly, until you get it right!
M: Absolutely. For me, that's the most important thing. That's what's great about her.)

AUDIOSCRIPT 082

Narrator: For each question, choose the correct answer. One. You will hear a girl talking to a classmate.

Girl: Hi, Eihan.

Boy: Oh, hi, Gemma.

Girl: Listen, have you got a moment? It's about tonight's homework.

Boy: Yeah?

Girl: You know the geography essay we've got to do for tomorrow? For Mrs White?

Boy: OK?

Girl: Well, do you remember what Mrs White said we should write about in the essay? I wasn't really concentrating in the lesson, I'm afraid. I think she said we had to write something about climate change in Antarctica, but I'm not quite sure.

Boy: Umm, I'll need to go and look at my notes. I can text you a bit later, OK?

Girl: Sure!

Narrator: Two. You will hear two university students talking about a lecture.

Woman: Were you at that lecture about the cotton industry this morning?

Man: Yes, I was, but I didn't find it very useful.

Woman: It covered far too many things, didn't it?

Man: That was fine, actually. But one moment the lecturer was explaining about technology, then the next she was talking about the business side of the industry, then cotton in ancient history, then modern business again! She presented it in a way that was just, well, confusing.

Woman: I see what you mean.

Narrator: Three. You will hear two students talking about a visit to a college.

Young man: It was interesting going to visit that college yesterday, wasn't it? Do you think you'll apply to go there?

Young woman: I might. It's in a very convenient position. It's close to the town centre and easy to get to by bus. And they teach all the things I want to study, like science, arts and languages. I liked it.

Young man: Yeah, I agree. The staff seemed very welcoming, and I thought there was a nice friendly feeling in the college. That was my favourite thing about it.

Young woman: Mine too. I think it would be a good place to study.

Narrator: Four. You will hear a woman talking to a friend about a problem with her studies.

Man: So, how's your course going?

Woman: Hmm, not too well. You know I'm doing a general science course, which is physics, chemistry and biology?

Man: Yes?

Woman: Well, I'm finding the physics part of it really hard.

Man: Could you stop studying physics?

Woman: I'm not sure. I'm wondering whether it might be better to do a totally different course. I've spoken to my tutor and she actually suggested taking some time off – going away for a while and coming back next term.

Man: Rather than making any decisions now about changing courses or dropping subjects?

Woman: Yes.

Man: Sounds like a good idea.

Narrator: Five. You will hear two students talking about an IT exam.

Woman: What did you think of that IT exam?

Man: It was too hard! I couldn't answer most of those questions. And there were so many of them, it took me about ten minutes just to read them all.

Woman: It had the same number as usual, I thought. But the thing was, they all seemed to focus on finding bugs in programs. So if that's something you know about, it's fine. But if that's not an area you're interested in, well, it's just not fair.

Man: It needed a bit more variety, didn't it? I don't think I'm going to get a very good grade.

Woman: Me neither.

Narrator: Six. You will hear a boy talking to a friend about a teacher.

Girl: Do you know Mrs Baxter?

Boy: The Maths teacher? Yes. Do you like her?

Girl: I do. I like the way she doesn't let anybody behave badly. You've really got to work hard and pay attention in her lessons, haven't you?

Boy: Yes, but she's funny too, which is good. If you enjoy a lesson, and can have a laugh, you remember things better, don't you?

Girl: Yes. And, if you get something wrong first time, she doesn't get angry. She just explains it again really calmly, until you get it right!

Boy: Absolutely. For me, that's the most important thing. That's what's great about her.

HOW WAS IT?

Read through the options in the *How was it?* and ask students to tick the appropriate box. You might like to follow a similar process as in Unit 1 (see page 25). Ask students to look back at Listening Part 2 exam practice on page 34 and ask students if they found it easier, harder or the same as the one in Unit 9. Why?

REAL WORLD

SB P126

BOOKING ONTO A LANGUAGE COURSE IN ... OXFORD

WARMER

Put students into small groups and ask them to share their experiences, positive and negative, of going on a language course. Has anyone been on a residential language course in a native speaking country? What do they think are the benefits and drawbacks of going on a residential course, e.g. cost, experience, etc. Allow students to discuss in their groups for 3–4 minutes then elicit feedback from the class – you might like to record the results on the board using a mind map.

BACKGROUND INFORMATION

Oxford is a city in the centre of the south of England. Its university was established in the 12th century. Because one third of its students are international and come from over 150 countries, Oxford also has many language schools where people often come to study English before they apply for a course or just to enjoy the culture and practise and improve their English.

The Bodleian Library, shown in one of the photos, is the main research library of the University of Oxford. It's a famous landmark of Oxford and is the second-largest library in Britain after the British Library. It's also one of the oldest libraries in Europe.

1 Read the title of the page and ask students what they know about Oxford. Ask students to look at the photos showing a language course in Oxford and say what they can see in each one (young adults studying English, the city of Oxford, people learning how to cook, people dancing, the Bodleian Library in Oxford). Ask students if anyone has been to Oxford and if so, to share their experience with the class. If they haven't been, ask them if they would like to go based on what they can see in the photos. Read the instructions and ask students if they think it's a popular course and whether they would like to go.

Suggested answers

You have English lessons and you can also do activities, Oxford is a beautiful place

2 Ask students to read the website quickly and decide if reading about the course has changed their opinion about whether they would like to go.

Read through the instructions and sentences and ask students to underline the important words in each sentence, then compare with a partner. Students read the website again on their own and decide if the sentences are true or false.

1 False. Students have language classes in the mornings and activities in the afternoons. **2** False. The course is great for students who want to improve their exam technique. **3** True **4** False. There is one excursion a week to a place of interest. **5** True

FAST FINISHERS

Ask fast finishes to create more true/false statements and swap them with another fast finisher. Alternatively, they could say their sentences out to the class at the end of the exercise for the class to answer.

3 Read the instructions with the class. Students find the words in the text and match them with the definitions alone or in pairs. For stronger classes, students can work in pairs to find the words in the text, then create their own definitions, checking them against the definitions in a–f when they have finished. Check the answers around the class.

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

4 **083** Explain to students that they are going to hear three conversations at the language school on the website. Students match the conversations to a–d. Check students' understanding by asking how many of the sentences they need to match (three). Play the recording then check the answers around the class. Elicit any more information they can remember from the recording.

1 d **2** a **3** c

EXTENSION

Split students into A/B pairs. Student A is the receptionist and Student B is the boy. Play the first conversation again. Students listen and take notes on their role. When the recording has finished, students role play the conversation using the notes that they have made.

AUDIOSCRIPT 083

1

- Receptionist:** Hello, Acorn School, Oxford. How can I help you?
- Boy:** Hello. I'd like some information about the English Plus course, please.
- Receptionist:** OK. No problem. What would you like to know?
- Boy:** I'd like to come on a course in August. What dates can I start?
- Receptionist:** Is this for an individual booking or a group booking? Is it just you, or are you coming as part of a group?
- Boy:** It's just me and two friends.
- Receptionist:** OK, so, you can normally join the course any Monday in August, but let me just check the availability. Yes, the week beginning the 13th of August is fully booked, and the week before that, beginning the 6th of August is looking fairly full, so you'd need to book pretty quickly to get onto that one. Other than that, the weeks beginning the 20th of August and the 27th of August still have plenty of spaces.
- Boy:** OK. Thank you. Also, one of my friends can't eat any gluten. Is this a problem for the school?
- Receptionist:** No, that's fine. When you fill out the booking form online, just fill in the information in the 'special dietary requirements' section, and they'll make sure there's food that's suitable for your friend.
- Boy:** OK. Thank you.
- Receptionist:** You're welcome. Bye.
- 2
- Boy:** Well played. That was a good shot. That's game to you, I think.
- Girl:** Thanks. I think it was a bit lucky, actually.
- Boy:** Well, maybe. You have good skills.
- Girl:** Thank you. I practise a lot. I play for a club and we practise twice a week. I love tennis!
- Boy:** Me too! I play for a team too, but we aren't very good.
- Girl:** Are you enjoying the course?
- Boy:** Yes, it's really good. Our teacher is very nice, and the lessons are interesting.
- Girl:** And the activities are amazing! Last week I did history, and that was really interesting. We learned all about the history of London.
- Boy:** I'm doing tennis this week, and photography next week. How long are you staying here?
- Girl:** Four weeks. OK, shall we continue?
- Boy:** Yes. It's your to serve, I think.

3

- Receptionist:** Hello. How can I help you?
- Girl:** Hello. It's my first day today. I don't know which class I'm in.
- Receptionist:** OK, let's have a look. What's your name?
- Girl:** It's Lucia Bianchi.
- Receptionist:** Bianchi, ah, yes. Here we go. You'll be in the Lower Intermediate class, that's with Poppy. She's really nice, you'll like her. So, that's in room 10B, on the first floor. If you go up these stairs here, then head right, you'll find it.
- Girl:** OK, thank you. And this afternoon I'm doing art. Where is this class?
- Receptionist:** Well, it'll be in one of the art rooms, but as it's the first day of the course, we ask all students to meet back here at 1.45. All the teachers will be here at that time, so they'll get everyone together who's signed up for their class and take you to the right place.
- Girl:** OK. Thank you.
- Receptionist:** You're welcome. Anything else?
- Girl:** Yes. My friend wants to change her course and do art with me. Is that possible? She's doing photography at the moment.
- Receptionist:** Probably yes, but it'll depend on the group numbers. The best thing is for her to come along at 1.45 and have a word with the art teacher. If she's happy, and the numbers aren't too high, then it should be possible.
- Girl:** OK?
- Receptionist:** OK, thank you.
- Receptionist:** Bye.

- 5 083 Students can complete the sentences and questions in pairs, then listen to the recording and check.

EXTENSION

Students can take it in turns to role play a situation between the receptionist and a student, asking the questions in Exercise 5.

- 1 some information 2 can't eat 3 the course
4 are you staying 5 Where is 6 possible

- 6 If you think it will help, students can do the exercise in pairs for extra support. Remind students to underline the key words in the sentences/questions and options. When students have finished, check the answers around the class and ask students to also explain why the incorrect option is wrong, e.g. for 1 *individual* is a synonym for *alone* and *group booking* is a paraphrase for *big group* – there are two options in the question in 1 and two options in option a, so a is the correct answer. In b the speaker doesn't ask about two things, only one, so this option is incorrect.

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

EXTENSION

Put students into pairs and give pairs one of the following phrases from this unit's audio: *that might be pushing it, but also possibly just in case, it's a good idea to take precautions, keep your clothes well tucked in*. Give students two minutes to write a definition, then get them to swap definitions with another pair for peer checking. Alternatively, for stronger classes, students can write one true definition and one false as in Exercise 7, then swap answers for students to choose the correct answer.

WATCH SB P127

- 7 For weaker classes, or for a different activity, put students into five different groups and give each group one of the topics to listen for. Students in each group listen and make notes on that topic. When the recording has finished, students form new groups with one student from each different topic. They can then compare notes so that everyone has a full set of notes.

Suggested answers

The city and university: about 90 km from London, the university is one of the oldest universities in the world. 38 individual colleges make up the university, with 23,000 students, who still study in the old buildings. There is punting on the river

Language schools: lots of language schools, can study Business English, university entrance courses, General English; classes are small, focus on speaking and fun activities, many schools also offer English with another activity, such as art, cooking, tennis, football

Things to do: shopping, exploring the city, e.g. visiting buildings used in the Harry Potter films, visiting Stonehenge

VIDEOSCRIPT OXFORD

Oxford is in the south of England, about 90 kilometres from London. It's a busy, modern city but it's perhaps most famous for its university. The university is one of the oldest in the world. There are 38 individual colleges, and there are over 23,000 students. The students still study in these beautiful old buildings and enjoy punting on the river in their free time! Because Oxford is known for education, it has a lot of language schools, some of which are based in the university buildings. Every year thousands of students come from around the world to study English here. Courses include Business English, entry courses for English-speaking universities, and General English. Classes are usually small, with no more than 15 students. The focus is on fun and using the language, so there's plenty of speaking practice and games to encourage students to use the language. Many schools also offer classes where you can study English and another subject such as art, or cooking or sports such as tennis and football. There are plenty of things to do in Oxford when you're not in class. Classes are Monday to Friday, so there's also time to relax, do some shopping or explore the city. You can visit many of the university buildings, and, if you're a Harry Potter fan, you can visit some of the buildings which were used in the Harry Potter films. There are also places to visit around Oxford, like the ancient stones at Stonehenge, which are over 5000 years old. Visiting Oxford can be a great way to improve your English, learn new activities, and, of course, make friends!

- 8 Students can compare notes in pairs or small groups, then play the recording for students to add anything to their notes which they might have missed. Elicit any further information students heard from the class.

LIFE COMPETENCIES SB P127

CREATIVE THINKING, TAKING CONTROL OF LEARNING

- 9 Read the instructions with the class. Ask students if there are any language schools where they live and if so, what they know about them. Put students into groups and ask them to decide where their language school will be.

Brainstorm some places they could put a residential language school, e.g. Sydney, Australia, Toronto, Canada.

For weaker classes, brainstorm on the board with the class: draw a mind map on the board with *language school* at the centre, then add students' ideas around the edge.

Put students into groups then give them five minutes to brainstorm their ideas.

When they have finished, students can present their idea to the class. Encourage everyone in the group to take a turn to explain part of the idea. When all the groups have finished presenting, have a class vote on the best one.

➔ **WORKBOOK** / Unit 9, page 40

10 TRAVELLING WELL

UNIT OBJECTIVES

Topic:	transport and environment
Grammar:	zero and first conditionals; second conditional
Vocabulary:	transport words; phrasal verbs with <i>get</i>
Listening:	listening for specific information: a radio show; listening for opinions about transport
Reading:	Part 4: gapped text about a flight
Speaking:	speculating about a photo
Writing:	Part 2: story
Pronunciation:	/l/ and /d/
Exam focus:	Reading Part 4; Writing Part 2
Real world:	getting through the airport in London

Ask your students to watch the Grammar on the Move videos on pages 130 and 133. You can use these to present or reinforce zero and first conditionals and the second conditional.

VOCABULARY

SB P128

TRANSPORT WORDS

WARMER

Play *I went shopping and I bought ...* with the class but substitute shopping items for modes of transport. Demonstrate the activity by saying: *I went travelling and I caught a train to the airport.* Invite a strong student to repeat your sentence and add their own, e.g. *I went travelling and I caught a train to the airport, then I took a plane to Rio de Janeiro ...*. Go around the class and continue in this way until a student either makes a mistake, can't think of something to say or forgets the order. If a student does any of these things, they are out of the game. Continue until there is a winner.

1 Look at the photos with the class and encourage them to say what they can see in each one (A queue of passenger planes waiting to take off; B cars on the motorway; C a ferry; D a train). Ask the class what they all have in common (they are all modes of transport).

Read the instructions and then put the students into pairs to say how they feel about each of the pictures. Encourage them to talk about not just the modes of transport but the situation that is in the pictures themselves. For example, elicit that, in A, there is a queue of planes so this would indicate a possible delay in taking off – students are to talk about how that situation makes them feel. Read the example exchange with the class, then ask students to talk in pairs.

2 084 Explain to students that they are going to hear four people talking about their own experiences of travelling. Students match them to photos A–D. Play the recording then check the answers around the class. Elicit any more information they can remember from the recording.

1 A 2 B 3 D 4 C

AUDIOSCRIPT 084

1 I quite like flying but I don't like all the time you spend at the airport. You have to wait in the departure lounge for a long time and then you only have a few minutes to get to the gate. I never know what to show where – sometimes they want to see my boarding pass and sometimes they want to see my passport. But when I'm in my seat in the cabin, I start to enjoy the flight.

2 I like driving my car, but it can be stressful. In the city it's really hard to find a parking space. I prefer motorways to narrow roads, but the petrol stations on motorways are expensive and I always forget to fill up before I start my journey. Sometimes I travel by bus in my city. In a traffic jam, a car isn't any faster than a bus, but at least on the bus I can read my book.

3 Travelling by train is great. It's comfortable and fast and not too damaging to the environment. But you often have to wait for your train because there are delays. In my country, railway stations are not always nice. Sometimes there's no waiting room, so you have to stand for a long time on a cold platform. However, the trains are comfortable, and I also think they're quite a safe way to travel.

4 I've only travelled on a ship once and I really enjoyed it. We went on an overnight car ferry from Ireland to France. I was afraid I might feel sick, but I didn't. I loved being on the water and seeing the coast get smaller and further away. It was lovely to arrive at a busy port early in the morning. The lights over the water were beautiful.

3 084 Read the instructions and the words in the box. Check students' understanding by asking them to provide definitions of each word or an example sentence.

Students can then complete the sentences. When everyone has finished, play the recording again and pause after each answer to elicit it from the class.

At the end of the activity, ask students if they agree or disagree with any of the sentences. Give an example from your own experience if you think it will help, e.g. *I don't agree with the statement in 2. I don't really like the feeling of taking off, so I don't relax until we are in the air. How about you?*

1 boarding pass 2 flight 3 petrol stations
4 traffic jam 5 delays 6 platform 7 ferry
8 port

4 Ask students for a show of hands for who likes each method of transport. Put the class into groups of three and wherever possible, put students with students with different preferences, so that they have an opportunity to practise disagreeing with each other.

Read the instructions and the example with the class, then give students 3–4 minutes to discuss in their groups. At the end of that time, ask individual groups to share what they learned about others in their group.

DID YOU KNOW?

Read through the language in the box with the class. Remind students that they shouldn't use both UK and US words mixed up, but it's a good idea to learn both so that they can recognise them. Recap on the words students have learned so far.

READING PART 4 TRAINING

SB P129

EXAM INFORMATION

Read the information with the class. See what students can remember from the advice before you turn back to page 48 and write the advice on the board. Students can then turn back to Unit 10 and add to the notes:

- think about what comes before and after the gap
- check for back references, e.g. pronouns.

Also remind students that it's a good idea to read the completed text through when they have finished the activity to make sure that it makes sense.

1 Tell students about an enjoyable trip you have had, e.g. *I once went on a bullet train in Japan. It went from the centre of Tokyo to Mount Fuji. The train was very comfortable and the other passengers were very quiet. The train goes at 320 km/h so it was a bit scary at first, but then it was amazing to see the different scenery changing from outside the window. Now ask other students to share their experiences with the class, or if you have a large class, put the students into large groups and monitor.*

2 Tell students they are going to read about a couple's flight. Read the rubric and the prompts below the text.

Give students one minute to read the text and summarise it. Elicit some ideas from the class and ask other students if they agree with the summary. Try to come up with a summary the class agrees on. Ask students why it's a good idea to quickly summarise the text first in the exam (because it gives us an idea of what the text is about and also where the information is).

Ask students what they think of the couple's experience.

Suggested answers

A man and woman were the only two passengers on a flight from Manchester to Dublin. They were treated like stars by the cheerful cabin staff. Normally, they don't like flying but this experience was very enjoyable.

3 Elicit from the class how many gaps there are in the text in the exam (five) and how many sentences there are to choose from (eight – the five missing sentences plus three distractors).

Do the first gap as a class. Ask students to look at the sentence before the gap and say what it talks about (the couple's parents), then encourage them to find a synonym or pronoun for the parents in the options (2 – *them*). Then ask students to read the sentence after the gap to see if it fits (yes, it does). Ask students what else they should do before moving on to the next question (check the other options don't fit).

Sentence 2 is correct; *them* refers to the couple's parents. In sentence 1, *she* doesn't refer to anyone from the previous sentence. In sentence 3, the idea does not logically fit. *Luckily* does not link this sentence to the previous one.

- 4 Check students' understanding by asking how many of the remaining sentences they need to use (four). Tell students to do the task alone as they would in the exam. Give students six minutes to do the task and check their answers, then go through the answers with the class and go through the reasons why each sentence fits the gap.

- 2 B (there refers to the *departure lounge* in the previous sentence)
 3 C (she refers to *Maria* in the previous sentence – *she was wrong* refers to her opinion in the previous sentence that the airline wouldn't take them: in the next paragraph we learn that they did take them)
 4 F (*Everybody on the plane was feeling happy* is a paraphrase of the previous sentence: *The pilot and the cabin staff were feeling cheerful*)
 5 D (the previous sentence mentions a once-in-a-lifetime experience, which agrees with the following sentence where they had the opposite experience on their return flight home)

FAST FINISHERS

Students can go back over the text and underline the sections which gave them the answer. Fast finishers can provide the 'justifications' when you check the answers with the class.

- 5 Read the instructions with the class. Students find the words in the text and match them with the definitions alone or in pairs. For stronger classes, students can work alone or in pairs to find the words in the text then create their own definitions, checking them against the definitions in 1–8 when they have finished. Check the answers around the class.

- 1 cabin staff 2 flight attendant 3 gate 4 airline
 5 check-in 6 departure lounge 7 cockpit
 8 business-class seat

- 6 Ask: *Was it nice of the airline to take them on their own or was it irresponsible?* Put students into small groups and ask them to agree and disagree politely with each other's opinions.

EXTENSION

Have a mini debate on whether the flight was a good idea. Split the class into two teams of for and against. Tell students they must argue for their team even if they have the opposite opinion. Give teams 2–3 minutes to come up with one point per student (or pair of students depending on the size of your class), then invite two students or two pairs to come to the front of the class to put forward their points. Have a class vote at the end of the debate.

VOCABULARY

SB P130

PHRASAL VERBS WITH GET

- 1 Phrasal verbs, in their truest sense, are two-part verbs which when together create a verb with a new idiomatic, not literal, meaning, e.g. *get on the phone* (you don't literally get on the phone – it's a phrase). However, recently phrasal verbs have started to encompass prepositional verbs with a literal meaning, such as those here using *get*, e.g. *get on the plane*.

Ask students to match 1–7 with the definitions a–g and compare with a partner. Check the answers around the class and ask one or two students to tell you about their day using some of the *get* verbs.

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

- 2 Ask students to complete the paragraph individually, then check the answers with the class, asking each student to say how they arrived at their answer, e.g. 1 we know that they got in the car because they must be inside it to try to make it start.

- 1 got into 2 got out of 3 got on 4 get off
 5 got to 6 get around 7 get back

- 3 Read the instructions and put the students into pairs to discuss. Remind students to say why the experience was stressful. Elicit ideas from the class.

GRAMMAR

P130

ZERO AND FIRST CONDITIONALS

- 1 Write on the board *If it's not wet, we go to the park*. and ask students if it's talking about something that is generally true or something that might be a possibility in the future (generally true). Underline and elicit the tense in each clause (present). Write *We'll watch a film on Sunday if it's raining*. Ask students to say if it is talking about something that is generally true or about a possibility in the future (a possibility in the future). Again, underline the verbs and ask students to say which tense is being used in each clause (present, future).

Underline *if* in both sentences. Ask students to say what the difference is in each sentence (in the first sentence the *if* clause is at the beginning of the sentence and in the second sentence, the main clause is first). Ask students to say what happens to the comma in each case (when *if* comes at the beginning of the sentence, we use a comma after the first clause, but when we use *if* in the middle of the sentence, we don't need one).

Now read the two examples with the class and ask them to choose the correct option in the first sentence of the rule (or get students to do the task in pairs and elicit the answer). Tell students that first you are going to concentrate on the zero conditional, then the first conditional later in the lesson.

Read the grammar box about the zero conditional with the class and ask students if they have any questions.

generally true

Refer students to the Grammar reference on page 216 for further information/practice on zero conditionals.

- 2 Remind weaker classes that they are just looking at the zero conditional here and elicit which tense they need to use (the present). Ask students to complete the blog on their own, then compare with a partner. Check answers around the class.

FAST FINISHERS

Students can locate the zero conditional sentences and reverse the order of the clauses, taking care to remember when to include the comma. Check answers after you check the main key with the class.

- 1 go 2 is 3 don't feel 4 rains 5 get

- 3 Students can work in pairs for support if necessary. Give the class 2–3 minutes to write their sentences, then check their ideas. Some answers may vary, but accept anything which is grammatically correct.

Suggested answers

- 1 If the train is late, people get angry. / People get angry if the train is late. 2 If you fly business class, the food is better. / The food is better if you fly business class. 3 If people travel by bike, they get fitter. / People get fitter if they travel by bike. 4 If I travel by ferry, I get seasick. / I get seasick if I travel by ferry.

EXTENSION

Put students into pairs and ask them to tell each other what they do generally at the weekend / if it's raining / if it's sunny / if they have exams or a work assignment / if they are on holiday / if they are late for something, etc. Encourage students to alternate between starting a sentence with the main clause and the *if* clause.

Monitor and check students are using the tenses correctly, then elicit a few ideas from around the class.

- 4 If necessary, recap on when we use the zero conditional (when something is generally true) before telling students that they are now going to look at the first conditional.

Read through the grammar box with the class and focus on the example sentence. Ask the class if there is a possibility that the car will break down or if the person is imagining the situation (there is a real possibility). Ask students to think why there might be a real possibility (perhaps the person is having problems with their car; perhaps the car didn't start yesterday). Ask students how the first conditional is different from the zero conditional (the first conditional talks about possibilities in the future; the zero conditional usually refers to things that are generally true). Check to see if students have any questions.

Ask students to complete the sentences on their own, then compare with a partner. As before, if they finish early, they can try to reverse the order of the clauses. Check answers around the class.

- 1 Take a taxi! If you take the bus, you'll arrive late.
 2 I won't buy a car unless somebody lends me some money. 3 No parking here today! If you park here, the police will give you a ticket. 4 Here's the bus. If it's very full, I won't get on it. 5 Will your parents pay for your ticket if you fly home for Christmas? 6 What will you do if your flight is delayed?

Refer students to the Grammar reference on page 216 for further information/practice on first conditionals.

- 5 Students can do this task alone as a writing task or in pairs as a speaking task. Allow students time to complete the activity and then elicit some ideas around the class. Correct any errors or invite self-correction and peer correction.
 6 If they are unsure, tell students to first decide whether the sentence is talking about a general truth (present, present tense) or a future possibility (present, future tense). Give students a few minutes to complete the activity, then check answers.

- 1 We'll go to the beach this afternoon if it doesn't rain.
 2 Unless I have too much work, I'll visit you tomorrow.
 3 Susie usually goes to school by bike unless the weather is bad. 4 Shawn likes walking to work but he takes the bus when he feels tired. 5 I'll go to the cinema tonight unless our teacher gives us a lot of homework.
 6 I don't know how long the journey home will be but I'll call you when I get there.

SB P131

LISTENING: OPINIONS

- 1 Ask students to remind you what *get around* means (go around the town). You could also elicit/teach *get from A to B* and *get from place to place*. Put into small groups, if possible, with students from different home towns so that they can share different experiences.

Give students three minutes to discuss the questions, then ask members of each group feedback about their classmate's ideas.

- 2 085 Tell students that they will hear the speakers speaking individually in turn. Read the instruction together and check students' understanding by asking how many of the options 1–5 they will need to use (four). Ask students to quickly read through the options and underline the key words in each one. Play the recording, twice if necessary, then check the answers with the class. Ask students to say what the speakers said on the recording led them to each answer.

Speaker one: 2
Speaker two: 1
Speaker three: 5
Speaker four: 3

AUDIOSCRIPT 085

1 I use public transport and I can get everywhere I want to go, but I find it annoying how long it takes. Buses get stuck in traffic jams, especially in the morning rush hour when everyone is going to work. What a city this big needs is an underground. Now that would be fast and efficient! It's just a dream, though. They'll never build one – it would be too expensive.

2 Well, there are a lot of buses and some local trains, so you can get everywhere on public transport. That's great. I take buses every day and they're usually on time and not too full. However, ticket prices are crazy. They cost much too much. I think people would use public transport if it was cheaper, and that would be better for the environment.

3 Public transport here certainly isn't perfect, but it's OK. The other options are no better. If you take a car, parking is always a problem, and it's incredibly expensive to park in the city centre. Some people cycle, but it's dangerous. We should really improve things for cyclists, but until we do, public transport is the way to travel. It's the best option.

4

Public transport? It's useless! Well, I never use it anyway. I have a lot of appointments in a day, in different places, and I can't wait for a bus to get me there, I'd be late for everything. And in our city, public transport isn't even cheap. I feel sorry for the people who have to use it. Personally, I love my car.

- 3 Ask students to quickly read through the phrases and the meanings and underline the key words in each one. Give students one minute to do the task and then elicit answers from the class.

1 e 2 d 3 b 4 c 5 a

LISTENING

SB P132

- 1 Elicit from students what the phrase *on tour* means (travelling on a tour, usually to give a performance). Ask students what other people can be on tour, e.g. actors in a play. Ask students whether they have seen bands on tour and if they have, how often do they go? Invite students to share some of the bands they have seen. Ask students about the rubbish a concert creates and other things which can cause an environmental impact, e.g. fuel consumption, noise pollution, disruption to wildlife if the concert is outdoors.

- 2 086 Tell students they are going to hear just the first part of a radio program talking about the problems they mentioned in Exercise 1. Ask students to quickly read through the phrases then listen and tick the ones they hear. Play the recording once only ideally, as students will listen again in the next activity.

be green
turn off the lights

AUDIOSCRIPT 086

It's not too hard to be green at home. We can make sure to turn off the lights and the TV when we're not using them. All of our rubbish can go to the right recycling bin. We can try to buy things that don't have too much packaging, and get food from local producers.

However, when we're out and about, things change. We buy drinks in plastic bottles, and eat meals in plastic packaging, which we throw away. And of course, the fuel that we use when we travel is so bad for our air. Transport causes air pollution, and that pollution causes global warming and climate change.

So what about people who are hardly ever at home? Bands on tour can be a disaster for the environment. Max Carver of the band *Yellow Ducks* tells us what they can do about it.

- 3 086 Read the instructions with the class, then play the recording while students listen. For stronger classes, ask students to write a definition of the words and phrases in pink, then check their ideas against the definitions 1–6. Check answers with the class.

1 rubbish 2 global warming 3 local producers
4 recycling bin 5 packaging 6 pollution

- 4 087 Brainstorm some ideas as a class. You could do this on the board with a mind map. Play the recording and find out how many ideas are mentioned. Are there any ideas which aren't mentioned? Ask: *Why do you think this is?*

AUDIOSCRIPT 087

Hi! Well, there's a lot that we can do and there are some great organisations that help us do it. For a start, we use environmentally-friendly tour buses. We use only biofuels. It's not as easy as stopping to get normal petrol whenever you need to, but it can be done. And on the buses, we can have our own water bottles that we reuse all the time. That may not sound like a big thing, but we're a huge team on tour and touring work makes you thirsty! If we all threw away the bottle every time we'd finished a drink, that alone would be a mountain of waste every day! Of course, if we used glass bottles, we could leave them at a bottle bank, but reusing our own bottles is best.

We can also do some things to help our fans be more environmentally friendly. Fans would come to concerts on public transport if we always performed in cities. However, we often play at festivals in the country, so we organise special concert buses. If everybody went to festivals in cars, we would have terrible traffic jams, and that would cause terrible pollution. We also encourage car sharing on our website. If you really have to drive, at least make sure the car is full!

There are recycling bins at all concert sites and we don't serve snacks in plastic packaging. Oh, and if it's possible, we try to get our own food from local producers.

All in all, it makes a difference and we wish that more bands would do it. We have to stop climate change and talking isn't enough. We need to act now.

EXTENSION

Tell students that biofuel was mentioned on the recording. Elicit what it means (a fuel that comes from living matter, i.e. plants or animal waste). If students have internet access, ask them to work in pairs to find three facts about biofuel, e.g. 1 biofuel accounts for 10% of the world's fuels; 2 biofuels can be solid, gas or liquid; 3 liquid biofuels for transport only account for 2% of biofuel use (biofuel in the home = 80%; industry = 18%). Ask students to share their facts with the rest of the class. Alternatively, students can research for homework and share their ideas in the next lesson.

- 5 087 Ask students to read and underline the key words before you play the recording again. If an answer is false, ask the student to correct the sentence.

1 True 2 False. They are a big team and they drink a lot on tour so it is a big thing. 3 True 4 True
5 False. There are recycling bins at all concert sites.
6 False. Their own food often comes from local farms.

- 6 Ask students not to look at sentences 1–5 and elicit some definitions from the class first, then ask them to do the matching activity. Ask students if the phrase *environmentally-friendly* is the same in their language. If not, what phrase do they use? Ask students if they car share and what items they reuse at home.

1 car sharing 2 environmentally friendly
3 bottle bank 4 reuse 5 gas
Gas was not mentioned in the interview.

- 7 Put students into small groups to discuss the questions, encouraging them to use as much of the vocabulary from the lesson as they can. Give groups 3–4 minutes to discuss the questions then elicit some ideas from the class. Ask students if they can think of any other people who should do more to protect the environment.

GRAMMAR

SB P133

SECOND CONDITIONAL

- 1 Remind students that you have looked at the zero conditional for general truths and the first conditional for possible situations in the future. Now you are going to look at the second conditional to talk about imaginary situations.

Read through the first sentence and the examples in the grammar box with the class. Ask the class if the person is talking about a real situation or one he/she is imagining (he/she is imagining). Ask them if this situation is likely to come true (no). Read through how to form the second conditional with the class and highlight that the *if* clause is always in the past tense. Read through the rest of the box with the class, then ask students to match the sentences.

1 b 2 c 3 e 4 d 5 a

- 2 Ask students to complete the paragraph on their own then compare answers with a partner before you check the answers as a class. Remind students that if they have different answers, they should look back over the grammar box and decide the correct answer together.

1 had 2 would be 3 wouldn't 4 would be
5 drove 6 Would 7 bought 8 wouldn't

- 3 Ask students to complete the sentences on their own then compare answers with a partner before you check the answers as a class.

- 1 If we bought fewer products from other countries, there would be fewer ships at sea. 2 If there were fewer ships, it would reduce pollution in the water. 3 Also, it would help our oceans if we used less plastic. 4 Maybe people would stop using so much plastic if they knew about the islands of rubbish in the sea. 5 If the price of plastic bottles increased, maybe people wouldn't use so many of them.

EXTENSION

Ask students to talk in their pairs about whether they agree with each of the sentences. If they disagree, remind them to give reasons or examples to support their opinion.

- 4 Read through the instructions and ask the class to try to complete the paragraph on their own without referring back to the grammar boxes. Again remind students that if they are unsure, they should look at the sentence and decide if it's talking about a general truth, a future possibility or an imaginary situation.

Check answers around the class. You could also ask students which conditional is used in each case.

- 1 are 2 go 3 will solve 4 make 5 were
6 would 7 would be 8 could

- 5 Put students into pairs to decide if the sentences are possibilities or unlikely to happen, then create conditional sentences from them. Elicit students' ideas around the class and encourage peer correction if any sentences are wrong.

Suggested answers

- 1 There will be more air pollution if more people fly abroad.
2 More people would use their bikes if the streets were safer.
3 Sea levels will rise if global warming gets worse.

Refer students to the Grammar reference on page 216 for further information/practice on the second conditional.

P 'LL AND 'D

- 6 088 Read the instructions with the class. If you think it will help, play the first one and pause the recording to elicit which sound the students heard ('d). Play the remaining five sounds and ask students to note down which sounds they hear. Play the recording again, pausing after each item for students to say the answers.

- 1 'd 2 'll 3 'll 4 'd 5 'll 6 'd

AUDIOSCRIPT 088

- 1 I'd take you to the station.
2 I'll take you to the station.
3 He'll go by bike.
4 He'd go by bike.
5 She'll drive the car.
6 She'd drive the car.

- 7 088 Play the recording again and pause after each phrase to drill it around the room. After students have listened to the model sentences, ask them to take turns practising them with a partner. Monitor and correct any mistakes in pronunciation.

WRITING PART 2 TRAINING

SB P134

A STORY

EXAM INFORMATION

Read through the Exam facts box with the class and elicit what narrative tenses students might need to write a story (past simple, past continuous, past perfect). For weaker classes, you might prefer to do this before Exercise 1. If students are not sure, refer them to pages 54 and 56 to recap. Elicit what function each one has in telling a story (past simple: to talk about an event that happened at one point in time – to tell the main events; past continuous: to talk about things that were happening at a certain time in the past – to give background information; past perfect: talk about something that happened before/after another event in the past – to give the story context).

- 1 For weaker classes, tell students to match the tenses with the example sentences first. You could then check the answers at this point before students go on to match the example sentences with the function.

Example	Name of tense	We use it to talk about ...
I went to the cinema yesterday.	Past simple	finished past actions and actions that were repeated in the past
While I was walking down the street, my friend phoned me.	Past continuous	things in progress at a certain time in the past, or while another action took place
After I had seen the film, I went to my friend's house.	Past perfect	things that happened before other actions in the past

- 2 Ask students to complete the story individually, then compare their answers with a partner. Check the answers and ask students in each case what the tense is and what its function is.

- 1 was waiting (past continuous) 2 hadn't seen (past perfect) 3 saw (past simple) 4 was waving (past continuous) 5 ran (past simple) 6 was looking (past continuous)

- 3 Students can do this activity in pairs. Check through the answers with the class, then review paragraphing and linkers on page 58 and adjectives on page 109.

- 1 three 2 1: to introduce the situation; 2: to describe what happened; 3: to say how things ended 3 when, then, suddenly, while, finally 4 old, long, cheerful, lively, confused; late 5 excitedly, angrily, suddenly, quickly

- 4 Elicit what direct speech is from the class (when we repeat what someone said exactly using speech marks). Write an example for weaker classes on the board.

Ask students to highlight the examples in the story, in pairs if you think it will help, then answer the questions. Check the key and elicit more verbs that you could use in a story, e.g. *screamed, explained*. Write these on the board for students to note down.

- 1 comma, exclamation mark, question mark 2 said, called, asked, cried

- 5 Students complete the sentences. Give them 1–2 minutes, then check the answers. For stronger classes, ask students why they think the writer used that particular verb.

- 1 shouted 2 told 3 asked 4 whispered

- 6 Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson.

Remind students that they should spend approximately 22 minutes on Writing Part 2 (45 minutes for the Writing paper in total). Students should plan their story and check it within this time. Set a timer if students complete the task in class or tell them they must complete the task in this time at home.

When students have finished their paragraph, they can swap it with their partner for feedback. Their partner can check for spelling mistakes and grammar, and whether they have answered the question properly and used all the techniques in the bullet points.

SPEAKING

SB P135

SPECULATING

- 1 Give pairs one minute to brainstorm words, then elicit words (*gridlock, traffic jam, pollution, stress, unhealthy, high-rise buildings, motorway, rush hour*). Put any new or interesting words on the board for students to note down.

- 2 If you think it will help, turn to page 105 and review modals of speculation with the class. In their pairs, students speculate where this photo was taken.

- 3 Read through the information and the questions with the class. Ensure that students understand that *country* (third line) means *countryside*. Put students into groups of 3–4 to discuss. Alternatively, split the class in two and have half the class discuss in groups what the advantages are and half the class discuss the negative effects. Conduct class feedback and ask members from each group to take turns to make a point each. At the end, ask the class if they think there is a solution.

- 4 089 Read the instructions with the class and elicit what things they might expect her to say on the recording, e.g. *air pollution*. Play the recording and elicit the answer.

She would make people pay if they used too much water.

AUDIOSCRIPT 089

If I were the leader of my country, I would make people pay for water. Everybody needs water to live, of course, so some water should be free. However, if you used too much of it, you would have to pay. Some people use a huge amount of water just to have very green grass in their gardens, for example, and I'm completely against that. People in this country should only have garden plants that can live in our dry climate.

If I were the leader, I would make sure that new houses were environmentally friendly. We have a lot of sunshine in our country, so we can use it for the energy that a house needs. Oh, and new houses would not have air conditioning. Just open the windows at night, it's cool enough!

But the first problem I would deal with if I were the president is definitely the water problem.

- 5 Students work in the same groups they were in in Exercise 3. Give students 3–4 minutes to formulate their ideas, then elect a spokesperson from their group to present their ideas (manifesto) to the class. After hearing all the ideas, the class can then vote on the best manifesto.

READING PART 4

- 1 Read through the Part 4 instructions with the class. Students looked at Reading Part 4 in Unit 3 so they should be able to do this task individually. Check answers around the class and if students have differing answers, invite discussion to find the correct answer together. Refer students to the first point: 1 H *Read the text*. Ask students how long they should spend reading the text before they look at the questions and why (about a minute – they just need to know what the text is about and get an idea of where the information is).

1 H 2 D 3 B 4 A 5 F 6 G 7 E 8 C

- 2 Suggest that students spend just over seven minutes completing Part 4 of the Reading exam. They should leave time at the beginning to read the text and at the end to read the completed text through to make sure it all makes sense. Students should spend no more than a minute on each gap (five minutes in total).

Set the reading task under exam conditions. Tell students they have seven minutes to complete the task. When the time is up, ask students to stop writing, then go through the answers with the class, asking students what words before and after the gap gave them the answer.

1 E 2 B 3 A 4 H 5 F

WRITING PART 2

SB P137

A STORY

- 1 Spend a few minutes recapping the skills students learned in the exam training section on page 134. Read through the instructions with the class then ask students to complete the exam check individually. Elicit the answers and check to see if students have any questions.

In this part, you have the choice of writing either an **1 article** or a story that is **2 around** 100 words long. Your story should be written using **3 past** tenses. Remember to use **4 linkers** to make your story flow well and to use **5 adjectives** and adverbs to make your story interesting. It is important to use correct **6 spelling**, punctuation and grammar in your story. You should also remember to use **7 capital** letters at the beginning of sentences and names and for the pronoun 'I'.

- 2 Suggest that students spend about 22 minutes completing the task. Remind students to allow time to plan at the beginning and also to check their work at the end.

Tell students to complete the task under exam conditions, i.e. without talking to anyone.

FAST FINISHERS

Fast finishers should work alone to find ways to improve their answers.

Model answer

By the time I got on the bus with my luggage, there were very few seats left. Fortunately, I found a comfortable double seat right at the back. I was tired, so I lay down across the seat, and soon went to sleep.

A few minutes later, I was woken by the words 'Is this seat taken?' I was on my way to university, feeling stressed and nervous, so I didn't want to share my seat or talk to anyone. The stranger sat down and said cheerfully, 'Hi, I'm Alex. I'm on my way to university.' Unwillingly, I shook hands. That handshake was the beginning of a lifetime of friendship.

➔ WRITING BANK / pages 232–233

HOW WAS IT?

Read through the options in the *How was it?* and ask students to tick the appropriate box. You might like to follow the same process as in Unit 1 (see page 25). Ask students to look back at Reading Part 4 Exam focus on page 48 and Writing Part 2 Exam focus on page 61 and say if they found it easier, harder or the same as the previous time. Why?

REAL WORLD

SB P138

GETTING THROUGH THE AIRPORT IN ... LONDON

WARMER

Put students into small groups and ask them to share their experiences, positive and negative, of travelling by plane. Has anyone been delayed for a long time? If so, how long and what was the outcome? Ask students to come up with four ideas per group of ways to make sure your experience at the airport runs smoothly. Allow students to discuss in their groups for 3–4 minutes, then elicit feedback from the class.

BACKGROUND INFORMATION

Heathrow is the UK's busiest airport. The airport has five terminals, with international flights accounting for 94% of the traffic, which equates to 75.3 million passengers (2018). There are currently two runways, which are over 3,500 m long, with a third runway planned. Heathrow services 84 airlines and 84 countries with over 200 destinations, the most popular destinations being New York (JFK), Dubai, Dublin, Amsterdam and Hong Kong.

- 1 Brainstorm ideas as a class. You could use a mind map on the board with *airports* at the centre.
- 2 Ask students to look at the photos and say what they can see in each one (A two people checking in their baggage; B people passing through security; C people passing through passport control / waiting to have their passports checked; D people waiting in the departure lounge to board their flights). Help students with vocabulary if necessary. Students match the photos and labels.

A check-in desk B security C passport control
D departure lounge

- 3 Ask students to read the website quickly and say if any of their ideas from the warmer activity were mentioned.

Read through the instructions and sentences and ask students to underline the important words in each question, then compare with a partner. Students read the website again on their own and answer the questions.

1 print out your boarding pass 2 your baggage allowance – the size and weight of your bags 3 make sure they are under 100 ml, put them in a clear plastic bag 4 coat, shoes, and anything made of metal 5 at the departure gate 6 your passport

- 4 Read the instructions with the class. Students find the words in the text and match them with the definitions alone or in pairs. For stronger classes, students can work in pairs to find the words in the text then create their own definitions, checking them against the definitions in a–f when they have finished. Check the answers around the class.

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

- 5 090 Explain to students that they are going to hear three conversations in different places in the airport. Students match the conversations to a–d. Check students' understanding by asking how many of the sentences they need to match (three). Play the recording, then check the answers around the class. Elicit any more information they can remember from the recording.

1 b 2 d 3 a

AUDIOSCRIPT 090

- 1
Officer: I'll need you to take your coat off, please.
Tourist: Oh, sorry.
Officer: It needs to go in a separate tray.
Tourist: OK.
Officer: Any liquids in your luggage?
Tourist: No. I've put my liquids in here.
Officer: I'm afraid you can't take this one. It's over 100 ml.
Tourist: Oh. What can I do with it?
Officer: I'm afraid I'll have to take it off you. Are you wearing a belt?
Tourist: Yes. Shall I take it off?
Officer: Yes, please. Anything else made of metal? Anything else in your pockets? Any loose change?
Tourist: You mean money?
Officer: Yes, coins.
Tourist: Yes, I have some.
Officer: OK. Best to take it out, to be on the safe side. Just pop it in there. Any electronic devices? Phones? Tablets?
Tourist: Just my phone, and I've already put it in here. Shall I put my passport in here, too?
Officer: Yes, please. OK. Come through. If you could step this way, please. Put your arms out. My colleague will just conduct a search.
- 2
Officer: Next. Can you just confirm your name for me?
Tourist: It's Tessa Janssen.
Officer: And your date of birth?
Tourist: The 15th of July, 1998.
Officer: And what's the purpose of your visit?
Tourist: Sorry, I don't understand the question.
Officer: What are you here for? For a holiday? Or to study, or work?
Tourist: Oh, for a holiday. I'm visiting my uncle. He lives in London.
Officer: And how long are you staying?
Tourist: For three weeks.
Officer: Are you staying with your uncle?
Tourist: Yes. I'm staying in his flat.
Officer: OK. Do you have your return flight booked?
Tourist: Yes. I'm going home in three weeks, on the 18th of September.
Officer: Thank you. That's all fine.

3

- Tourist:** Here's my ticket.
Clerk: Thank you. And your passport, please?
Tourist: Yes. Here it is.
Clerk: Any checked-in bags?
Tourist: Yes, I have one bag to check in.
Clerk: OK. Can you pop it on here for me? Thank you. Did you pack your bag yourself?
Tourist: Yes, I did.
Clerk: It's overweight by two kilos. There will be a charge of £32 for that. Is that OK?
Tourist: Oh, no. Can I take some things out?
Clerk: If you can do it quickly, then that's fine.
Tourist: OK. There. Is that OK now?
Clerk: Yes. That's under the limit now. And how many items of hand luggage do you have?
Tourist: Just one. This bag.
Clerk: That's fine. Here's your boarding pass. It'll be gate number 12.
Tourist: Thank you.
Clerk: You're welcome. Enjoy your flight.

EXTENSION

Split students into A/B pairs. Student A is the airport employee and Student B is the tourist. Play the first conversation again. Students listen and take notes on their role. When the recording has finished, students role play the conversation using the notes that they have made.

- 6 090 Students can complete the sentences and questions in pairs, then listen again to the recording and check.

1 passport 2 understand 3 home 4 Here's
5 check in 6 OK

EXTENSION

Students can take it in turns to role play exchanges for each of the sentences/questions in 1–6 between a tourist and an airport employee. Demonstrate with a strong student. Say: *Please put anything from your pockets into this tray.* And elicit *Shall I put my passport in here, too?* Ask the class to continue in the same way for 2–6.

- 7 If you think it will help, students can do the exercise in pairs for extra support. Remind students to underline the key words in the sentences/questions in 1–6 to help them find synonyms and paraphrase in the meanings a–f.

When students have finished, check the answers around the class and ask students to also explain why they chose each answer, e.g. for 1 *take it off you* means the same as *remove this and keep it*.

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

FAST FINISHERS

Students order sentences 1–6 in Exercise 7 in the order that they think they would hear them in the airport, then compare their order with another fast finisher. There is no definitive correct order but students should be prepared to justify their ordering and agree with their partner.

WATCH SB P139

- 8 Read through the instructions and the bullet points with the class, then play the video. For weaker classes, or for a different activity, you could put students into five different groups and give each group one of the topics to listen for. Students in each group listen and make notes on that topic. When the recording has finished, students form new groups with one student from each different topic. They can then compare notes so that everyone has a full set of notes.

Suggested answers

The airport: five different terminals, some deal with goods, not passengers; unusual goods include lions, racehorses and sharks
 Flights: over 1,200 flights a day; flights stop at 11.30 pm
 Passengers: over 75 million passengers per year, over 200,000 passengers a day; 45 minutes to get through passport control and collect luggage
 Baggage: 200,000 bags a day, over 60 kilometres of conveyor belts
 Security: body scanners, all bags are checked, around 6,500 security cameras watch people everywhere in the airport
 Shops and restaurants: lots of shops and restaurants, breakfast is the most common meal served at the airport; almost five million eggs used per year

VIDEOSCRIPT LONDON

Heathrow, in the south of England, and not far from London, is the biggest airport in the UK, and one of the busiest in the world. There are five different terminals, but they aren't all for passengers. A huge amount of goods also leave and arrive at Heathrow each year, including animals such as lions, racehorses and sharks! There are over 1,200 flights into and out of Heathrow every day, up until 11.30 pm. Heathrow sees more than 75 million passengers each year – that's over 200,000 passengers every day! There are people leaving Britain for business or pleasure, and also people arriving from all over the world. It takes around 45 minutes for arriving passengers to get their passport checked and collect their luggage. Over 75,000 people work at Heathrow doing jobs such as luggage handling. About 200,000 bags pass through Heathrow every day, and there are over 60 km of conveyor belts to move all this luggage around the airport. As with any large airport, there are very strict security checks. People have to go through a body scanner, and all bags are checked by scanning machines. There are also security cameras to watch passengers in the airport – around 6,500 of them, in fact. While you're waiting for your flight, there are lots of shops and plenty of cafés and restaurants where you can get a meal. Breakfast is the most common meal at the airport, and passengers eat almost 5 million eggs a year. So enjoy your time in the airport, and have a safe flight!

- 9 Students can compare notes in pairs or small groups, then play the video for students to add anything to their notes which they might have missed. Elicit any further information students heard from the class.

LIFE COMPETENCIES

SB P139

SYNTHESISING INFORMATION, EVALUATING IDEAS

- 10 Read the instructions with the class. Ask students if they have heard any stories lately in the media about people having issues when travelling through airports and if so, to share them with the class.

Elicit from the class what students would type into an internet search to find the reviews (airport customer reviews). Put students into groups and ask them to decide which airport they are going to research, making sure different groups research different airports. If you have large paper available, provide each group with one piece of paper for them to draw a mind map and complete it with their notes. Groups can then use this as a point of reference during their presentation.

Put students into groups, then give them five minutes to brainstorm their ideas.

When they have finished, students can present their idea to the class. Encourage everyone in the group to take a turn to share information. When all the groups have finished presenting, have a class vote on the best airport to travel to. Ask the class if anyone has been to any of the airports mentioned and what their own experience of it was.

EXTENSION

Divide the class in half and get students to stand up in two queues facing each other. The first student in each queue role plays a quick exchange between a passenger and an airport employee. Demonstrate the activity: stand at the beginning of one of the queues and, addressing the student opposite you, say: *What's the purpose of your visit?* and encourage the student to answer, e.g. *I'm visiting my grandparents in Australia.* When they have answered, they both go to the back of their queues. The students continue in this way until everyone in the queues has had a go. If you have a small class or if time permits, repeat the activity with the two queues swapping roles.

WORKBOOK / Unit 10, page 44

11 A GREAT LOCATION

UNIT OBJECTIVES

Topic:	house and home
Grammar:	relative clauses; <i>have/get something done</i>
Vocabulary:	homes; furniture and furnishings; adjectives for homes
Listening:	Part 1: three-option multiple choice with pictures
Reading:	reading for detail: different homes
Speaking:	informal reactions: unusual homes
Writing:	Part 1: email invitation to a housewarming
Pronunciation:	/n/ and /æ/
Exam focus:	Listening Part 1; Writing Part 1
Real world:	finding student accommodation in Grenoble

Ask your students to watch the Grammar on the Move videos on pages 142 and 145. You can use these to present or reinforce relative clauses and *have/get something done*.

VOCABULARY

SB P140

HOMES

WARMER

Look at the title of the unit with the class and elicit the meaning of *location* (place or position). Put students into pairs and ask them to discuss what makes a good location for a home. Give students a couple of minutes, then elicit from students information about their partner.

- 1 Look at the photos with the class and encourage them to say what they can see in each one (A some terraced houses; B a block of flats; C a thatched cottage). Elicit what language we use to speculate (modals of speculation: *It might be ...; It must be ...*, etc.).

Put students into pairs to compare the photos and say where they think they were taken and why, then elicit ideas.

- 2 091 Read through the instructions and the words in the box with the class. Model the pronunciation of *cosy*. Explain to students that they are going to hear two people talking. One of them has visited some relatives in three very different homes. Students listen and match the photos to the words in the box. Play the recording, then check the answers around the class. Elicit any more information they can remember from the recording.

- A convenient suburbs terraced two-storey house
B block of flats brand new business district
C cosy old-fashioned

AUDIOSCRIPT 091

Man: Hiya, Jessica. How was your trip to England?
Woman: It was really good, thanks.
Man: You were staying with English relatives, right?
Woman: Yes, three different relatives, in fact.
Man: Yeah?
Woman: Mmm, all really different places, too. The first place I stayed was my uncle's home, which is in a really modern block of flats in the middle of London. It's in the business district, so it's surrounded by modern offices and lots of smart buildings. The flat's brand new and very stylish. It's full of modern equipment and has got fantastic air conditioning. And it's really high up, too – it's on the top floor of the building, so there are some amazing views of London from up there.

Man: Wow! Lucky you. So where did you go next?
Woman: Next, I spent some time at my cousin's house in the countryside. She and her husband live in a kind of old-fashioned cottage, with a big garden, surrounded by trees. Inside, it's quite small, but there's a big fireplace, so it's lovely and warm. You know, really cosy and comfortable.

Man: Sounds nice.
Woman: It was. It's very pretty in the countryside, but a bit quiet for me.

Man: OK, then what about the third place?
Woman: Well, that was different again. At the end of my trip, I stayed for a few days with my aunt and her family in the suburbs of London. They live in a terraced house. You know, in a street, with a line of homes all joined together.

Man: Right.
Woman: It's a typical two-storey house. There's a kitchen, living room and dining room downstairs, and bedrooms and bathroom upstairs. It's a nice house, and it was convenient for the airport, but a long bus ride from anywhere else. It's not really in a tourist area.

- 3 092 Do this activity as a class and ask students to give a reason for their answer. For weaker classes, play the recording again for students to answer the question, then play the second part of the recording to find the answer.

B Jessica only says positive things about her uncle's flat.

AUDIOSCRIPT 092

Man: So, which place did you like best, Jessica?
Woman: Well, they were all nice in their way, but ...
Man: But?
Woman: ... but I definitely liked my uncle's place best. It was a cool flat in a great location!
Man: I thought you were going to say that.

- 4 Ask students to do the task individually, then check answers with a partner. Stronger classes can try to write their own definitions first, then check them against the definitions in 1–8. Check the answers around the class.

- 1 block of flats 2 cosy 3 top floor 4 terraced
5 business district 6 two-storey house 7 convenient
8 suburbs

- 5 Put students into pairs to decide if they agree with Jessica on the recording or would prefer one of the other two houses. Monitor and ask follow-up questions if students aren't giving full answers.

READING

SB P141

WARMER

Put students into pairs to play a game. One student thinks of an unusual place to live, e.g. a houseboat and the other student has to guess where it is by asking yes/no questions, e.g. *Does it have stairs?* (no) When students have guessed the home correctly, the other person has a go.

- 1 Draw students' attention to the photos on page 140 and recap on the types of homes in each one (A terraced house, B block of flats, C old-fashioned house / thatched house). Ask them what they think life is like for them, comparing the three different homes.

- 2 Ask students to read the texts quickly to find out if their ideas in Exercise 1 were correct.

Read through the instructions and questions and ask students to underline the important words in each question, then compare with a partner. Students read the blog posts on their own and answer the questions.

- 1 C 2 B 3 C 4 B 5 A 6 B

DID YOU KNOW?

Ask students to add these words to the US–UK vocabulary they have already recorded in their notebooks.

EXTENSION

Put students into pairs to talk about whether or not they would like to live in any of these places. Give them a couple of minutes for discussion, then ask them to share their ideas.

GRAMMAR

SB P142

RELATIVE CLAUSES

- 1 Read through the examples with the class and ask students which thing or person each one refers to, e.g. in the first one *where* refers to *the part of the city*. Put students into pairs to read the grammar box and

choose the answers from the box. Check the answers around the class. For 7, ask students to give you an example phrase with something instead of someone, e.g. *an architect whose designs are famous*.

Refer students to the Grammar reference on page 217 for further information/practice on relative pronouns.

- 1 which/that 2 that/which 3 who/that
4 that/who 5 when 6 where 7 whose

- 2 Students can do this activity alone or in pairs for extra support. Check answers as a class now or after the quiz in Exercise 3 with stronger classes.

- 1 where 2 which/that 3 who/that 4 when
5 whose

- 3 If they worked in pairs in Exercise 2, students can swap partners to do the quiz. Stronger classes can complete Exercises 2 and 3 together, then check answers.

Suggested answers

- 1 garage 2 washing machine 3 babysitter
4 evening 5 gardener

EXTENSION

Give each pair a piece of A4 paper and ask them to fold it vertically once and horizontally into three to produce six sections. They should write the words from the box in each section then tear along the creases to end up with six cards with six different pronouns. Students place the cards face down on the table, then take turns to turn over a card and think of a new question like the ones in Exercise 2 for their partner to answer. Students get one point for making a question and another point for answering a partner's question correctly. The student with the most points after they have turned over all the cards, wins.

- 4 Tell students that a relative clause is the part of the sentence which starts with a relative pronoun and provides the reader with extra information about the sentence. Tell students that there are two types of relative clauses: ones which we can remove from the sentence without the meaning of the sentence changing (non-defining relative clauses), and ones which we can't take out of the sentence or the sentence won't make sense – these *define* the sentence and are called defining relative clauses.

Read through the example sentences with the class and elicit one which contains a non-defining clause, i.e. one that we can take out of the sentence without changing the meaning of the sentence. Write the example on the board, then ask a strong student to come to the board and cross out the non-defining clause. Ask if the sentence makes sense without it (yes). Read through the example sentences and find a sentence containing a defining relative clause. Write this on the board and ask a student to come to the board and cross out the defining clause.

Elicit from the class if the sentence makes sense (no). Therefore we can't take out non-defining clauses. Rewrite the full sentences and ask students what the difference between the punctuation in the two sentences is (the non-defining clause is contained within commas). Read through the grammar box with the class and ask students to complete the gaps alone or in pairs. Check the answers with the class and go over any difficulties.

Refer students to the Grammar reference on page 217 for further information/practice on defining and non-defining relative clauses.

1 a, b 2 b, a 3 c, d 4 d, c

- 5 Students can complete the task alone or in pairs for extra support. Elicit the answers and ask students how they decided which ones were non-defining relative clauses (they have commas separating the clauses).

1 non-defining 2 defining 3 defining
4 non-defining

- 6 Give students one minute to complete the sentences, then check the answers. Elicit from students why the correct answer to questions 2 and 3 is *that* (you can use *that* with a defining relative clause but not a non-defining one).

1 which 2 that/who 3 that/which 4 who

- 7 If students are unsure, ask them whether the woman or the cottage is the subject of the clause (the woman). Ask students whether *that* refers to the woman or the cottage (the woman) and is therefore the subject. Repeat with the second sentence.

Answer questions one and two as a class and then complete the rule.

1 subject 2 object
Rule: object

- 8 Put students into pairs to answer the question, then elicit the answer and make sure students understand why (you can leave out *which/who/that* if it's the object of the relative clause).

sentence 3

- 9 Ask students to do the task individually, then compare answers with a partner. If their answers are different, they should look back over the grammar boxes together to try to find the correct answers.

1 How long have you lived in the flat **where** you live now? (we use the pronoun *where* for places) 2 Have you ever met anyone **whose** home is a boat? (we use *whose* to say who something or someone is connected to) 3 Do you get on well with the people **who/that** live next door to you? (*the people* are the subject of the relative clause so you can't leave out *who/that*) 4 Correct

- 10 Check the answers with the class or ask pairs to join another pair and discuss the reasons for their corrections. Students ask and answer the questions in their pairs or groups.

VOCABULARY

SB P143

FURNITURE AND FURNISHINGS

WARMER

Put students into small groups and ask them to tell each other about any broken things at home. Ask them to say if they can fix them or if they need someone else to fix them. Pay attention to students' use of language in case anyone uses the causative as they will be looking at this in the next Grammar section on page 145.

- 1 Teach *short-term let*. Put students into small groups to discuss the questions. Give them 3–4 minutes then elicit some ideas around the class. Encourage students to give examples from their own experience.

- 2 Ask students to look at the two photos and say what they see. Then in pairs they match items A–J to the descriptions. Check answers around the class. Ask students if they have a *duvet* at home or if they use something else.

1 D 2 B 3 H 4 F 5 C 6 I 7 E 8 G
9 A 10 J

- 3 Look at the picture with the class and ask students to say the items that they can see.

Students complete the email with the items from Exercise 2. Check answers around the class.

1 wardrobe 2 cabinet 3 sink 4 kettle 5 rug
6 tap 7 duvet 8 cushion 9 heating
10 chest of drawers 11 bin

EXTENSION

Ask students to read the email again in more detail and ask them to find a word which means 'a room or other place where you stay for a temporary period' (*accommodation*). Ask students what Jake wants Mr Rackham to do. (He wants him to come and sort out the problems with the accommodation.)

- 4 Ask students to complete the task on their own. Check the answers, then ask students to say which of these items they have at home and where they are.

1 False. The cabinet is above the sink. 2 False. There is no bin underneath the desk. 3 True 4 True
5 False. The hole in the wall is behind the wardrobe.

- 5 Put students into pairs and ask them to follow the instructions. For weaker classes, Student B can have page 195 open and look at the picture choices as Student A describes their picture. Alternatively, students can wait until Student A has finished their description before opening their book. Monitor and help students with any difficulties.

P /ʌ/ AND /æ/

- 6 093 Play the words, then play the recording a second time for students to repeat the sound. Drill chorally and individually.

AUDIOSCRIPT 093

rug
cup
cut

- 7 094 Explain that they will hear the words again. This time in pairs with a different sounding word. Play the recording for students to listen. Model the difference in sound, emphasising the different shape the mouth makes. Play the recording again a second time, stopping for students to repeat.

AUDIOSCRIPT 094

rug rag
cup cap
cut cat

- 8 095 Explain to students that they are going to hear pairs of words again but this time they can't see them. They should listen carefully to decide if they hear the same sound or two different sounds for each one. Play the recording for students to listen, then play the recording again pausing after each pair to check the answers.

1 same 2 same 3 different 4 different

AUDIOSCRIPT 095

1 rug rug
2 cat cat
3 cap cup
4 hut hat

LISTENING PART 1 TRAINING

SB P144

- 1 Read through the first tip in the Exam tips box with the class.

EXAM INFORMATION

Remind students that in this part of the exam, they will need to choose the best picture to answer each question. Students should use the first listening to listen for gist and choose the best option, and the second listening to focus on key information and check their answer.

Direct students' attention to the three pictures. Tell them to think about what they can see in each one and elicit ideas. Tell them it might help them in the exam to write down objects they can see in the pictures while they are waiting for the recording to start.

The building in picture C has a **black** door.
The buildings in pictures A and B both have a **white** door.
In picture B, there's a **tree** in front of the building.

- 2 096 Read the instructions and the three questions with the class and tell them to underline the key words in the question (*man's*, *look like*, *now*). Ask students why each word is important, e.g. *man's* – the recording could also mention a woman's house. Read the second bullet point in the Exam tips box, then play the recording twice for students to answer the three questions. Discuss the answers with the class.

Possible answer to concept question: The door has been painted white and the tree has been cut down. The door is white now and there is no tree any more.
Correct answer: A

AUDIOSCRIPT 096

Narrator: What does the woman's block of flats look like now?

Man: Hi, it's Jim here. I'm just on my way to your flat!

Woman: Great. You've got the address, haven't you? Silverdale House on Park Street?

Man: I actually know that building. I used to work just opposite it. It's a six-storey building with a black door, isn't it?

Woman: Well, in fact they've just had it painted white.

Man: OK. Now, there's a tree just in front, isn't there?

Woman: There used to be one. But it was cut down not long ago.

Man: Oh, that's a shame. Anyway, I know where it is.

Woman: Excellent. Flat four, on the second floor. See you soon!

Man: See you!

- 3 097 Students follow the same process as in Exercise 2, looking at the pictures and thinking about what they can see, underlining the key words in the questions, then listening to the recording to answer the question. Play the recording twice, then elicit the answers.

1 differences: A the purse is on the chair; B the purse is on the table; C the purse is on the cupboard; Answer: B: *I meant to pick it up off the table*

2 differences: A round plain cushions; B floral round cushions; C square cushions; Answer: C:

Woman: I prefer the round ones. Let's see ...

Man: Oh ... they haven't got any left.

Woman: Ah, that's a shame. Oh well, we'll get the other plain ones, then.

Man: OK.

- 3 differences: A a duvet; B curtains; C a rug; Answer: B: *quality curtains ... all reduced in price by 20% for this week only*
- 4 differences: A there is a bookshelf above the desk and a printer on the desk; B There is a printer on the desk but no bookshelf; C There is a printer on the windowsill but no bookshelf; Answer: A: There are book shelves above the desk.

AUDIOSCRIPT 097

- Narrator:** One. Where is the woman's purse?
- Woman:** Hi, John, this is Stella. Sorry to bother you, but I left my purse at home this morning. I forgot to put it in my bag before I left for work. I remember I took it from the cupboard next to the washing machine, and I had it with me when I sat down to have breakfast. I meant to pick it up off the table, but I forgot! Silly me! So could you bring it when you pick me up from work this afternoon, please? Thanks. See you later!
- Narrator:** Two. Which cushions do the friends decide to buy?
- Man:** So, should we get some cushions as a housewarming present for Annie, then?
- Woman:** Good idea. Let's look online.
- Man:** Right. How about those ones with the flowers? They're nice.
- Woman:** They are, but we don't know what other patterns Annie has. They might not go with her room.
- Man:** That's true. Let's get plain ones instead. They've got round or square. Which ones do you like?
- Woman:** I prefer the round ones. Let's see.
- Man:** Oh. They haven't got any left.
- Woman:** Ah, that's a shame. Oh well, we'll get the other plain ones, then.
- Man:** OK.
- Narrator:** Three. Which product costs less than usual at the moment?
- Man:** Good afternoon to all our customers. We have some great offers in our homeware department on the first floor at the moment. Just arrived today are some beautiful rugs, at the fantastic price of only £30 each. They're a real bargain – and really soft, too! We also have quality curtains, in a range of colours and styles, all reduced in price by twenty percent for this week only. And finally, we have a special offer on duvets. Buy one and get two free pillows, worth £20 each. So come along and ...
- Narrator:** Four. What does the study in the man's flat look like?
- Woman:** So, have you got a study in your flat?
- Man:** Yes, it's small, but it's got everything I need to do work at home. There's a computer and some shelves, as well. And also lots of books, like textbooks and manuals, and things. There are bookshelves above the desk, and some more underneath the desk, as well. I can concentrate really well in my study.

- Woman:** That sounds perfect. But do you have a printer?
- Man:** Yes, I just bought one recently. It's on one side of the room, opposite the window.
- Woman:** OK.

GRAMMAR

SB P145

HAVE/GET SOMETHING DONE

WARMER

Remind students of the warmer they did in the Vocabulary section and ask students to say which of the things they need someone else to fix them for them. Write some of them on the board and leave them there to come back to later in the lesson. Explain to students that they are going to look at the causative, which they can use to talk about things other people do for them.

- 1 Ask students to look at the pictures and elicit what they think the situation is. Read the sentence and options as a class then check the answer. Ask students if the cleaner is mentioned in the sentence (no). Why not? (The information isn't important here – only the action of cleaning the flat.) Ask students if they have a cleaner or know anyone else who has a cleaner or has their car washed. Encourage them to use the causative, e.g. *My friends share a house and they have it cleaned every week.*

b

Refer students to the Grammar reference on page 218 for further information/practice on the causative.

- 2 Read the grammar box with the class and check if students have any questions. Tell students that it's important to remember that the object comes before the verb (the past participle) in the causative and not to confuse it with the passive. Refer students to the texts on page 141 and give them a few minutes to find the information. Check around the class.

- 1 We've had our doors painted.
2 We haven't had much else done to our house.

- 3 Ask students to complete the sentences by forming the causative with the words in brackets. Remind them to refer to the grammar box if they need to. Check the answers with the class.

- 1 had/got your eyes tested 2 have/get your hair cut
3 have/get your teeth checked 4 had/got clothes made
5 have/get it fixed 6 having/getting it delivered

- 4 Put students into pairs and give them 3–4 minutes to discuss the questions in Exercise 3. Ask students about their partner's answers – were any of their answers different from their own?

PUSH YOURSELF

B2

SB P145

VOCABULARY: ADJECTIVES FOR HOMES

- 1 Discuss the question with the class. There is no right or wrong answer but students should justify their answers.

- 2 Read through the definitions carefully with the class before they match them to the words in the advertisement

- 1 stunning 2 unique 3 picturesque 4 delightful
5 residential 6 spacious 7 luxurious
8 furnished

- 3 Ask students to look at the words in italics and say what kind of words they are (they're all adjectives). Students complete the sentences on their own. Check answers with the class.

- 1 luxurious 2 delightful 3 stunning
4 picturesque

- 4 Put students into pairs to discuss the question. If they wouldn't like to live here, where else would they like to live?

WRITING PART 1 TRAINING

SB P146

WARMER

Put students into small groups to share their experiences of moving home. Students talk about who has moved the furthest, who has moved the most times, who has lived in the most unusual places. Give students 2–3 minutes to share, then ask students to share information about their classmates.

BACKGROUND NOTE

The word *housewarming* historically comes from the act of warming a new house. Each guest brought firewood as a gift. A housewarming party can be used to describe a party to celebrate any new home, whether it's a house or something else, e.g. a flat.

- 1 Look at the photo with the class and elicit what they can see in the picture that suggests to them how long they have lived there (they haven't finished on packing yet).
- 2 Give students 30 seconds to read the email and decide what a housewarming party.

Suggested answers

To invite her to a party. A housewarming party is a party to celebrate a new home.

- 3 Ask students to read the email again individually and decide which of the items 1–5 Joanna and Nick are doing in the email. Check the answers around the class. For each of the items that they don't do, ask students why, (2 they don't need Melissa's address because they are not visiting her home; 4 they don't need to describe it as they have included a photo; 5 they don't need to do this in a party invitation).

1, 3

- 4 Tell students that in Part 1 there will be notes attached to the email which they will have to write about. It's important that students understand what the notes say. Ask students to answer the questions with a partner.

Suggested answers

She likes it.
No, she isn't.

- 5 Help weaker classes by explaining that the phrases she uses are in the same order as the questions. Elicit from the class other ways Melissa can say the same thing, e.g. 1 *Thanks so much*, 2 *congratulations on moving home*, 3 *the flat looks great*.

- 1 Thank you for your email 2 congratulations on your new home 3 Your flat looks beautiful! 4 I'd love to come to the party, but unfortunately I can't. 5 I'm afraid I'll be away next weekend on a sailing course.
6 Perhaps I could come and visit you another evening soon? 7 I'm really looking forward to seeing your flat.

EXTENSION

Give students another scenario on the board, e.g. a birthday party, and ask pairs to role play a dialogue using the language they have been practising in Exercise 5: Student A invites Student B to their party; Student B declines the invitation giving a reason why and suggests a different time to meet. Students can then swap roles. Monitor and invite students to act out their role play for the class.

- 6 Students can do this task in class or for homework. If students do the task for homework, tell them to spend no more than 15 minutes writing as in the exam they should spend about 22 minutes on Part 1 and should spend some time planning and checking their work.

If students do the task at home, there will be more time for peer correction in class. Allow students to swap their emails with a partner. Their partner checks they have answered all of the notes on the email using the language from Exercise 5 correctly. Students can then rewrite their email based on their partner's feedback.

Model answer

Hi Chris
Thanks for your email. I'm really looking forward to next Saturday, too.
Swimming and hiking both sound fun, but I'd prefer to go hiking. I swim every day in the sea, but I don't often go hiking in the hills, so I'd enjoy that more.
Thanks for inviting me to stay for the whole weekend. I'd love to stay, but I need to come home on Saturday evening because I'm playing in a football match on Sunday morning.
See you on Saturday!
All the best
(name)

SPEAKING

INFORMAL REACTIONS SB P147

- 1 Give pairs 2–3 minutes to discuss the questions. Elicit answers from volunteers if you think it's appropriate – some students might be reluctant from a cultural perspective to talk about the size of their home.
- 2 098 Read the instruction with the class and ask students how big they think the flat might be. Play the recording and find out whose guess was the closest, then check the answer to the question.

They find it interesting that someone lives in such a small space, but they wouldn't want to live there.

AUDIOSCRIPT 098

Woman: Hey, have you seen that video of that guy who lives in Paris who's got a flat that's only eight square metres in size?
Man: Eight square metres? You're joking!
Woman: No, honestly. His whole flat is only eight square metres.
Man: No way!
Woman: It's true. He's got everything he needs, though. Furniture and kitchen equipment, and everything.
Man: How incredible!
Woman: It is. I couldn't believe it either until I saw the video.
Man: So what's it like?
Woman: Well, there's a kind of shelf. It opens out and can be used as a table. And he's got a fridge and a cooker and even a tiny dishwasher.
Man: Wow. That's unbelievable.
Woman: And there's, like, a big door that slides out and turns into a bed.
Man: Really?
Woman: Yes. And there are some stairs, and inside them there's a sort of ... chest of drawers which he keeps lots of things in. He's got music, books, games, and stuff like that ...
Man: Sounds cool.

Woman: It is. There's even a type of cupboard in the floor, where he keeps brushes and those kinds of things.
Man: That's amazing. I wouldn't want to live there, though!
Woman: Neither would I!

- 3 098 Read through the phases first. Stronger classes can try to label the phrases from memory, then check their answers against the recording, otherwise play the recording for students to note their answers, then check the answers around the class.

1 M 2 M 3 M 4 W 5 M 6 W 7 M
8 W 9 W 10 W 11 W 12 M

- 4 Read the question and elicit the answers, then ask students to give examples of the language each speaker uses to illustrate each point, e.g. 1 No way! 2 a kind of.

1 b 2 a

- 5 Ask students to complete the conversation. Check the answers, then pairs role play the conversation then swap roles.

1 joking 2 kind/sort/type of 3 way 4 like
5 like that 6 That's/How

- 6 Ask students to do the first part on their own. Encourage them to make notes if they like. Students then take turns to use the language to describe their house.

EXTENSION

If students have internet access, they can try to find out about the home of someone famous – how many rooms it's got, what extra facilities it might have, etc. Give students 2–3 minutes for research then 30 seconds to feedback on their findings to the class.

EXAM FOCUS

SB P148

LISTENING PART 1

Remind students of the exam training they did on page 144 and tell them that now they are going to do a full-length exam-style question.

- 1 Ask students to complete the task individually. When students have finished, they can compare answers with a partner. Elicit the answers around the class.

1 seven 2 one 3 pictures 4 three 5 twice

- 2 099 Give students 20 seconds to read the questions and look at the options and underline the key words on their own. (During the exam, there will be a pause for them to do this after the narrator has read the instruction.) Tell students to complete the task under exam conditions. Play the recording twice for students to complete and check their answers.

1 B 2 C 3 C 4 B 5 B 6 A 7 B

AUDIOSCRIPT 099

Narrator: For each question, choose the correct answer. One. Where is the poster now?
Woman: Great poster, Harry. I like the cool racing car.
Man: So do I. I've moved it a few times, though. When I first got it, I had it above my bed, but then I moved it to above my desk. But I found I couldn't concentrate on my work. So I put it between the window and the door, but then I realised I couldn't see it when the door was open. So finally, I moved it back to where I'd put it in the first place.
Woman: It looks good there.
Man: Thanks.
Narrator: Two. What do the man and woman need to buy soon?
Man: Do we need to buy any kitchen equipment for the flat before we move in?
Woman: Well, it's all there, but it's quite old. The washing machine isn't working, but we can have that repaired. The fridge isn't working, either. I don't think we can get it fixed, so we'll have to replace that before we move in.
Man: OK. What about the cooker?
Woman: We'll probably need to get a new cooker some time, but it's OK for the moment.
Man: Right. So that's just one thing we need to buy straightaway.
Narrator: Three. Where did the man put the key?
Man: Hi, Sam. Listen, I won't be there when you get to the house, but I've left a key. You'll see there are two plants in pots by the door. Now, just between them, there's a statue of a cat, made out of stone. I've hidden it underneath that, OK? It's small, but if you look for the plants, you won't miss it. Anyway, I hope you enjoy your stay, and before you leave, could you drop the key in the letter box on the left of the door? Thanks!
Narrator: Four. What are the girl's parents going to bring her?
Man: Is your room at college OK?
Girl: It's a bit cold at night. Can you bring an extra blanket when you and Mom visit tomorrow?

Man: Aren't those provided? Look in the wardrobe. There might be a spare one in there.
Girl: Oh you're right. There is.
Man: Should we bring a heater?
Girl: It's all right. I'll be fine with the extra blanket.
Man: OK.
Girl: What is annoying is I've got to share a bin with my roommate. I'd like one of my own.
Man: No problem. We'll pick one up on our way.
Girl: Thanks!
Narrator: Five. What does the woman's home look like?
Man: Is that a photo of your house?
Woman: Yes, it was taken this summer. You haven't visited our house for ages, have you?
Man: No, I haven't. Can I have a look?
Woman: Yes, of course.
Man: That's odd. I was sure the apple tree was next to a garden seat, on the right of the house.
Woman: It was, but the seat broke last winter. It was really old and it fell to pieces.
Man: Oh, dear.
Woman: So we had another one built on the other side of the garden. We wanted to give the tree more space to grow.
Man: I see!
Narrator: Six. Which piece of furniture belonged to the first owner of the house?
Tour guide: We'll now move on to the bedroom of the eighteenth century author Edward Prynor, who was the first owner of this house. The bed here is an exact copy of one owned by Edward Prynor. We know what the bed looked like from paintings of the period. The chest of drawers in the corner is the original one which Edward Prynor was given as a present in 1742. Meanwhile, the matching wardrobe was actually made for Prynor's grandson, who lived in the house in the mid-19th century. Moving on now ...
Narrator: Seven. Which flat will the man and woman rent?
Man: So which flat do you like?
Woman: The ground floor one's nice, because it's got a garden. Or how about that one on the fourth floor? It's a bit dark because of the tree, but it's got lots of rooms.
Man: But we don't need such a big flat. And it's expensive. What about that one on the second floor? It costs less than the other two. We could even put flowers on the balcony.
Woman: I guess it's good to save some money on the rent.
Man: So we'll go for the cheapest one?
Woman: Yes, good idea. Then we'll be able to spend more on nice furniture.

EXTENSION

Photocopy audioscript 099 so that there is one copy between each pair. Tell students to find and highlight the correct answer to each question and the reasons why the incorrect options were incorrect. For each question, ask students to also say why underlining the key words in the question helped them to find the correct answer.

WRITING PART 1

SB P149

- 1 Students might not know the answer to these questions so go through the questions as a class. Give them the information in the answer key and encourage them to make a note of anything didn't know.

1 True. In Part 1 students have to read an email and some handwritten notes. 2 True. Students have to reply to the email. 3 False. Students must make sure they include all the information in all of the handwritten notes. 4 False. You don't have to include the information in the same order as the notes, but students must make sure that their email reply follows a logical order in answer to the input email. 5 True. You have to use some of your own ideas to add information to the notes. You can also add your own ideas to your email reply, but you must make sure that they answer the question. 6 True. You should use appropriate phrases to begin and end your email reply depending on how formal or informal the email is.

- 2 Remind students that this is an exam-style task and they should work alone without talking. You could provide paper for students to write on so that you can collect their work at the end of the task.

Suggest that students spend about 22 minutes on Part 1 (they have 45 minutes for both parts). Remind them to spend some time planning their writing and to leave some time at the end to check their answer. Collect in their writing at the end and provide feedback.

Model answer

Hi Alex,
It's great that you can come to my housewarming party. The best way to get to my house is by bus. Take the number 52 bus from the station and get off at King Street. My flat is in a four-storey block next to the petrol station. It's got a green door.
Thanks for offering to bring something, but it's really not necessary. My mum is making lots of food, so there'll be plenty to eat and drink.
Finally, you can wear what you want. Everyone's going to wear casual clothes, like jeans and T-shirts.
See you at the party!
Anna

HOW WAS IT?

Read through the options in the *How was it?* and ask students to tick the appropriate box. You might like to follow the same process as in Unit 1 (see page 25). Ask students to look back at Writing Part 1 Exam focus on page 35 and Listening Part 1 Exam focus on page 60 and ask students if they found it easier, harder or the same as previous time. Why?

REAL WORLD

SB P150

FINDING STUDENT ACCOMMODATION IN ... GRENOBLE

WARMER

Put students into small groups and ask them to share their experiences, positive and negative, of renting a house or apartment. Ask students to come up with four things per group to check when you go to view a home for rent, (e.g. *Is there any damage? Is it noisy at night time? Are the neighbours friendly? Does everything in the house/flat work?*) Allow students to discuss in their groups for 3–4 minutes then elicit feedback from the class.

BACKGROUND INFORMATION

Grenoble university is popular with international science and technology students. In their first year of study, students usually stay in accommodation on the university campus, called halls of residence. There are 35 different halls of residence at the university. In their second year, students often rent accommodation in the city with their friends. A one-bedroom apartment costs on average €565 and a three-bedroom apartment is €1064 (2018), with prices slightly cheaper outside the city centre.

- 1 Read the title of the page and ask students what they know about Grenoble and give them the information in the Background information box above. Ask students to look at the photos showing different types of student accommodation and say what they can see in each one. Ask students if anyone has been to Grenoble and if so, to share their experience with the class.

Read the instructions and ask students to tell a partner which room they would prefer and why. Tell them to bear in mind the probable difference in cost between the rooms.

One is very simple, with just one bed and one desk. It looks like a single room for one person and there aren't any personal possessions. It looks quite basic.
The other has a couple of desks and two beds or a sofa bed. It looks like a shared room and there are lots of personal possessions around the room. It looks cosy.

- 2 Read through the instruction and sentences and ask students to underline the important words in each sentence, then compare with a partner. Students read the article on their own and decide if the sentences are true or false. Check the answers and ask students to correct the incorrect sentences.

FAST FINISHERS

Ask fast finishers to create one more true and one false statement and swap them with another fast finisher. Alternatively, they could read them out to the class at the end of the exercise for the class to answer.

1 False. You should start looking two months before you arrive in the city. 2 True 3 True 4 True
5 False. It's up to you to find your flatmates. You can choose to share with friends you already know or look at a flat sharing website to find flatmates.

- 3 Read the instruction with the class. Students find the words in the text and match them with the definitions alone or in pairs. For stronger classes, students can work alone in pairs to find the words in the text then create their own definitions, checking them against the definitions in a–h when they have finished. Check the answers around the class.

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

- 4 100 Explain to students that they are going to hear three conversations about student accommodation. Students match the conversations to a–d. Check students' understanding by asking how many of the sentences they need to match (three). Play the recording then check the answers around the class. Elicit any more information they can remember from the recording.

EXTENSION

Split students into A/B pairs. Student A is the estate agent and Student B is the student. Play the first conversation again. Students listen and take notes on their role. When the recording has finished, students role play the conversation using the notes that they have made.

1 c 2 d 3 a

AUDIOSCRIPT 100

1

Estate agent: Hello. Can I help you?

Student: Yes, I'm a student at the University of Grenoble and I'm looking for a flat.

Estate agent: Is it just for you?

Student: No, I have two friends, and we want to share a flat.

Estate agent: OK, no problem. Let's see what we've got. There's a lovely flat close to the city centre. It's got three bedrooms, so it would be ideal for the three of you. It's very modern, too.

Student: Yes, that looks very nice. How much is the rent?
Estate agent: It's 1500 euros a month, so that would be 500 each. Then there's electricity on top of that. So, you might be looking at a total of 550 euros per person per month.
Student: Oh, that's OK. And how far from the university is it?
Estate agent: Well, it's not within walking distance. It would be about a 20-minute bus ride. But on the other hand, it's close to all the shops and restaurants in the city centre. Would you like to arrange a viewing?
Student: Yes, please.
2
Man: Hello?
Student: Hi, I'm here to see the room in your flat.
Man: OK. Come up. We're on the first floor.
Man: Hi. I'm Toby. Come in.
Student: Thanks. I'm Ana. It's nice to meet you.
Man: And you. So, have you just arrived in Grenoble?
Student: Yes. I arrived last week.
Man: Cool. I've been here for nine months now. It's a great city. Anyway, this is the flat. There are two of us here – there's me and Maxine – she's French too. And we're looking for a third flatmate. So, as you can see, we've got quite a big sitting room. Yes, it's really nice.
Student: Yes, and we try to keep on top of the cleaning, so it never gets too messy. And over here is the kitchen. We've each got our own cupboard for food, but we often cook and eat together.
Student: Oh, that's nice. I like cooking.
Man: Cool. I'm not very good, but Maxine's a fantastic cook. Now, if you come this way, I'll show you the third bedroom.
Student: Oh, it's really nice. It's nice and light, and clean.
Man: Yes. And it's a lovely warm flat.
Student: Is there wi-fi?
Man: Yes. We've got wi-fi, and that's included in the rent. So, do you think you're interested?
Student: Yes, definitely.
3
Student: Hello. Do you speak English?
Official: Of course. How can I help you?
Student: I'm starting a course at the University of Grenoble next week. I'm looking for some accommodation.
Official: OK. No problem. What are you going to study?
Student: Business Management.
Official: And do you want a room close to the Business School?
Student: Yes, please, if possible. That would be best for me.

Official: Is it a single room that you want?
Student: Yes.
Official: And do you want your own kitchen and bathroom, or are you happy to share?
Student: I'm happy to share.
Official: OK. So there are rooms at a hall of residence close to the Business School. For a basic student room, the rent is 290 euros per month, with one month's rent as a deposit. You share a bathroom and kitchen with six other students.
Student: OK. That's quite expensive.
Official: Yes, but this is a new hall of residence, with very good facilities. Everything's included in the price: water, electricity and heating, and wi-fi, so there are no additional costs. We do have cheaper rooms, but they're all booked now. They get booked up quite quickly.
Student: Yes, I know. I'm a bit late.
Official: Yes. But in this hall of residence you'll probably be sharing with other business students, so it's a good opportunity to make friends, too.
Student: That's true. OK, I'll take a room there. Thank you.

5 🎧 100 Students can complete the sentences and questions in pairs, then listen again to the recording and check.

1 looking for 2 share 3 rent 4 room
 5 happy 6 expensive 7 take

6 If you think it will help, students can do the exercise in pairs for extra support. Remind students to underline the key words in the sentences/questions and options. When students have finished, check the answers around the class and ask students to also explain why the incorrect option is wrong, e.g. for 1 *on top of that* is a paraphrase for *extra* and *There's* is in the affirmative as is a) *You have to pay so a* is the correct answer. In b the speaker says you *don't have to pay*, so this option is incorrect.

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

WATCH SB P151

7 🎧 Read through the instruction and the bullet points with the class, then play the recording.

For weaker classes, or for a different activity, put students into four (or eight if you have a large class) different groups and give each group one of the topics to listen for. Students in each group listen and make notes on that topic. When the recording has finished, students form new groups with one student from each different topic. They can then compare notes so that everyone has a full set of notes.

Suggested answers

The city: in the southeast of France, in the Alps, in beautiful countryside with mountains all around, old city is beautiful, lots of old buildings, and a river
 The university: started in 1339, one of the best in Europe, science and technology subjects

Accommodation for students: university has thousands of student rooms, 100 to 400 euros per month, a good way to make friends because you share a kitchen, also can get help if you can't pay your rent, help available 24/7 if you lose your key or have problems. Flats in the city are more expensive, but closer to cafés and restaurants, and students are more independent, lots of students move into shared flats in second or third year

Places to eat: university restaurants, cheap and good food, and a place to meet your friends, or can order a pizza

VIDEOSCRIPT 🎥 GRENOBLE

Grenoble is a city in the southeast of France, in the Alps mountain range. It's set in beautiful countryside, with high mountains all around. The old city is beautiful, with many fine buildings, and the river running through the centre. As well as being a lovely place to live, it's a great place to study. Its university was founded in 1339, and attracts scientists and doctors because it's one of the leading scientific centres in Europe. The university has thousands of different student rooms available, from 100 to 400 euros per month. University rooms are a good way to meet people and make friends, because you usually share a kitchen. You can also get help 24/7 if you lose your key or have a problem, like not being able to pay the rent. There's also private accommodation in the city, either in older buildings or modern apartment blocks, and many students choose to live in a shared flat in their second and third year of study. These flats are usually more expensive, but they're closer to the city, with restaurants and cafés nearby, so you're more independent. Of course, students don't have much money, but there are plenty of cheap places for students to eat, like this university restaurant, where you can get a good meal for just a few euros and meet your friends to catch up on the day's news, or, of course, you can do what lots of students do and order a pizza! Bon appetit!

Students can compare notes in pairs or small groups, then play the recording for students to add anything to their notes which they might have missed. Elicit any further information students heard from the class.

EXTENSION

Put students into groups of three and tell them they have a combined budget of €3000 euros a month for all their bills. Remind them that student rooms in a halls of residence costs between €100 to €400 and an apartment/house between €560 outside the city centre and €1060 in the city centre.

Ask groups to consider their monthly outgoings (costs). Brainstorm some of these on the board if you think it will help students. If students have access to the internet, they could look up the cost of living in Grenoble by doing an internet search for 'cost of living in Grenoble', alternatively prepare a few facts such as the cost of utilities per month and write these on the board.

Give students five minutes to decide where they are going to live and budget for their monthly costs. After five minutes, invite groups to feed back to the rest of the class on their ideas. Have a class discussion on why groups chose different solutions – if they did.

LIFE COMPETENCIES SB P151

EVALUATING OPTIONS, MANAGING CONVERSATIONS

8 Read the instruction with the class. Put students into groups and ask them to decide which university they are going to research, making sure different groups research different ones. Encourage them to look at both the university and the accommodation choices. If you have large paper available, provide each group with one piece of paper for them to draw a mind map and complete it with their notes. Groups can then use this as a point of reference during their presentation.

Give groups five minutes to brainstorm their ideas. When they have finished, students can present their idea to the class. Encourage everyone in the group to take a turn to share information. When all the groups have finished presenting, have a class vote on the best university.

➡ **WORKBOOK** / Unit 11, page 48

PROGRESS CHECK 4 UNIT 9 TO UNIT 11

SB P152

1

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

2

- 1 I was given a desk and a computer.
- 2 My new colleagues were asked to introduce themselves.
- 3 I was shown around the office.
- 4 I was taken to a nice café at lunchtime.
- 5 The employees are paid well at this company.
- 6 However, we are expected to work very hard.

3

- 1 delays
- 2 departure lounge
- 3 platform
- 4 boarding pass
- 5 check-in
- 6 air pollution
- 7 fuel
- 8 get on

4

- 1 is
- 2 isn't
- 3 'I'll give
- 4 if
- 5 Unless
- 6 'd
- 7 wouldn't be
- 8 lived

5

- 1 accommodation
- 2 top floor
- 3 block of flats
- 4 drawers
- 5 sink

6

- 1 We have our house painted every 10 years.
- 2 I get the windows washed once a month.
- 3 We can't go out now because we're having a pizza delivered.
- 4 I had the carpet cleaned last month and now it's dirty again!
- 5 If you can't read this, you should get your eyes checked.
- 6 I've never had the grass cut. I can do it myself!

7

- 1 where
- 2 who
- 3 that
- 4 whose
- 5 where
- 6 who
- 7 which
- 8 -

8

- 1 Sally's favourite film **is** called *Avatar*.
- 2 A lot of clothes **are** made in Asia.
- 3 My best friend **it is** called Gerry.
- 4 This house **is was** built 100 years ago.
- 5 When **If** I have any questions, I'll ask you.
- 6 He'll visit me later if he'll have **he has** time.
- 7 I like people **which who/that** have a sense of humour.
- 8 We played tennis, **that which** is a sport we really enjoy.

9

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

12 THE PERFECT JOB

UNIT OBJECTIVES

Topic:	jobs and occupations
Grammar:	modals of permission; <i>make and let</i> ; <i>be able to</i>
Vocabulary:	jobs and occupations; people in the workplace; qualities and qualifications for a job
Listening:	Part 3: gap fill about a job
Reading:	Part 5: four-option multiple choice cloze about two pilots
Speaking:	agreeing and disagreeing
Writing:	a job advertisement
Pronunciation:	leaving out syllables
Exam focus:	Reading Part 5; Listening Part 3
Real world:	getting a summer job in Florida

Ask your students to watch the Grammar on the Move videos on pages 156 and 158. You can use these to present or reinforce modals of permission and *make/let*.

VOCABULARY

SB P154

JOBS AND OCCUPATIONS

WARMER

Write the words *job* and *occupation* on the board. Ask if anyone has seen the word *occupation* before (students may have come across it on an application form). Elicit the difference between a *job* (regular work that you do in order to earn money) and an *occupation* (your long-term job – the name of your job). Elicit some examples of the difference in meaning, e.g. *job* = working on a farm/in a shop; *occupation* = accountant, surgeon). If appropriate for your class, ask students if anyone has a job/occupation.

Draw students' attention to the photos on the Student's Book page and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to use in their discussion in Exercise 1. Elicit or teach that these are different *workplaces*.

- 1 Put students into groups of three to discuss the question, having checked their understanding of *workplace* in the warmer. For more able classes, you could ask each student in the group to choose a different workplace in the photo to say why it would be a good place to work and the other students agree or disagree. Demonstrate with a strong group.

Allow groups 2–3 minutes for discussion, then ask them to choose the best workplace from the three. Nominate one student from each group to feed back to the class. Pointing to each picture in turn, ask students: *What kind of person would want to work in this workplace?* And elicit answers.

- 2 Read through the instructions and the words with the class. Drill the pronunciation of difficult words (e.g. *architect*, *astronaut*, *politician* and *lawyer*). Students can complete the task alone or in pairs. Check the answers with the class, then check their understanding of the different jobs and occupations by calling out false statements to correct e.g. *An architect designs cars.* (No, he doesn't. He designs buildings.)

- | | | |
|--------------|---------------|---------------|
| 1 programmer | 2 astronaut | 3 plumber |
| 4 accountant | 5 architect | 6 lawyer |
| 8 pharmacist | 9 electrician | 10 politician |

- 3 101 Read through the instructions with the class and check their understanding of the task by asking: *Are you going to hear five children talking?* (no, five grown-ups/adults). *Are they talking about the past, the present or both?* (both).

Play the recording for students to write the jobs. Play the recording again, pausing after each person to elicit the answer from the class. At the end, ask students which speaker still has their childhood dream job (Rory).

Nora: architect, electrician
Mia: politician, lawyer
Rory: pharmacist, pharmacist
Fiona: astronaut, tour guide
Patrick: plumber, accountant

AUDIOSCRIPT 101

Narrator: Nora

Nora: When I was little, I used to love drawing interesting houses and trying to build them in my bedroom. I wanted to be an architect because my dad said that was a good job for people who like drawing and building. Later I understood that you have to study to be an architect, and I didn't want to study for years. I still work in new buildings, though, which is great. I'm an electrician.

Narrator: Mia

Mia: When I was a child, I wanted to change the world, and I thought the best way to do that was to be a politician. Actually, I wanted to be the Prime Minister. Now I still want to make the world a better place, but I don't like politics. I'm a lawyer and I work in environmental law. I want to support the people who are trying to save our planet.

Narrator: Rory

Rory: I wanted to be a pharmacist, and now I'm studying pharmacy. How did I know what I wanted to do when I was so young? To be honest, nearly everyone in my family is a pharmacist, or something to do with medicine – there are some doctors too. I thought about other jobs but really, pharmacy is perfect.

Narrator: Fiona

Fiona: I wanted to be an astronaut. Now I don't know why – it sounds much too scary! Actually ... I don't really know what I want to do. I've finished school, and I'm working as a tour guide just because it was easy to find this kind of work. But it's not forever. I know I have to decide and to start studying or training for some other kind of job, but what? It's such a hard decision.

Narrator: Patrick

Patrick: I remember I loved repairing things. I used to play 'plumber': I knocked on our door and said to my mother, 'Good afternoon Madam, is your shower broken? I can fix it for you!' And now? Well, I'm an accountant. I sit at a computer all day and I never repair anything! I suppose I wanted a good salary and I do earn quite a lot of money now.

- 4 🎧 101 Students listen and match the people to the sentences. Stronger classes can match the people first, then check their answers as they listen. Play the recording twice if necessary. Ask students follow-up questions by getting them to personalise the language, e.g. *Does anyone want a job that is easy to find/well-paid? Is anyone going to do the same job as someone else in the family? Does anyone want to do something that will help change the world?*

1 Mia 2 Nora 3 Patrick 4 Rory 5 Fiona

- 5 Encourage groups to try to use the vocabulary in Exercise 2 in their conversation. Go around the class, noting any good use of language. After the activity, invite students to share their ideas with the class.

LISTENING PART 3 TRAINING

SB P155

- 1 🎧 102 Tell students about employment in your home town (e.g. *I'm from the countryside where the main employment is farming. If you want to get a different job, you have to travel a long way to the nearest city*). Ask students what the main employment is in their home town. *Are there many opportunities to get jobs there?*

Tell students they are going to read and listen to someone talking about the situation in his home town. For a more challenging task, ask students to listen to the recording and write the words with the paragraph covered up. Students can then read and check their answers in pairs.

1 degree 2 employment opportunities 3 salary
4 shifts

AUDIOSCRIPT 102

I'm from a very small town in an area full of rivers and lakes. It's beautiful, but there are few employment opportunities, except in tourism. When I finished school, I tried to get a job in a tourist office but that wasn't possible. So I started to work in a hotel. I had to work long shifts and the employers made me work every weekend because I didn't have children. It was awful. I decided to get a degree in Business, moved to the city and started studying. I didn't really enjoy it, but I knew someday I would have a good salary.

- 2 Explain to the class that in Listening Part 3 of the exam, students have to complete the gaps in the sentences. To help them decide which word to write in the gap, students should read the sentences before listening and try to decide what kind of word is missing in each. Ask a student to read the sentence and elicit what kind of word is missing (a noun – the article *a* is before the gap).

hotel

EXAM INFORMATION

In Part 3 students have to listen to a monologue and complete a summary of it. They write one or two words or a number in each space. Words which are spelled out must be correct. It is important that students write clearly so that they can accurately transfer their answers to the answer sheet at the end of the test.

- 3 Allow groups three minutes to discuss the questions then get feedback from the class. Ask: *Which is more important, to enjoy your job or to have a good salary?*

- 4 🎧 103 Before listening, read through the sentences and elicit the part of speech for each missing word (1 noun 2 noun 3 noun 4 noun). Students can check they have the right part of speech by changing it for any word of the same part of speech. For example, *I ... he saw an _____ online.* (noun) = *He saw an apple online.* This makes sense grammatically.

After the listening, students compare their answers in pairs and check their answers are spelled correctly as they will lose points in the exam for incorrect spelling.

1 the internet (I saw an advertisement on the internet for someone to run their office and show the tourists how to drive the boats) 2 university (at university I learned a lot of useful office skills) 3 year (after just one year in the big city, I came home) 4 boss (My boss is cool.)

AUDIOSCRIPT 103

Then, a boat rental business opened an office in my town. I saw a report on TV about their big, comfortable motor boats. The next day I saw an advertisement on the internet for someone to run their office and show the tourists how to drive the boats. You didn't need a university degree for the job, but you needed quite a lot of skills. Well, I'm able to drive a motor boat and repair one, too – I've been boating all my life. And at university I learned a lot of useful office skills. I can deal with bills, I can use all the necessary software ... all the things you need to do in a small office where you have lots of different responsibilities. Oh, and I'm good at customer service, after working in the hotel. I applied for the job and I got it right away.

So after just one year in the big city, I came home, and after just one week in the new job, I knew I had made the right decision. My parents were furious because I wanted to stop studying. In the end, I agreed to finish my degree, but part time. That'll take years, but I'm really happy now. My boss is cool. She trusts me with everything, so I can get lots of useful work experience. Also, she lets me take a boat out whenever I want to. I'll never get rich in this job, but I don't care!

EXTENSION

Write this sentence on the board: *Young people should try to find jobs in their home towns and not move away for work.* Put students into pairs and ask them to discuss the statement. One student should try to agree with the statement and one should disagree. Encourage them to give reasons for their answers. Allow students 2–3 minutes for discussion, then get feedback from the class. Have a quick show of hands at the end to see who agreed and who disagreed with the statement.

GRAMMAR

SB P156

MODALS OF PERMISSION

WARMER

Say to students: *It's a bit hot in here, can I open a window?* Elicit a response and write the question on the board. Elicit other ways of asking for permission (e.g. *Could I ...; May I ...*) and write these on the board as well.

Students write four questions to ask their partner using the language on the board. You could make the activity more fun by telling your students they must include one of these words in each question, e.g. *banana, cake, sports car, uncle* (write them on the board). Give students a minute to write their questions, then students ask and answer in pairs.

- 1 Tell students to read the conversation and note the modals for permission as they read. Most students will have come across these before so this should be revision for them.

Read the dialogue and ask questions: 1 *Which words does Annie use to ask permission?* (*can, may, could*); 2 *Which words does her boss use to give permission?* (*may and can*); 3 *Which word does the boss use to say Annie isn't permitted to chat to her friends at work?* (*mustn't*); 4 *Which other words mean can/may in the conversation?* (*allowed*).

Ask students to complete the grammar box alone or in pairs.

Refer students to the Grammar reference on page 219 for further information/practice on modal verbs of permission.

1 can/may 2 may/can 3 could 4 mustn't
5 allowed

- 2 Students should try to complete the exercise alone. Go around the class and help students with any difficulties. Refer students back to the rules in Exercise 1 if they aren't sure of the answer. Check answers around the class.

FAST FINISHERS

Students can work in pairs to create two more questions like the one in question 3 about their school/workplace for their partner to answer.

1 may, mustn't 2 can, can't 3 can't, may not

- 3 Write *May I open the window?* and *Can I open the window?* on the board. Elicit the difference between sentences (*May I* is more formal than *Can I*). Elicit situations where we use more formal language, e.g. when we're talking to people we don't know, in written language. Students work in pairs to discuss the questions. Encourage them to give reasons for their choices. During class feedback, encourage pairs to justify their answers to other pairs if their answers differ.

1 a 2 b 3 a

- 4 Read the grammar box with the class. You could write the form on the board (subject + *must* + infinitive without *to*). Elicit the negative form for each example (*I didn't have to ...; I wasn't allowed to ...*) and write these on the board. Ask students to quickly write down something they *must* do at home and something they *can* do. In pairs, students form sentences about whether these things were true five years ago, using the language from the box. Listen for good examples of language and elicit these from pairs at the end of the activity.

Draw students' attention to Exercise 4. Weaker classes can complete this activity in their pairs for support, otherwise ask students to work on their own. Check answers around the class.

1 is allowed to 2 wasn't allowed to 3 were allowed to 4 wasn't allowed to

- 5 You could demonstrate the activity by giving a couple of examples from your own childhood, e.g. *I was allowed to go to the park with my friends after school but I had to be home before dinner. What were you allowed to do?* Put students into pairs to ask and answer, then invite students to share their partner's experiences with the class.

VOCABULARY

SB P157

PEOPLE IN THE WORKPLACE

WARMER

Elicit some different jobs and write around ten on the board which are wide-ranging (including manual work, office work, specialist occupations, temporary holiday jobs). Put students into small groups and ask them to rank the jobs in order from the best job to the worst job. They should discuss why and be prepared to give reasons for their answers. Allow students five minutes for this activity, then ask the groups what their best and worst jobs were. Did the groups agree or disagree? What was the most/least popular job overall?

- 1 Explain to students that they are going to do another ranking exercise now. Read the instructions with the class and tell them not to worry about the words in bold for now.

Students can compare answers in pairs and if they have different rankings, they can compare their notes to see if either of them wants to change their answers.

Alternatively, for weaker classes, ask students to read and circle all the negative adjectives and underline all the positive adjectives. Check these with the class (positive adjectives: *good, nice, interesting, wonderful*; negative adjectives: *hard, hard, stressful, awful*). This will help students see more easily who feels positively and negatively about their jobs. Play the recording a second time for students to rank the people.

Suggested answers

1 Mark 2 Martha 3 Cathy 4 George

- 2 Draw students' attention to the words in purple in the texts and model the pronunciation. You might like to elicit the meaning of each but don't confirm if students are right or wrong at this stage as they will decide on the meanings in the next exercise. Students can discuss the answers in pairs. Remind them to try to match the ones they are sure about first, then look at the remaining sentences. Check the answers as a class, then ask: *Which other words are also possible for Questions 1 and 2?* (1 = manager; 2 = boss).

1 line manager 2 director 3 employee
4 freelancer 5 Co-workers 6 employer
7 personal assistant 8 staff

- 3 Ask students to discuss the questions in pairs, then open it up to a class discussion.

LEAVING OUT SYLLABLES

- 4 104 Read a word from the listening in Exercise 1 e.g. *concentrate* and tap the syllables out on your hand for your students to see. Ask: *How many syllables there are in the word?* (three). Do the same with a few more words, e.g. *exhausted* (three), *stressful* (two), *good* (one). Tell students to cover the exercise and listen to some more words from Exercise 1 and count the syllables they hear. Elicit answers and play the recording again to drill the pronunciation of the three words. Read the explanation with the class. Students can now look at the words and practise saying them in pairs.

1 two 2 two 3 three

AUDIOSCRIPT 104

- 1 business
2 different
3 interesting

- 5 105 Explain to students that they are going to hear some more words with fewer syllables than they would expect. Students do the exercise in pairs, with one student saying the words and the other tapping out the syllables and crossing out the letters. Students then swap roles and repeat. Allow students to compare their answers before listening so that they can focus on any words which they have different answers for. Listen as a class to check the answers, then individually drill any words which students had difficulty with.

(The letters with brackets around them are not pronounced.)
cam(e)ra
choc(o)late
fact(o)ry
fav(ou)rite
rest(au)rant
temp(e)rature
veg(e)tables

AUDIOSCRIPT 105

- 1 camera
2 chocolate
3 factory
4 favourite
5 restaurant
6 temperature
7 vegetables

GRAMMAR

SB P158

MAKE AND LET

- 1 Read the sentences with the class. Ask students in which sentence the writer wants to do the action and in which one they don't (they don't want to in the first sentence and do want to in the second sentence). Read the grammar box with the class, then ask students to complete the gaps. For weaker classes, write the examples on the board and elicit the grammar word by word, writing the structure underneath.

LANGUAGE NOTE

Students might try to add 'to' to the infinitive when using *make/let* due to L1 interference. Write the examples on the board next to example sentences showing *have to* and *allowed to*. Ask students *What is different in the two sets of sentences?* (the word *to* is missing in *make/let*). Point out to students that in all the sentences we use the infinitive without *to*; the 'to' belongs to the verbs 'have to' and 'be allowed to'.

Students might also notice the object in *make/let*. Elicit why there is an object here (because the action is done to them by somebody else). Ask students what their parents *make/let* them do and check their comprehension by asking: *Do you want to do it?* (the answer should always be 'no' with *make* and 'yes' with *let*).

Refer students to the Grammar reference on page 219 for further information/practice on *make* and *let*.

1 let 2 make

- 2 Ask students to do the task on their own, then check their answers with a partner. If pairs have different answers, encourage them to try to work out which one is correct. Check the answers around the class.

1 made 2 lets 3 makes 4 let 5 let

- 3 Ask students to do the task on their own, then check their answers with a partner. If pairs have different answers, encourage them to try to work out which one is correct by explaining to their partner how they came to the answer.

1 lets (me) borrow 2 made (me) walk 3 make (me) feel
4 let (you) pay 5 made (me) promise

- 4 You could also tell students to include *had to* from the grammar box in their paragraph.

This exercise can be done in class or for homework. If you do the work in class, you could ask students to peer correct their partner's work for homework.

Refer students to the grammar box in Exercise 1 to help them check their partner's work. Also remind them to check that their partner has left out 'to' with *made/let* and included the object. Go around the class and answer any questions students may have. If students peer correct in class, they could rewrite their paragraph for homework based on the peer correction.

Model answer

My school was not very strict. They didn't make us wear a uniform, for example, but they didn't let us wear whatever we wanted, either. We weren't allowed to go to school in T-shirts and shorts. We had to wear a shirt or blouse and trousers or a skirt. I don't remember many other rules. I'm sure we weren't allowed to behave badly but the teachers let us have a lot of freedom. I thought it was a very good school.

SPEAKING

SB P158

AGREEING AND DISAGREEING

WARMER

Put students into groups of three and tell them they are going to play a game. One student imagines that they are doing a job and the other students in the group have to guess what the job is by asking *yes/no* questions about their work day. Demonstrate with the class. Ask a strong student to think of a job (e.g. doctor), then ask: *Are you in an office?* (no), *Do you work with people?* (yes), *Do you help people?* (yes), etc. Tell groups to take it in turns to ask questions and choose a job. Continue the activity until everyone has had a turn if time permits.

- 1** Draw students' attention to the photos and the instructions and the notes below the photos. Elicit which speaking exam skill this activity practices (describing photos in Part 2). For extra exam-style practice, students take turns to describe their photo for one minute. The second person in the group can be the time keeper and the third person can be the examiner and give feedback on the three points in the exercise and whether they included modal verbs of speculation in their answer. Students swap roles and repeat.

Model answers

In the first picture, I can see a room in a hospital. I'm not sure of the name of the room, but it's where people recover when they are sick. I can see one patient in bed. There is a woman sitting beside the patient's bed and there is a nurse on the right of the bed. It looks like she's changing or checking some medicine. In the front of the picture there are two people – a man and a woman. They might be doctors because they are both wearing the thing that you use to listen to someone breathing – I'm not sure what it's called. They're also looking at some information on some paper. This might be about the patient behind them. They are probably talking about whether the patient is getting better.

In the second photo there is a man with a beard. It looks like he is holding a tablet and he is pointing at something. Maybe he is giving instructions to somebody. There are other men behind him and they are all wearing – I can't remember the word – but special hats to protect your head – and yellow jackets. They are working on a building site because you can see the construction.

- 2** 106 Read the instructions with the class. Elicit from the students what exam skill this exercise practises (making and responding to suggestions, discuss alternatives and come to an agreement – Part 3).

Play the recording for students to tick the phrases they hear. Play the recording, pausing after each phrase to elicit the answer from the class.

agreeing: I agree with you; I'd agree with that; Exactly!
disagreeing: I'm afraid I disagree; Perhaps, but ...; I don't think that's true

AUDIOSCRIPT 106

- Man 1:** There is no better job than teaching young children.
Woman: I agree with you.
Man 2: I'm afraid I disagree. I've never done it, but it must be really stressful working with little children. And you don't get paid enough for doing it.
Man 1: Well, yes, I'd agree with that. The salary should be better. But the job makes you happy. And it's so important.
Woman: Exactly! And when you do something that's important, you feel good about it.

- Man 2:** Perhaps, but I think you can only feel good about your job if other people respect it, too. And people in jobs with a high salary are always respected the most.
Woman: Oh, I don't think that's true! But anyway, what job do you think is better than teaching children?

- 3** Give students thirty seconds to make notes on their chosen job.
4 Put students into groups to discuss. Remind students to give reasons and be polite when disagreeing. At the end of the activity, get feedback from the class and find out from each group if they were able to reach an agreement.

EXTENSION

Students repeat the task but under exam conditions. Put students into new groups of three with students they don't normally work with. This time students choose a new job and are not given time to prepare their answers. Nominate one student from each group to be the examiner and time the other students for 2–3 minutes to discuss. Ask the examiner to listen to the conversation and give feedback on whether each candidate gave reasons for their opinion and agreed and disagreed politely. If time permits, repeat the task so that each student has a chance to speak and to be the examiner.

DID YOU KNOW?

You could also explain that in the UK, patients must see a GP before they can see a specialist doctor (a doctor who has a lot of knowledge about one part of the body or illness). A GP has a general knowledge of many illnesses. However, in many countries in Europe, eastern Europe especially, and in North America, a person normally sees a specialist first. Ask students what happens in their country.

PUSH YOURSELF B2

SB P159

GRAMMAR: BE ABLE TO

- 1** Write *I'm able to go to your party* on the board. Ask students: *How can I change this sentence to mean I'm not sure?* Elicit *I might be able to go to your party*. and ask students what kind of word *might* is (a modal). Then ask students to think of other modals they can use here to say they're not sure (*may* and *should*), and write them on the board. Pointing to *may* and *should*, ask: *In which one is the speaker more sure they can go?* (*should*). Finally, ask which modal they can use to say they are sure they can go to the party (*will*).
Read the explanation with the class, then ask students to match the sentence halves in pairs. Monitor and help with any difficulties.

After you have checked the key, check students understand the difference in the uses of *will*. Students to look at question 1, and ask them what modal we can replace *must be able to* with so that the meaning stays the same (*have to*). Elicit or explain that question 3 uses *must* to say that we think something is likely or certain to be true. Ask students how we know he must be able to speak Danish well (because his mother is Danish). Explain that we can usually recognise this use of *must* because it often comes with a reason or explanation in the same sentence. You could do the first question of Exercise 2 together to consolidate.

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

FAST FINISHERS

Students can write new endings for the sentence beginnings 1–6. Elicit these after you have checked the main key, and encourage peer checking from the rest of the class.

- 2** Read through the grammar box again with the class before the activity. Monitor students and check for any difficulties. Correct any errors relating to modal + *be able to* and choose one or two good examples to elicit for the class at the end of the activity.

Put students into pairs to practise using the language. Refer students to the Grammar reference on page 219 for further information/practice on using *be able to* with modal verbs.

EXTENSION

Add three or more prompts on the board for discussion (e.g. *pass your English exam, buy your dream home, earn a salary of \$1 million*). This time students will also need to form the question, so monitor and check for any difficulties.

READING PART 5 TRAINING

SB P160

WARMER

Write the following sentence on the board: *There are some jobs that young people can do better than older people*. Put students into small groups to discuss, giving reasons for their opinions. Monitor and note any interesting opinions to elicit during class feedback.

BACKGROUND INFORMATION

The youngest ever person to become President of the United States was Theodore Roosevelt who became president in 1901. He was 42. Abraham Lincoln, who became president in 1861, was 52. Lincoln led the American Civil War and abolished slavery. He was assassinated in 1865.

The world's youngest ever judge was Marc L. Griffin in the USA at 17 years old. He was made Justice of the Peace (a judge of a local court) in 1974.

The British pilot Kate McWilliams is the world's youngest commercial captain. There is information about her in the reading text, but if you have access to the internet, there are also some short interesting interviews with her on YouTube, which you could show to your class, e.g. in Exercise 5.

Alia Sabur became the youngest ever college professor at 18 in the USA. She teaches maths and physics.

- 1** Draw students' attention to the pictures and read the instructions with the class. Put students into pairs to discuss, then check their answers. They may also come up with *politician* for the first photo. Elicit who is shown in the photo (Abraham Lincoln, American President, 1861–1865). You might like to share the background information on the ages of the youngest people to hold these professions at this point and ask students if they are surprised or if they think it's too young. Why/Why not?

A lawyer B judge C teacher/professor D pilot

EXAM INFORMATION

In Part 5 there are six questions. Students should try to read the whole text quickly first for gist so that they get an idea of what the text is about and allow time at the end to read the completed text to make sure all their answers make sense.

- 2** Ask students to cover up the options, then ask a student to read the paragraph, and elicit what the text is about (flying a plane). Now ask students to look at the gap and ask students: *What kind of word is missing?* (a verb). *How do we know?* (the future *will* comes before the gap). Tell students that in the exam they should check that the word fits grammatically *and* that the meaning makes sense.

B

- 3 This is an exercise in recognising verb–noun collocations. Explain to students that it's important to learn collocations as they are often tested in this part of the exam. Do this activity together with weaker classes to set students up for the exam practice in Exercise 4.

1 make an announcement 2 send a message
3 say a word 4 tell a lie

- 4 Remind students that in the exam they can check their answer by checking why the incorrect options don't fit. Ask students to complete the activity individually as they would in the exam. Allow five minutes for the task and tell students to be prepared to give their justification for the answer. Tell them to read the completed text in this time to check their answers make sense. Check answers around the class, asking one student for the correct answer, another for the justification and another student for a reason why each of the options is wrong.

1 D *been* (We can see from the words *had ever* before the gap that this is the past perfect tense. The verb *be* collocates with *responsible* so we need the past participle *been* here). None of the other verbs collocates with *responsible*.

2 B *experience* (The writer talks about times when the pilots are asked their age: a *practice* is something you do regularly, a *reality* is something that is real all the time and an *event* is something more than being asked a question. The only word that fits here is *experience*.)

3 A *matter* (*age doesn't matter* – phrase. If something doesn't *matter* it isn't important: *it doesn't matter*, *age doesn't matter*, etc. which fits the meaning of the sentence.)

4 D *encourage* (*encourage* means *to make someone more likely to do something*. In the sentence the pilots are trying to make young people *more likely* to think about a career as a pilot. *Excite* has a similar meaning but doesn't usually have a second verb – in this case to *think* – after it.)

- 5 If you have access to the internet in class, here would be a good place to play one of the YouTube interviews with Kate McWilliams.

Put students into groups of three or four to discuss the question for 2–3 minutes. At the end of the time, have a class vote to see how popular the occupation of pilot is.

VOCABULARY

SB P160

QUALITIES AND QUALIFICATIONS FOR A JOB

WARMER

Ask students: *What qualities does a good teacher need?* Elicit some answers and write them on the board. Ask students to think about what their ideal job is, then elicit a few.

- 1 107 Read the instructions and the adjectives in the box with the class. Tell them they are going to hear a programmer, lecturer, wedding planner and yoga teacher. Elicit a job description for each of the four jobs before students listen and ask them which of the adjectives they think they are likely to hear for each one and why. Play the recording for students to match the people to the adjectives, then play the recording again posing after each person to elicit the answers.

the programmer: intelligent, patient
the lecturer: organised, friendly
the wedding planner: flexible, reliable
the yoga teacher: calm, creative

AUDIOSCRIPT 107

Narrator: The programmer

Woman: I went to university and after three years of studying I got a bachelor's degree in Computer Science and then it was quite easy to find a job. My boss thought I was very intelligent, so he gave me interesting projects. I think for my occupation you need good problem-solving skills, and you also have to be quite patient. You have to find solutions for complicated problems and you don't always find them quickly.

Narrator: The lecturer

Man: I'm a lecturer in history at a famous university. How did I get this job? Well of course I studied History and got a PhD, so I'm a doctor. For my job I need to be good at presenting information and to be friendly. I don't think all lecturers are friendly, but we should be ready to talk to our students and help them. And we should be organised but I'm afraid I'm not very organised at all!

Narrator: The wedding planner

Woman: Actually, I don't have any special qualification for my job. I got a normal high-school diploma, and then I helped my cousin to organise her wedding and she said, 'You should start a business doing this!' So I did! You need really good communication skills for my job as you're dealing with stressed people. And you have to be flexible and 100 per cent reliable. It's somebody's special day so you can't let them down.

Narrator: The yoga teacher

Man: I have lots of different certificates for teaching different types of yoga. It's always good to do a course and learn something new. You need to be good with people in my job, and you should be a calm person. I think you also have to be quite creative. You have to create a beautiful room and a good atmosphere so that people love learning with you.

- 2 107 Read through the instructions and the lists of skills and qualifications with the class. Make sure that students understand the difference between the four qualifications. Check students' understanding by asking who in the class has each of the qualifications or suggest some jobs and ask students what qualifications they might need for each job. Tell students to choose one skill and one qualification for each job/person. Play the recording again and check the answers.

the programmer: have problem-solving skills, a bachelor's degree
the lecturer: good at presenting information, a PhD
the wedding planner: have good communication skills, a high-school diploma
the yoga teacher: be good with people, a certificate

- 3 Look at the example sentence then read the grammar box with the class. Complete the rule as a class, then elicit some things students are *good at/good with*.

1 at 2 with

- 4 Ask students to complete the paragraph on their own, then check their answers with a partner. Elicit the answers from the class.

1 high-school diploma 2 bachelor's degree
3 master's degree 4 PhD/doctorate 5 certificate

- 5 For less able classes, you could split the class into four groups and have each group brainstorm on a mind map words associated with one of the jobs. Give students a minute or so to do this then ask them to share their words with the class. Write any interesting or useful words on the board for students to use during their conversations. Put students into pairs or small groups to discuss the questions and monitor, giving help where needed. Note any good examples and elicit these during class feedback.

Suggested answers

astronaut: calm, intelligent, fit/healthy, probably a degree in some kind of science
journalist: flexible, good communication skills, a degree in journalism, communications or similar
plumber: reliable, good with your hands, problem-solving skills, a high-school diploma and a diploma or certificate in plumbing

WRITING

SB P161

A JOB ADVERTISEMENT

- 1 Ask students to do the exercise individually, then check their answers with a partner. Remind students that when they record a new piece of vocabulary, it's always a good idea to write the different parts of speech for each new word.

1 verb 2 noun 3 noun

- 2 Remind students to look at the words before and after the gap to help them decide which part of speech the missing word is (1 the word before the gap is the article 'an' so we know the missing word is a noun; 2 the word before the gap is 'to' so we know we are looking for a verb in the infinitive; 3 'a lot of' comes before the gap so we know we are looking for a plural or uncountable noun). For weaker classes, you could do this together. When students have finished, they should read the completed sentence to check it makes sense.

1 application 2 apply 3 applicants

- 3 Give students no more than 30 seconds to quickly read the advertisement and ask them if they would like to do a job like this. Why/Why not?

Students can read the text a second time and answer the questions. Ask students to check their answers in pairs and if they have any answers which are different, encourage them to look at the text together and find the information in the text. Elicit answers from the class.

1 a high-school diploma or higher qualification
2 driving and high-quality photography 3 good with animals, calm, patient, a team player

BACKGROUND INFORMATION

Dog surfing has become popular in countries like the United States and Australia. In California in the US, there is even a dog surfing competition. Dog surfing instructors are usually professional surfers and give instructions to the dogs using words or actions.

Line standers (or 'sitters') are paid by other people who are too busy to stand in the queue to wait for something they want, like the launch of a new smart phone or a pair of trainers. Sometimes the queue is so long that the line stander has to take a sleeping bag or even a tent. A line stander can make over \$300 a day.

Companies who make fortune cookies are now using creative writers to write the fortunes so that the fortunes stay new and interesting.

- 4 Ask student to look at the photos and try to match them to the jobs. Check answers and check students' understanding of *line stander* (a 'line' is American English and means the same as a 'queue' in British English). Ask students if they have ever had a fortune cookie and if so if they can remember what was written on the fortune. Ask if anyone knows anything else about any of these jobs and if anyone would like to do one of them. Put students into small groups and give them two minutes to decide what they think each job involves. Alternatively, split the class up so that each group has one job to discuss in more detail. Elicit ideas from groups and write some of them on the board for students to use in Exercise 5.

1 C 2 B 3 A

Suggested answers

Fortune-cookie writers think of and write the messages that we find on the slips of paper inside fortune cookies. Line standers need to wait in a line for other people for a long time, for example to buy tickets for a concert that will be sold out quickly.

Dog surfing instructors teach dogs how to ride a surf board. The dogs may take part in a competition like the World Dog Surfing Championships in California.

- 5 If students have access to the internet in class, they could research their chosen job before writing their advertisement. Alternatively, provide students with the information from the Background information box above. Then brainstorm adjectives for each of the jobs and write these on the board for students to refer to.

Put students with the same job choice into pairs to plan their answers by asking the questions in Exercise 3. Students can complete their answer in class or for homework. Tell them to try to include some of the adjectives and *be good at/with* in their answer.

Ask students to swap answers with a partner and give feedback on these points. Students can then rewrite their answer based on their partner's feedback.

Model answer

Wait a minute! Line standers

Do you want to get paid to do nothing and stand around all day? Well now you can! Become a line stander with Wait a minute!

This is the perfect job for someone who has time on their hands. You will be paid to stand in line for one of our customers and wait for shops to open, sale items to come on sale – even to collect cakes from the cake shop!

Applicants should be at least 18 years old, must be fit and healthy and be able to stand for long periods of time. We must be able to contact you by phone at any time of the day. You should be a calm and patient person who is good at doing nothing – the job can be boring sometimes. You may have to stand or sleep outside in the cold, so you must own a sleeping bag and a tent.

If this is you, please send your application to: infojobs@waitaminute.com

Ask students to read the box and complete it. If they aren't sure, they can look back at the exam training on page 160 (except for number 2 as there are fewer questions in the exam training). Go over the answers with the class and check if students have any questions. Remind students that it's important to also read the sentence before and after the gapped sentence as sometimes the gap will come after a pronoun that relates to a different sentence. They should aim to spend no more than one minute on each question and use the rest of the time (2–3 minutes) to read the text before they begin in order to get an understanding of what it's about and then read the completed text to check that it makes sense.

1 vocabulary 2 six 3 a text 4 four 5 nouns

- 2 Tell students to begin the task and give them 8–9 minutes to complete it. Remind students that when they have finished they should re-read the text carefully while they are waiting. When the time is up, go through the answers with the class and elicit students' reasons for choosing the correct answer.

1 D (*carry out* = phrasal verb) 2 A (A is the only verb which fits in this context: *to realise* means to begin to understand something) 3 C (*a number of* = phrase) 4 B (B is the only word which fits in this context: A *possible* is used to describe things and concepts, not people; C *hopeful* takes the preposition of + *-ing*; D *reasonable* is not followed by the *to* infinitive) 5 B (*chance* is the only noun which fits in this context and is a synonym for *opportunity*, which is the meaning being conveyed here) 6 C (*achieve a goal* = collocation)

LISTENING PART 3

SB P163

- 1 Take a minute to review the skills students learned in the exam training section on page 155. Ask students to read the sentences and correct the false statements. Go through the answers with the class and check if students have any questions.

1 False. You listen to one person giving information. 2 False. You have to fill in six gaps in some notes or sentences. 3 False. You have to write one or two words or a number/date/time in the gaps. 4 True 5 True 6 True

- 2 108 Remind students that they will have 20 seconds before the recording starts. They should use this time to read the text and predict what kind of word is missing from the gap, based on the words around it. Give students 20 seconds to read the questions and options and underline the key words on their own, then play the recording.

Play the recording twice then elicit the answers. Go through the answers with the class.

1 painter (My earliest ambition was actually to work as a painter) 2 sister (I was playing a game one day with my sister, and I said, 'These graphics are rubbish. I could do better ones myself'. Then she said, 'Why don't you? You could do that as a job'.) 3 IT. (I did a degree in IT.) 4 radio (I heard about my company when I was listening to the radio one day – local firms were offering jobs and inviting people to apply.) 5 football (The one I'm most proud of is a football game.) 6 music (... before that, I'm keen to move to the music industry)

AUDIOSCRIPT 108

Narrator: For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. You have twenty seconds to look at Part 3. You will hear a woman called Lara McGee talking to a group of students about her job.

Woman: Hello, I'm Lara McGee, and I'm a digital artist. I design graphics for video games! I've enjoyed drawing since I was a child. There was always art equipment around at home, because my dad's a designer. My earliest ambition was actually to work as a painter, because I loved doing pretty landscapes, that kind of thing. Then, I got into video games as a teenager, but I was disappointed by the poor quality images. I was playing a game one day with my sister, and I said, 'These graphics are rubbish. I could do better ones myself'. Then she said, 'Why don't you? You could do that as a job'. So I spoke to my teacher and asked her for some advice. I left school and went to uni. Many people in my profession did art at university, but I did a degree in IT, because I felt I needed some technical background. I still did lots of drawing in my spare time, though.

After graduating, I got a job with a small games company in my home town. The best place to find jobs is generally the internet. That's where most adverts are. Unusually, I heard about my company when I was listening to the radio one day – local firms were offering jobs and inviting people to apply, so, that's how I started. I've worked on loads of games since then. The one I'm most proud of is a football game. That's my favourite, even though another one – a racing car game – has been more successful. I love my job, but I'd like to move on soon. The big money for designers is in doing graphics for the cinema, and maybe I'll do that someday, but before that, I'm keen to move to the music industry, you know, videos and things. Now if anyone ...

HOW WAS IT?

Read through the options in the *How was it?* and ask students to tick the appropriate box. You might like to follow the same process as in Unit 1 (see page 25). Ask students to look back at Reading Part 5 Exam focus on page 98 and Listening Part 3 Exam focus on page 73, and ask them if they found it easier, harder or the same as previous time. Why?

REAL WORLD

SB P164

GETTING A SUMMER JOB IN ... FLORIDA

WARMER

Put students into small groups and ask them to brainstorm everything they know about going on a summer camp. Give them one minute then record the results on the board using a mind map.

BACKGROUND INFORMATION

Florida is the southernmost state in the US and is surrounded on three sides by sea. Its warm climate and hundreds of miles of beaches, together with Disneyworld, make it a very popular holiday destination for tourists worldwide. It's therefore an ideal choice for people looking for a summer job to practise their English.

- 1 Read the title of the page and ask students what they know about Florida. If students have access to the internet, they can do a quick search. Put students into small groups to discuss the questions.
- 2 Ask students to look at the photos showing three different summer camp roles. Tell students they are going to read a text which talks about these roles. Ask students to read the website quickly and match the paragraphs to the photos.

A Teaching a child archery (activity leader)
B Supporting children (camp counsellor)
C Working as a chef/in the kitchen (support staff)

- 3 Read the instructions with the class and ask students to underline the important words in each sentence, then compare with a partner. Students read the website again on their own and find the job roles which match. Check the answers around the class.

1 AL 2 SS 3 CC 4 SS 5 CC 6 AL

EXAM FOCUS

SB P162

READING PART 5

- 1 Remind students of the Reading Part 5 training they did on page 94 and spend a minute going back over the skill of recognising collocations students learned in the exam training section on page 160.

- 4 Read the instructions with the class. Students find the words in the text and match them with the definitions alone or in pairs. For stronger classes, students can work to find the words in the texts then create their own definitions, checking them against the definitions in a-f when they have finished. Check the answers around the class.

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

- 5 109 Explain to students that they are going to hear three conversations at the language school on the website. Students match the conversations to a-d. Check students' understanding by asking how many of the sentences they need to match (three). Play the recording, then check the answers around the class. Elicit any more information they can remember from the recording.

1 d 2 a 3 c

AUDIOSCRIPT 109

1

Manager: Hello, everyone. It's great to have you here at our summer camp. Thank you all for coming, I'm sure you're all going to have an amazing summer. First, I'd like to introduce a few people. On my left here is Ellie. She's the go-to person for any problems you might have. She's usually in her office, or you can call her cell phone and fix up an appointment. Next to her are the three people who will be running your training sessions: Gino for the activity leaders; Sam for the camp counsellors; and Teddy for the support staff. You'll get to know these guys over the next few days, and they'll help with any problems you have with your particular roles. So, are there any questions up to now? Yes?

Woman: Is it possible to try a different role during the summer?

Manager: That's a very good question, and the answer is, we'll do our best. Obviously, we need to make sure we have enough people doing each job in the camp, but if you'd like to get involved in a different job, we'll see what we can do. Any more questions?

Man: Yes. Do we get any days off?

Manager: Yes, of course. We don't work you to death! It's all in your terms and conditions, but basically you get one day a week off, so don't worry. OK, then, let's start by ...

2

Manager: Hi. Right. That's all for today. I hope you've enjoyed your first day of training, and I hope you're looking forward to your summer as Camp Counsellors. Are there any questions before we stop for today? Yes?

Man: How many kids will there be in my group?

Manager: There are usually between 10 and 15 in a group, depending on the age of the kids. Younger kids are in smaller groups because they need more attention, but if you're working with 11 or 12 year olds, they'll be in slightly bigger groups.

Man: OK. Thanks.

Manager: Yes, over there?

Woman: Some of the activities look quite dangerous. Are there many accidents?

Manager: The short answer to that is no. We're very proud of our safety record here, and we have very few accidents. Tomorrow, when we give you your training for the different activities, we'll teach you how to make sure that you keep the kids safe at all times. If you follow the guidelines for each activity, you shouldn't have any problems.

Woman: And what should we do if a child becomes ill?

Manager: That's a good question. Basically, you will call the camp nurse and get the child back to the camp. But we'll go into all that on day three. OK, everyone, have a great evening, and see you tomorrow!

3

Man: Hi. Is it OK if I sit here?

Woman: Sure.

Man: Oh, it's nice to have a bit of peace and quiet while they eat.

Woman: Yeah. I know what you mean. What job are you doing?

Man: Camp counsellor. It's really tiring! The kids in my group are all about eight years old, and they basically want to play and have fun all day! What about you?

Woman: I'm an activity leader.

Man: That's pretty cool. What's your activity?

Woman: Tennis. It's my favourite sport. I play a lot back home. I think my job isn't quite as difficult as yours. The kids who come to me want some serious coaching, and they work hard. It's a great feeling when they learn something new – it makes them so happy. And I get to play tennis all day, which is great.

Man: I know. It's an amazing way to spend a summer. I love being outdoors all day. It's much better than an office job.

Woman: You can say that again. What are you going to do at the end of the summer?

Man: I want to go travelling for three weeks. I'd like to see a bit of the country – maybe visit Yellowstone National Park.

Woman: That sounds good. I want to go to New York! See the big city!

Man: Cool! Well, I guess I'd better get back to work. See you around!

Woman: Yeah, see you!

EXTENSION

Split students into groups of three and allocate roles to practise role playing the first conversation again. Play the first conversation again. Students listen and take notes on their role. When the recording has finished, students role play the conversation using the notes that they have made. Monitor and listen for any good example conversations and ask students to role play them for the class at the end.

- 6 109 Students can complete the sentences and questions in pairs, then listen to the recording and check.

1 possible 2 Do we get 3 will there be
4 Are there many 5 should we do 6 What's your

EXTENSION

Students practise asking and answering the questions in Exercise 6 in pairs.

- 7 Ask students to read the sentences and choose the correct meaning, then check with a partner before going through the answers with the class.

1 b 2 a 3 a 4 b 5 a

WATCH SB P165

- 8 Read through the instructions and the bullet points with the class, then play the recording.

For weaker classes, or for a different activity, you could put students into four (or eight if you have a large class) different groups and give each group one of the topics to listen for. Students in each group listen and make notes on that topic. When the recording has finished, students form new groups with one student from each different topic. They can then compare notes so that everyone has a full set of notes.

Suggested answers

The activities at summer camps: painting, sports, water sports, learning about animals and insects, building campfires and cooking

The advantages of working at summer camp: learn skills that might help you get a job, such as teamwork, communication, planning, organisation, you are in charge so become more confident, may work with disabled kids, so learn about different lives, travel and see the US when camp finishes

VIDEOSCRIPT SUMMER CAMP, USA

Summer camps are very popular in the USA and lots of kids spend all or part of the summer at camp, especially if both their parents work. For most kids, it's a great way to spend time outside, have fun, and make new friends. There are lots of different activities at summer camp, from painting to sports such as football, tennis, American football and baseball, watersports such as swimming and surfing, learning about birds or animals, or even insects, and building a campfire and cooking food on it. So why would anyone choose to spend their summer working at a camp, surrounded by excited kids? Well, you can learn a lot of skills which might help you get a job in the future, like teamwork, or communication, planning and organisation skills. Being in charge of a group of kids helps you feel a lot more confident, too, and you may work with kids who have disabilities, so you'll learn a lot about other people's lives. In any case, where else are you paid to have a water balloon fight? And when camp finishes for the summer, you can stay in the USA for 30 days, so why not travel and see some of the sights, like Niagara Falls, on the border with Canada, or maybe head to New York to spend time in Central Park or Times Square. Now how does that sound?

- 9 Students can compare notes in pairs or small groups, then play the recording for students to add anything to their notes which they might have missed. Elicit any further information students heard from the class.

LIFE COMPETENCIES SB P165

COLLABORATION, EMOTIONAL SKILLS, SOCIAL RESPONSIBILITY

- 10 Read the instructions with the class. Put students into groups, then give them five minutes to brainstorm their ideas. When they have finished students can share their ideas with the class. Students can write their email in class or for homework, then swap emails with a partner for peer checking. Students should check their partner's spelling and punctuation, that they have included an appropriate greeting and sign off. Students can rewrite their emails based on their partner's feedback, then put them up around the room for the class to read.

EXTENSION

If students have internet access, they can look online for blogs or vlogs about working in a summer camp. In their groups, students can make notes on any real-life experiences, then share these with the class.

WORKBOOK / Unit 12, page 52

UNIT OBJECTIVES

Topic:	sports and hobbies
Grammar:	gerunds; verb + to infinitive
Vocabulary:	sports verbs; people in sport; <i>do/go/ play</i> + sports and hobbies; phrasal verbs
Listening:	listening for specific information: a speech about a hobby
Reading:	Part 2: matching people and sports camps
Speaking:	Part 1: talking about sports and hobbies; Parts 3 and 4: discussing facilities for a local recreation area
Writing:	an article about a hobby
Pronunciation:	stress in questions
Exam focus:	Reading Part 2; Speaking Parts 3 and 4
Real world:	using sports facilities on holiday in Greece

Ask your students to watch the Grammar on the Move videos on pages 168 and 172. You can use these to present or reinforce gerunds and verb + to infinitive.

VOCABULARY

SB P166

SPORTS VERBS

WARMER

Dictate a list of sports and hobbies in random order, e.g. knitting, water polo, netball ... Students then decide if they are a sport or a hobby. If they don't know a word, they can check it online or in a dictionary. Give students 30 seconds to sort the words, then check the answers. Ask the class to define *sport* and *hobby* – what's the difference?

- 1 Give students two minutes to discuss the questions in their pairs, then elicit some ideas. Ask students to tell you about their partner. You could ask some follow-up questions such as: *What do you like about playing sports? What don't you like? Do you prefer individual or team sports?*
- 2 Draw students' attention to the pictures and ask them the question. Encourage students to say what they see and ask students to say what they think geocaching is – if they have internet access they can check online (an activity or pastime in which an item, or a container holding a number of items, is hidden at a particular location for GPS users to find by means of coordinates posted on the internet).

Lizzie Djing **Neil** geocaching
Dan playing basketball

EXTENSION

When students are clear what geocaching is, put them into groups of three to decide which items they would put in a container to hide. Give students two minutes to decide, then elicit answers from the class, asking students to give reasons why they chose the items they did.

- 3 110 Read the instructions and put them into pairs to discuss who said each sentence – elicit the names of the three people to make sure everyone understands what they have to do. Tell them to ignore the words in bold for now. Check answers.

1 Dan 2 Neil 3 Dan 4 Lizzie 5 Dan
6 Lizzie 7 Dan 8 Neil 9 Lizzie 10 Dan

AUDIOSCRIPT 110

Interviewer: So what's your name?
Dan: I'm Dan.
Interviewer: Hi, Dan. Do you mind if I ask you some questions?
Dan: Sure, go ahead.
Interviewer: Can you tell me about your favourite hobby?
Dan: That's got to be basketball! I've always been keen on trying out different sports, and a few years ago, a friend of mine said, 'Do you fancy joining a basketball club?' So I went along with him and I joined. It was the best thing I ever did!
Interviewer: Yeah?
Dan: Yes. I'm on the local basketball team now. I train after college a couple of evenings a week, and we play matches against other teams most weekends. And last year, my team represented our city in a national tournament, which was brilliant.
Interviewer: Great. And what's the best thing about taking part in a basketball match?
Dan: It's always a fantastic feeling when you score a point. It makes you feel great. And if you don't, well ... sometimes you lose, and I try not to feel upset when another team beats us. I just try harder to win next time. My friends come and support me at every game I play, which is cool.
Interviewer: Thanks.
Interviewer: And what's your name?
Lizzie: I'm Lizzie.
Interviewer: Could I ask you what you do in your free time, Lizzie?
Lizzie: I'm a student at uni, and when I'm not studying, I'm a DJ.
Interviewer: Cool. So how did you start doing that?

Lizzie: Playing music has always been a hobby of mine. When I was younger I experimented with music a lot at home, you know, mixing different songs. Then, a few years ago, a local radio station was holding a competition, so I decided to enter. The owner of a club heard me on the radio, and he invited me to play my music on Saturday nights at his club.
Interviewer: Great. Then what?
Lizzie: Well, that gave me some experience, and I soon started getting some fans. And then after I won a national talent contest, even more people came to listen to me.
Interviewer: So, what do you enjoy most about it?
Lizzie: The music! I love going out in the evenings and having fun. And it's great to hang out with friends while I'm doing something I love.
Interviewer: Thanks, Lizzie.
Interviewer: What's your name?
Neil: I'm Neil. It's nice to meet you.
Interviewer: Nice to meet you, too, Neil. Could I ask you about any hobbies that you have?
Neil: Certainly. In fact, I've got quite an unusual hobby. I go geocaching.
Interviewer: Mmm, that is unusual. Could you explain what geocaching is?
Neil: Well, I took it up because I really enjoy discovering new places. Geocaching involves going to a forest, or a beach, or a cave, or maybe even somewhere in a city, and hiding a small box or jar there. Inside it, you put some paper, a pencil, and maybe some other little things, like a coin or a small toy ...
Interviewer: OK. And then what do you do?
Neil: You note the exact location using GPS – you can use an app on your phone to do that – and you go to a website and record it. Then someone else sees what you've written and goes searching for the thing that you've hidden. It's like a hunt for treasure. It's really quite exciting. And it's something that the whole family can take part in.
Interviewer: And what's your favourite part of being a geocacher?
Neil: Well, spending time outdoors is really enjoyable. I love being outside in the fresh air and I love the adventure.
Interviewer: Thank you, Neil.

- 4 Ask students to complete the sentences using the expressions from Exercise 2, then check their answers.

1 take up 2 beat 3 score 4 hang out with
5 support 6 go out 7 hold 8 join
9 take part in 10 represent

FAST FINISHERS

Fast finishers can swap their work with another fast finisher to check. If they have any answers which are different, they should work together to decide what the correct answer should be.

- 5 Put students into pairs or small groups. Ask students to work through the questions together, reminding them to agree and disagree politely. Elicit ideas from the group.

LISTENING

SB P167

- 1 111 Remind students of the listening in Exercise 3 in the Vocabulary section and tell them they are going to listen to the first speaker, Dan. Elicit what his hobby was (basketball). Read through the options with the class, then play the recording for students to answer the question. Elicit the answer.

his fitness, his studies, his friends

AUDIOSCRIPT 111

Basketball is a big part of my life. I play on my local team and we travel all over the country to play matches. And soon, we're going to start going to different countries to play against their teams. I can't wait to do that – it's going to be great. Taking up basketball has helped me in lots of ways. For a start, it's a brilliant way for me to get strong and keep fit. But what's even better is that it's taught me how to work with other people and be part of a team. It's a really useful skill in life. I get on well with my teammates, especially the captain, but there are plenty of other people involved. We've got a good coach, who always makes sure we're playing well. And when we're playing matches, there are the other competitors, too. These are our opponents – the team we're trying to beat. And there's the referee, who makes sure both teams are playing fairly. Then finally there are the spectators – the supporters who come to see the game. Some players don't like it when the crowd shout and cheer, but it doesn't bother me. In fact, I like it. It makes a good atmosphere. Training is very important, I practise with the team two or three evenings a week, and on other days I train on my own, with a ball and basketball hoop in the garden. As you can imagine, this doesn't leave me a lot of free time. So I often can't hang out with my friends. I have to say 'no' to a lot of fun things. But my mates understand the situation. In fact, I don't mind spending so much time training. I love playing basketball, so it's worth missing a few parties. Of course, I have to do my college work as well. But basketball has helped me with that, too, because it teaches you to concentrate. So I've found that I can focus on my studies much better than I could before. And I'm getting higher grades than I did. So that's all good!

- 2 111 Before students listen again, ask them to read through the six questions and underline the important words. This will help students locate the answer. Tell students to write T for true and F for false. Play the recording for students to answer, then compare their answers with a partner. Stronger classes can try to answer the questions before listening, then listen to check their answers. Check the answers around the class.

- 1 True 2 False. The main benefit is learning to work with other people and be part of a team. 3 True
4 False. Some days he trains on his own. 5 False.
He loves playing basketball, so it's worth missing a few parties. 6 True

VOCABULARY

SB P167

PEOPLE IN SPORT

- 1 Look at the sentence beginnings 1–8 with the class and ask students which linking word or words at the end of each one introduces a reason (because), which introduces a consequence (so) and which introduces more information (now that). Tell students that it will be easier/quicker to match the sentences with the same linking word function. Tell students to ignore the words in bold for now and give them two minutes to match the halves on their own or in pairs and check the answers.

FAST FINISHERS

Fast finishers can complete the sentence beginnings 1–8 with a new ending and share these with another fast finisher or with the class during class feedback.

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

- 2 Check the meanings of *spectator*, *competitor*, *coach* and *referee* with the class, then direct students to discuss the questions in pairs. Open out the second question into a class discussion and encourage students to agree and disagree giving reasons.

DID YOU KNOW?

Read the information with the class. You could also explain to students that in American English football is called soccer. American football is a different game, similar to British rugby.

GRAMMAR

SB P168

GERUNDS

- 1 Read through the example sentences with the class. For more able classes, elicit the gerund in the first sentence and ask what a gerund is (verb + -ing). Ask students why a gerund is used in this sentence (gerunds follow certain verbs). Elicit verbs that follow this rule from the students and write these on the board, e.g. *stop*, *enjoy*, *mind*, *suggest*, *finish*. Do the same for the remaining sentences, eliciting more prepositions that take the gerund, e.g. *interested in*, then ask students to match the sentences to the bullet points in the box.

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

Refer students to the Grammar reference on page 220 for further information/practice on gerunds.

- 2 Explain to students that they just need to choose a gerund verb and complete the sentences about themselves. Ask students to work alone, then share their answers with a partner. Monitor and check for any difficulties in forming the gerund, then elicit some interesting answers around the class.

Suggested answers

- 1 surfing 2 diving 3 Snowboarding 4 skating
5 playing football

- 3 Invite students to complete the same task as they did in Exercise 1, but this time on their own and for their own sentences.

For weaker classes, you could go through each sentence beginning before you tackle Exercise 2, so that students are not distracted by the words they have chosen to complete the sentence.

after certain verbs: sentence 2
after prepositions: sentences 1 and 4
when the verb is a subject or object: sentence 3
after certain adjectives sentence 5

- 4 Read through the words in the box with the class, and for weaker students, check their understanding of *involve*. Ask students to complete the paragraph on their own, then check answers around the class.

- 1 imagine 2 love 3 recommend 4 involve
5 practise

- 5 Encourage students to vary their answers, using as many of the phrases as they can. Monitor and check students are forming the gerunds correctly. Give students 3–4 minutes to talk, then elicit some interesting exchanges.

SPEAKING PART 1 TRAINING

SB P168

WHAT YOU DO IN YOUR FREE TIME AND WHY

- 1 Read the questions with the class. Ask the students to stand up and ask those who think they have enough time to go to one side of the classroom and those who think they don't have enough time to go to the other side. Then ask students to find a person from the other side and make a pair. If there are any students left over, they should join a pair to make a group of three. Students can now discuss the questions in their pairs or groups. Encourage them to agree and disagree using appropriate language. Elicit ideas from the class and as a follow-up question, you could ask the class what they think they could do to make more free time, e.g. spend less time on social media.

- 2 112 Read the instructions with the class and play the recording. Elicit the answer and ask students what other information Elena gave, e.g. she doesn't like being in crowded places.

outdoor; yes, because she works in an office and doesn't like spending too much time indoors

AUDIOSCRIPT 112

- Man:** What do you enjoy doing in your free time, Elena?
Woman: Well, as I live in the mountains, I love mountain biking. It's so much fun!
Man: How often do you do go mountain biking?
Woman: I go mountain biking every weekend if the weather is good enough.
Man: And do you have any other hobbies?
Woman: I like keeping fit, so I play tennis two or three times a week. I do that in summer, in the park.
Man: How long have you been playing tennis?
Woman: For about five years. I usually play with my brother and sister, and I really enjoy it.
Man: Why do you like playing tennis?
Woman: It's fun, and I like getting plenty of fresh air and exercise. Because I work in an office all day, I'm not keen on spending time indoors at weekends. I'd rather be outside.
Man: What do you like doing in the evenings?
Woman: I usually hang out with friends in the evenings. I can't stand being in crowded places, which is why I never go to clubs. I'm going to a large festival this summer, though, since my favourite band is playing there. I like music and dancing.
Man: Can you play a musical instrument?
Woman: Yes. I enjoy playing the piano, because I find it relaxing after a busy day at work. I'm not very good at it though!

EXAM ADVICE

Remind students that they need to talk for two minutes in Part 1 of the Speaking exam. To do this, they will need to give full answers, providing examples and reasons. Exercise 3 in the Speaking section and Exercises 1 and 3 in the Vocabulary section help them practise this.

- 3 112 Read the instructions with the class. For weaker classes, split the task in two and ask them to match the sentences individually first, then check the answers with the class. Then ask students to underline the words which give reasons, reminding students that they can come at the beginning or the end of a sentence. Students can compare their answers in pairs, before checking as a class.

- 1 a, As 2 e, so 3 f, Because 4 b, which is why
5 d, since 6 c, because

- 4 Explain to students that if they manage to speak for two minutes on their own in the exam, the examiner will not ask them follow-up questions; they will just stop them when they have spoken for enough time.

Give students two minutes to put the words in the correct order, then check their answers.

- 1 What do you enjoy doing in your free time? 2 How often do you go skiing? 3 Do you have any other hobbies? 4 How long have you been playing tennis? 5 Why do you like playing tennis? 6 What do you like doing in the evenings? 7 Can you play a musical instrument?

- 5 Put students into pairs to ask and answer. Refer them to Exercise 3 and the exercises in the Vocabulary section and remind them to use this language as much as possible.

EXTENSION

Students can take it in turns to time each other answering the questions to see how long they can speak. After students have had a few goes, elicit the longest 'turn' and remind students how long they have to speak for in the exam (two minutes).

AN ARTICLE

WARMER

Put students into groups of three and give them one minute to brainstorm situations where they might need to write an article, e.g. for a student newspaper, for a work assignment, for a competition. If you have a mixed class of students in employment and education, try to mix them up in the groups. Elicit answers from the groups and write some scenarios on the board.

Ask students if they have to write an article in the exam (yes and no – the article is an option in Part 2 of the Writing paper but they don't need to choose the option).

1 Keep students in the same groups as in the warmer, or put students into pairs to ask and answer the questions. Monitor to check students are giving full reasons, using the words they learned in the Grammar and Vocabulary sections.

2 Read the question with the class and elicit answers. Ask students to give reasons for their answer based on what they can see. Tell students they have 30 seconds to look at the article and find the answer. Elicit the answer from the class and ask the students to read the part of the text where they found the answer.

It's a strategy game. (Players take turns to place their stones on the board in order to win space and capture their opponent's stones.)

3 Read the instructions with the class and ask students to work alone to underline the important words in the questions, then find the information in the text. Elicit the answers around the class and again ask the students to read the part of the text where they found the answer. Ask students why they think this exercise is important (it shows how an article should be structured). Elicit how the article has been structured (paragraph 1: a brief description of the game 2 some background/extra information; 3 the writer's opinion/conclusion).

1 paragraph 2 (My uncle taught me to play it one day when I was ill and I couldn't go to school. Since then, I've taken part in Go competitions all over the country.)
2 paragraph 1 (Players take turns to place their stones on the board in order to win space and capture their opponent's stones.) **3** paragraph 3 (In my view, playing Go is an excellent way to develop thinking skills ...)

4 Put students to ask and answer the questions. Alternatively, conduct the exercise as a class discussion.

EXTENSION

If students have internet access, they can look online for more information on how to play Go to better inform the discussion.

5 Ask students to do the activity on their own or in pairs. If they don't have access to highlighters or should not mark their books in highlighter, they could underline and number the corresponding text in the article in pencil. Check the answers around the class.

1 I've been playing Go for about 10 years; In my view, playing Go is an excellent way to develop thinking skills
2 ill; excellent; simple; complicated; interesting; carefully; fun **3** taught; was; couldn't go; 've taken part in; 'm going to enter **4** since then; in fact; although; actually; and also; this is because; too

6 Put students into pairs to plan their articles according to the paragraph ideas in Exercise 3, then ask them to add a topic sentence for each paragraph.

7 Students can do the task in class or for homework. When students have finished their article, they can swap it with their partner for feedback (in the next lesson if they do the task for homework). Their partner can check they have included all the points in the checklist. When students have received their partner feedback, they can re-write their article, then display the articles around the room for their classmates to read.

Model answer

My favourite hobby is playing the violin. A violin is a wooden musical instrument with strings which you hold against your neck and play by moving a bow across the strings. You can play both classical and folk music with this instrument.

I started learning to play the violin three years ago. At the beginning, I found it quite difficult, but it became easier after the first few months. Last year, I joined a youth orchestra. I like playing in this orchestra because I've made lots of good friends there.

I think that playing an instrument has many advantages. Music makes you feel good and it also helps to reduce stress. It's an enjoyable social activity, too.

READING PART 2 TRAINING

SB P170

1 As a class, brainstorm a few indoor/outdoor and team/individual sports, then ask the class why someone might take a sports course (to get better at the sport; to get fitter; to socialise and make new friends). Students then discuss the questions in pairs or groups of three. Allow 2–3 minutes, then ask students to tell you something they learned about their partner / a member of their group.

EXAM ADVICE

Ask students to look at the exam-style question and tell you how many people and courses (options) there are (four people; six options). Elicit from students or remind them that in the exam there are five people to match to eight options.

2 Read the instructions with the class and elicit what the purpose of this task is (to help students practise finding and highlighting the important words (i.e. the requirements) in the exam). Ask students if they should do this before or after they read paragraphs A–F (before then they will know what information to look for).

Students complete the activity on their own. Check the answers with the class. Ask students why they do not need to highlight weekend in number 2 (because the rubric states that all the courses are weekend courses – highlight here that it's always important to read the rubric carefully).

2 outdoor activity; with their son; souvenir of their weekend **3** class; indoor; can also do on her own **4** watersports; never done before; several different sports

3 Ask students to turn to page 22 and read the tips, then elicit from the class what they have to do in the exam: 1 underline the three requirements; 2 find words and phrases in the options that mean the same as the underlined words in the requirements; 3 match the options to the person.

Refer students back to page 170 and ask them to match the options to the words in bold for person 1 and the words they found for people 2–4. Students should spend about seven minutes on this part in the exam so give students less time (according to your class's ability), since they have completed part of the task already.

1 D (Do you fancy spending a weekend playing baseball? Then come along to Oakwood College. We have a full-size baseball field, as well as **qualified instructors** who can give you tips on improving your technique and **beating your opponents**! Anyone aged 14 or older can attend. Or if you'd rather do an indoor activity, we also have a squash court in the college.)

2 F (After a class on the basics of horse riding on Saturday morning, you'll be ready to enjoy a weekend of riding **along country paths through forests and farmland**. The price includes a **framed professional photo to remind you of the experience**. Suitable for **anyone over twelve**.)

3 C (This is the place to come to work out or do aerobics, gymnastics or yoga. **If you feel that your body needs more exercise**, sign up for one of our weekend courses. These activities are taught in groups of 10 to 15 people. Then afterwards, why not go for a swim in our heated pool?)

4 B (If you want to get fit and have fun in the fresh air, this is the place for you. Would you like to **go diving, sailing, windsurfing or surfboarding?** Or **all of them**, if you prefer! Two-day weekend courses are available at **beginner**, intermediate and advanced levels. Separate groups for adults and under-16s.)

4 Put students into pairs to discuss the question and remind them to give reasons for their answers and agree/disagree politely. Allow 2–3 minutes for discussion, monitoring students for good examples of students' providing reasons and agreeing and disagreeing well to elicit during class feedback.

VOCABULARY

SB P171

DO/GO/PLAY + SPORTS AND HOBBIES

WARMER

Put students into pairs and ask them to say one sport or hobby which they *do/go/play* each. Elicit answers from pairs. If students make mistakes, allow peer correction but don't correct them at this stage. Do use the activity to gauge how familiar students are with these verb noun collocations and how much time you should spend on the presentation.

1 113 Read through the instructions and the words in the box with the class. Play the recording. Students are to select the activities that they hear. Played the recording a second time. Ask students to check their answers, pausing after each answer to elicit the activity from the class.

football, swimming, a workout, tennis, athletics, skateboarding, ice skating, golf

AUDIOSCRIPT 113

Hello everyone, and welcome to our town. If you like sports, you've chosen a good place to come and study, because we have some excellent facilities here. If you're keen on team sports, and you want to play football, why not go down to the sports centre, where there's a full-size football pitch, as well as several smaller five-a-side pitches. The sports centre also has a large swimming pool, if you fancy going swimming, either before or after your lectures, as well as a gym for anyone who feels like doing a workout.

Or if you go down to the park, you'll find some tennis courts – they're always popular in the summer – and for anyone who enjoys going running, they've got an athletics track. Also in the park, there's a skateboarding ramp for any of you who like going skateboarding, and a newly opened ice rink for those of you who prefer ice skating. So there's really something for everyone there. And, finally, if playing golf is your thing, you'll be pleased to hear that we've got a really good golf course, only a few miles outside town. OK, so if anyone has any questions ...

- 2 For less able students, you could play the recording again and ask students to listen for the verbs which are used with the activities. Encourage students to make notes, then complete the rule in pairs using their notes. Check the answers with the class, then ask students to write the verbs in the correct column in the table below.

1 play 2 go 3 do

- 3 Ask students to complete the table individually or in pairs, using the rule to support them if necessary. Check the answers with the class.

A go	B play	C do
running	basketball	yoga
ice skating	football	athletics
skateboarding	golf	a workout
swimming	hockey	
	tennis	

- 4 113 This is an exercise in recognising collocations for places where we do/play sports. Ask students to complete the sentences using the context of the sentence to help them, then listen to check, stopping to elicit each answer. Encourage students to record any new collocations in their notebook and remind them to learn them off by heart.

2 swimming 3 tennis 4 athletics
5 skateboarding 6 ice skating 7 golf

- 5 Put students into pairs or small groups to ask and answer the questions, then conduct class feedback.

EXTENSION

Students stay in their groups and think of as many other sports and activities which go with the place names in Exercise 5, e.g. rugby/hockey pitch; basketball/badminton court. Give students one minute then elicit the different collocations from the groups, writing any new ones on the board for students to recall in their notebooks.

PUSH YOURSELF

B2

SB P171

VOCABULARY: PHRASAL VERBS

- 1 Direct students' attention to the photograph and ask them to see what they can say, then ask what she is doing.

She's go-karting.

- 2 Read the instructions with the class and remind them that they need to scan the text to find the answer, rather than read it carefully. Give students no more than 30 seconds then elicit the answer.

She found it easy at the beginning but then kept coming last.

- 3 Stronger students can try to define the words in green without looking at the meanings, then compare their own definitions with the ones in Exercise 3. Check answers around the class.

1 picked up 2 chill out 3 wind down 4 got into
5 have a go 6 get the hang of 7 cheers up
8 stuck at

- 4 Ask students to complete the sentences on their own. If they are not sure their answer is correct, they can try substituting the phrase for its definition to see if the meaning makes sense. Give students two minutes to complete the activity, then check their answers.

1 pick up 2 have a go 3 stuck at 4 got into
5 wind down 6 chill out

FAST FINISHERS

Students can work out which two phrases from Exercise 3 are not used in Exercise 4 and make sentences with these, making sure that the sentence clearly shows the meaning of the word. Elicit the sentences during class feedback and invite the class to peer correct any mistakes.

EXTENSION

Write some or all of the following sentences on the board and ask students to complete them in pairs, using gerunds where appropriate. Invite students to peer correct their partner's use of gerunds, then ask students to create sentences using the remaining phrases in bold from Exercise 2:

1 I found it quite easy to pick up ...
2 When I'm with my friends, we like to chill out by ...
3 It took me quite a long time to get the hang of ...

GRAMMAR

SB P172

VERB + TO INFINITIVE

- 1 Read through the example sentences with the class. For more able classes, elicit the missing words in the first sentence as a class. Ask students why the to infinitive is used in this sentence (the to infinitive follows certain verbs). Elicit verbs that follow this rule from the students and write these on the board, e.g. agree, plan, hope, forget. Do the same for the remaining sentences. You can match the examples to the rule now or altogether in the next exercise.

a to do b to warm up c to go d to exercise

- 2 Ask students to complete the rules as a class or in pairs. Elicit the answers, then ask students for any further examples they can think of for each one.

Refer students to the Grammar reference on page 220 for further information/practice on verb + to infinitive.

1 a 2 d 3 b 4 c

- 3 Ask students to complete the sentences individually, referring to the rule box if they are not sure of an answer. Give students two minutes to complete the exercise, then check answers around the class.

1 to join 2 to play 3 to beat 4 to go
5 to do 6 to win

- 4 Ask students to complete the text individually, referring to the rule box on this page or on page 168 if they are not sure whether to use a gerund or to infinitive. Give students two minutes to complete the exercise, then check answers around the class.

1 swimming 2 to keep 3 to go 4 spending
5 to come 6 being 7 relaxing 8 studying

- 5 Students can complete this exercise in class or at home for homework. When they have finished, they can swap paragraphs with a partner for peer correction. Their partner should check that they have used a gerund or infinitive in the right places.

Model answer

My favourite hobby is **1 running**. I do it to **2 be healthy**, and also because I enjoy **3 being in the fresh air**. If possible, I'd like to be able **4 to run a marathon** in the future. If I had more free time, I'd learn **5 to sail** because I've always dreamed of **6 crossing the Atlantic by boat**.

SPEAKING PARTS 3 AND 4 TRAINING

SB P173

ASKING FOR OPINIONS

- 1 If you have students from different areas, invite them to describe their local park to the class and invite the rest of the class to remark on any differences they hear and to ask follow-up questions.

EXAM ADVICE

Remind students that in Part 3, students are given a visual stimulus and are asked to conduct a discussion based around the visual. Remind students that in Unit 1 they practised making and responding to suggestions in Part 3 and here they will look at inviting the other candidate's opinion, both of which the examiner will be assessing in the exam.

- 2 Read the instructions with the class and brainstorm some ideas. Write them on the board in the form of a mind map.

a skateboard ramp, a playground, a fountain, a café, a tennis court

- 3 114 Explain to the class that they are going to hear two students discussing the speaking task. Ask students to listen and answer the question. Play the recording, then elicit the answer from the class.

A café

AUDIOSCRIPT 114

Man: So, what's your opinion?

Woman: I'm not sure. Let's look at the pictures. Hmm, well, I think they should build a skateboard ramp.

Man: Really?

Woman: Yes. Skateboarding's fun. Everybody would use it.

Man: I'm sorry, but I don't agree with you. Skateboard ramps are good for teenagers, but not for small children or adults.

Woman: Yes, that's true. So, what do you think?

Man: Perhaps they could build a playground for small children.

Woman: Mmm. I'm not sure that's the best idea. I think they should build something that people of different ages can use.

Man: How about a café? Everyone would enjoy that!

Woman: Yes, you're right. That's a good idea.

- 4 Put students into pairs to decide the function of the phrases. Give them two minutes to complete the activity, then another minute to add any further phrases from the board game on page 20. Check answers around the class.

ask what another person thinks?

What's your opinion? What do you think?

... make a suggestion?

I think they should ...; How about ...?

... agree?

I agree with you; You're right; That's a good idea

... disagree?

Really?; I don't agree with you;

I'm not sure that's the best idea

Other phrases from page 20:

Do you think so?

Perhaps they could go to ...

Do you agree?

That's true.

They might like going to

I think that's a great idea.

I'm afraid I disagree (with you).

I think they'd enjoy going to ...

- 5 Students do the exam practice task in pairs or with another pair acting jointly as the examiner, then swap roles. Alternatively, if you have time, they can do the task in groups of three with two candidates and one examiner and rotate so that all three students take a turn at being the examiner. Monitor the students and note any interesting language to feed back on after the activity, but don't interrupt students while they are doing their speaking exam practice. You can either give feedback to individual groups or class feedback at the end.

P STRESS IN QUESTIONS

6 115

Stressed words: *What* and *think*
Unstressed words: *do* and *you*

AUDIOSCRIPT 115

What do you think?

7 116

The same words are stressed as in the previous exercise:
the first and final words (the *wh*-word and the main verb).

AUDIOSCRIPT 116

Where did they meet?
What does it mean?
How do you know?
When will they go?

8 117 Remind students that in Part 4, the examiner addresses the questions to the candidates and they answer individually. Play the recording for students to listen to the student and note the answer. Check the answer with the class. Then elicit how long Part 4 is: 3–4 minutes with both students speaking. Play the recording again and ask whether the student speaks for long enough and what he could do to improve.

No, he probably doesn't like sport.
His answers need to be fuller and provide examples and reasons.

AUDIOSCRIPT 117

Examiner: Are there many sports facilities near your home?
Student: A swimming pool.
Examiner: Do a lot of people use the sports facilities in your neighbourhood?
Student: I think so.
Examiner: What about you? Do you use the sports facilities near where you live?
Student: Not really.
Examiner: Are there any other sports facilities that you'd like to have in your neighbourhood?
Student: A skateboard ramp.

9 Read the instructions and the questions and ask students to work in pairs to decide which option is better and why. Elicit ideas from the class.

1 a is better because it uses sentences. b is just a list.
2 a is better because it answers the question using different but appropriate vocabulary. b is OK but it repeats the language of the question. 3 a doesn't answer the question. b is better. It gives a response and an explanation. 4 a doesn't answer the question. b is better. The student has understood question.

10 118 Ask students to remind you what was wrong with the previous answers, then play the recording for students to say what this student does right.

The answers are fuller and show the examiners a better range of language in terms of grammar and vocabulary.

AUDIOSCRIPT 118

Examiner: Are there many sports facilities near your home?
Student: Yes, there are. We've got an excellent leisure centre with a well-equipped gym and a fantastic swimming pool. There's also a small skateboard ramp and a large football pitch.
Examiner: Do a lot of people use the sports facilities in your neighbourhood?
Student: They do. The gym is really popular and so is the swimming pool. And I think that more people would go skateboarding if the ramp were bigger.
Examiner: What about you? Do you use the sports facilities near where you live?
Student: I go swimming two or three evenings a week after college. I find it really relaxing. And I go for a workout at the gym from time to time.
Examiner: Are there any other sports facilities that you'd like to have in your neighbourhood?
Student: Well, it would be really good if we had some tennis courts. The nearest tennis courts are ten kilometres away, and it's really annoying when we have to go so far just to play tennis. Oh, and I'd love to have a skating rink. That's my favourite sport!

11 Put students into pairs to ask and answer the questions, or if you prefer to use this activity as exam practice, put students into groups of three and have one student as the examiner asking the questions. When students have asked and answered the questions, encourage the examiner to give positive feedback, e.g. *did the 'candidates' use a variety of tenses, did they maintain eye contact. Students can then swap roles and repeat so that everyone has a chance to be the examiner.*

EXAM FOCUS

SB P174

READING PART 2

1 Ask students to read the Exam check box carefully and to put the sentences in the order which they would do these things in the exam. Elicit the answers, making sure students give reasons for choosing the order.

e d c b f a

2 Read the instructions with the class and check students understand what they need to do by asking how many of the choices they need to match to the people (five – one to each of the pairs or groups of people). Remind students to underline the criteria for each of 1–5 and to match the destination which fits all the criteria. Remind students to follow the tips in the Exam check box.

Suggest that students spend about 8–9 minutes on this task. Ask students to start the task and time them.

Fast finishers should check their answers and underline the parts of the texts which gave them the answers. When the time is up, check the answers around the class and ask fast finishers to read the part of the text which gave them the answer.

1 D (have never been skiing before: ideal for ... new or less experienced skiers; modern accommodation: smart, newly built hotels; eat out in various different places: wide range of fine restaurants)
2 H (Mario, Daniella and their two children: ideal for skiers of all abilities and ages; winter holiday in a resort which isn't too crowded: rarely busy, even in high season; Mario doesn't ski, so he wants activities to do: leisure centre with a well-equipped gym, fitness facilities and a large ice skating rink)
3 G (serious expert skiers: great destination if your skiing is ... advanced level; keen not to waste time waiting to get up onto the ski slopes: where you never have to queue for a ski lift; to stay in a comfortable, stylish accommodation: luxury hotels)
4 E (take part in a few different winter sports: an ideal location for people who want to try snowboarding, ski jumping) and kite-skiing; accommodation where they can make their own meals: apartments with cooking facilities; enjoying some entertainment in the evenings: lively bars and clubs)
5 B (interested in skiing in less common locations: good place for anyone who wants to avoid the popular ski slopes; like to photograph some attractive views: famous for its beautiful mountain scenery; don't want to spend much on their accommodation: hotel rooms that don't cost too much)

SPEAKING PART 3

SB P175

1 Read the Exam check stems and options and ask students to match them individually. Check the answers. Refer students to c and ask students why they need to respond to what their partner says (because Part 3 is a discussion and the examiner will expect both students to speak). Ask students why it's not always a good idea to give your real opinion (because it might be easier to give a different opinion using words they know or if their opinion is very strong about a topic, they might feel more comfortable saying something else: the important thing is only that they demonstrate their language skills to the examiner).

1 bcd 2 aefg

2 Students do the exam practice task in pairs or with another pair acting jointly as the examiner, then swap roles. Alternatively, if you have time, they can do the task in groups of three with two candidates and one examiner and rotate so that all three students take a turn at being the examiner. Monitor the students and note any interesting language to feed back on after the activity, but don't interrupt students while they are doing their speaking exam practice. You can either give feedback to individual groups or class feedback at the end.

➔ SPEAKING BANK / pages 241–242

SPEAKING PART 4

SB P175

1 Read through the instructions with the class and ask students to complete it on their own. Check answers around the room by asking a different student to read each sentence. Ask students if they can add any further information about Part 4, e.g. in the exam the examiner will ask the questions – they will not be written down.

EXAM INFORMATION

Remind students that the examiner can interrupt and direct the discussion and can also direct questions at either candidate or both the candidates.

1 three minutes 2 the same topic as 3 not all
4 won't 5 a variety of structures and tenses

- 2** Ask students to do the exam practice task in groups of three, with one student in the group acting as the examiner. Remind students that the examiner should ask the questions; the candidates should not read the questions but maintain eye contact with the examiner. When they have finished, ask the examiner to join another group and change roles with one of the candidates. Repeat this so that everyone in the class has a chance to be a candidate and an examiner. Monitor the students and note any interesting language to feed back on after the activity, but don't interrupt students while they are doing their speaking exam practice. You can either give feedback to individual groups or class feedback at the end.

➔ **SPEAKING BANK** / page 243

EXTENSION

Ask students to stay in their groups and discuss what they found easy or difficult in Parts 3 and 4. Then elicit students' experiences. If a few students have issues in the same area, go over this with the students and/or give students extra practice from the Speaking Bank on page 245.

HOW WAS IT?

Read through the options in the *How was it?* and ask students to tick the appropriate box. You might like to follow the same process as in Unit 1 (see page 25). Ask students to look back at Speaking Parts 3 and 4 Exam focus on page 23 and Reading Part 2 Exam focus on page 174, and ask them if they found it easier, harder or the same as previous time. Why?

REAL WORLD

SB P176

USING SPORTS FACILITIES ON HOLIDAY IN ... GREECE

WARMER

Put students into pairs and ask them to brainstorm different types of sports facilities, e.g. tennis courts, running track. Give them one minute, then ask students to count up how many facilities they have; then ask the pair with a fewer number to read out theirs – or write them on the board. Pairs with any additional words can then add them to the list.

BACKGROUND INFORMATION

Greece is a very popular European holiday destination for sports, from kitesurfing and windsurfing in the Cyclades islands to skiing and snowboarding at one of Greece's lesser-known winter sports centres.

- 1** Draw students' attention to the photos and ask them to say what they can see (biking, paddleboarding, tennis, swimming). Put them into pairs to discuss the questions and also say if they have tried other sports activities not shown in the pictures.
- 2** Ask students to read the first notice and ask them where they might see this type of notice (in a hotel/holiday complex). Tell students they are going to read four notices and to match them with the pictures. Check answers.

1 B 2 C 3 A 4 D

- 3** Read the instructions with the class and ask students to underline the important words in each sentence, then compare with a partner. Students read the website again on their own and find the information and decide if it's true or false. Check the answers around the class.

1 False. All watersports equipment is free for guests to use. 2 False. Life jackets are recommended for guests. 3 True 4 True 5 True 6 False. Diving is allowed in the diving pool.

- 4** Read the instructions with the class. Students find the blue words in the text and match them with the definitions alone or in pairs. For stronger classes, students can work alone or in pairs to find the words in the text, then create their own definitions, checking them against the definitions in a–h when they have finished. Check the answers around the class.

a not permitted b deposit c supervise d help with fitting e appropriate footwear f must be accompanied g there is no charge h on demand

- 5** 119 Students match the conversations to a–d. Check students' understanding by asking how many of the sentences they need to match (three). Play the recording then check the answers around the class. Elicit any more information they can remember from the recording.

1 b 2 d 3 a

AUDIOSCRIPT 119

1
Receptionist: Hi. Can I help you?
Tourist: Yes, please. I'd like to book a tennis court.
Receptionist: Sure. When would you like to play?
Tourist: This afternoon at four o'clock, if possible.
Receptionist: Let's have a look. Yes, there's a court free. What's your room number?
Tourist: Three, five, four.
Receptionist: Three, five, four. OK that's all sorted for you. It'll be court number four. Are you familiar with the courts? Have you played before?
Tourist: No.

Receptionist: OK. So, they're behind the swimming pool. Just follow the path past the swimming pool, and you'll see them, and court number four is the one on the far right. Do you need rackets and balls?
Tourist: Yes, please. We need four rackets. Do you have smaller rackets, for young children?
Receptionist: Yes, we have junior rackets.
Tourist: OK. So, two adult and two junior, please. And some tennis balls.
Receptionist: Anything else I can help you with?
Tourist: No, that's all, thanks.
2
Assistant: Hi. How are you doing?
Tourist: Fine, thanks.
Assistant: What are you looking to do today?
Tourist: I'd like to try a paddle board, please.
Assistant: OK. Have you used one before?
Tourist: No.
Assistant: OK. No problem. Let's get you sorted. I'll give you a slightly smaller board, because they're a bit easier to manage. There, this one looks good. This is the part that you fix round your arm, so you don't lose the board if you fall off. And then a paddle. Here we go. There, if you take that for me?
Tourist: Thanks.
Assistant: Now, let's find you a life jacket.
Tourist: Do I have to wear a life jacket? I can swim quite well.
Assistant: It's not compulsory, but we do recommend it. The thing is, if you fall off, the life jacket will keep your head above water, so it's good to have the life jacket as a backup, just to be on the safe side.
Tourist: OK. No problem.
Assistant: So, here we go. This one should fit you. Can you just pop that on for me? That looks perfect.
Tourist: Are there any rules about where I can go?
Assistant: No, no real rules, but we recommend that you don't go beyond those two red things in the water, over there. If you stay in the area inside those, and stay clear of the rocks over on the right. Can you see?
Tourist: Oh, yes. Thank you.
Assistant: OK. All set?
Tourist: Yes, thanks.
Assistant: No problem. Enjoy!

3
Owner: Hello.
Tourist: Hi. We'd like to hire some bikes.
Owner: OK. For both of you?
Tourist: Yes, please.
Owner: A whole day or half day?
Tourist: A whole day, I think. How long is a half day?
Owner: A half day is four hours. So, it's 10 o'clock now, so you'd have to bring the bikes back by 2 o'clock.
Tourist: OK, that's not enough time, so I think we want a whole day.
Owner: No problem. So that's ten euros per bike per day, plus a thirty euro deposit per bike. Do you want helmets?
Tourist: Yes, please.
Owner: OK. Two helmets. And where are you planning to go?
Tourist: We want to go along the coast.
Owner: OK, so off-road cycling?
Tourist: Yes, off-road.
Owner: Right. If you just hop on this bike. How does that feel? Is the saddle too high?
Tourist: No, it's fine.
Owner: OK. And for you? Can you hop on here? Yes, that's perfect for you. And here are the helmets.
Tourist: Thanks.
Owner: Right, let's see. That's two bikes and two helmets for one day ...

EXTENSION

Split students into groups of three and allocate roles to practise role playing the first conversation again. Play the first conversation again. Students listen and take notes on their role. When the recording has finished, students role play the conversation using the notes that they have made. Monitor and listen for any good example conversations and ask students to role play them for the class at the end.

- 6** 119 Students can complete the sentences and questions in pairs, then listen to the recording and check.

1 to book 2 rackets 3 try 4 have to wear
 5 any rules 6 some bikes 7 How long

EXTENSION

Students practise asking and answering the questions in Exercise 6 in pairs.

- 7 Ask students to read the sentences and choose the correct meaning, then check with a partner before going through the answers with the class.

1 a 2 b 3 a 4 b 5 b 6 b 7 a 8 b

WATCH SB P177

- 8 Read through the instructions and the bullet points with the class, then play the recording.

For weaker classes, or for a different activity, you could put students into four (or eight if you have a large class) different groups and give each group one of the topics to listen for. Students in each group listen and make notes on that topic. When the recording has finished, students form new groups with one student from each different topic. They can then compare notes so that everyone has a full set of notes.

Suggested answers

Beaches: popular, attract tourists from all over the world
Sea: deep blue, usually calm, sailing is popular, can sail from one island to another and stay there for the night
Holiday resorts: sports facilities, such as swimming and tennis, may pay for lessons; water sports, such as windsurfing and paddle boarding, might want to pay for a lesson, fun water activities such as banana boat and jet pack

Biking: hire bikes for exploring and getting away from resorts, mopeds for steep hills

VIDEOSCRIPT GREECE

Greece is in southern Europe, between Italy and Turkey. It attracts tourists from all over the world, and in the summertime its beaches are full of holidaymakers looking for the sun. The sea around Greece is deep blue, and usually quite calm, so sailing is very popular. It's easy to sail from one island to another in a day, and then find a small harbour to spend the night. Just tie your boat up next to small fishing boats and find a restaurant to try some local food. Holiday resorts are found both on the coast of Greece and on around 30 of its islands. Many offer free sports facilities for their guests, although you have to pay for lessons. Many resorts also offer watersports, like windsurfing or paddle boarding. You usually hire these, and it might be an idea to pay for lessons. Or why not give the banana boat a go, or have a go on a jet pack – now that looks cool! You can also hire bikes, which are a great way to explore. Or perhaps a moped for those steep hills. If you get away from the resorts and into the countryside, you could find dramatic views that will take your breath away.

- 9 Students can compare notes in pairs or small groups, then play the recording for students to add anything to their notes which they might have missed. Elicit any further information students heard from the class.

- 10 Ask students to discuss in pairs or conduct a class discussion. Encourage students to give reasons for their opinions or examples of their experiences.

LIFE COMPETENCIES SB P177

CREATIVITY AND INNOVATION, COLLABORATION

- 11 Read the instructions with the class. Put students into groups. If students have internet access, they can look online for real holiday resorts to get some ideas of what they want to include in their holiday resort. If you have large paper available, provide each group with one piece of paper for them to draw a mind map and complete it with their notes. Groups can then use this as a point of reference during their presentation.

Give groups five minutes to brainstorm their ideas.

When they have finished, students can present their idea to the class. Encourage everyone in the group to take turns to share information. When all the groups have finished presenting, have a class vote on the best one.

EXTENSION

Put students into pairs from different groups, i.e. so that they each have a different resort. Ask students to choose one of the resorts. Give them five minutes to write a conversation between an employee from the resort and a tourist. Encourage them to use as much of the language from the lesson as they can, i.e. from Exercises 4, 6 and 7. When they have finished, invite pairs to act out their conversations for the class. If there is time, students can repeat the activity with the other resort, reversing their roles.

WORKBOOK / Unit 13, page 56

14 ON TOP OF THE WORLD

UNIT OBJECTIVES

Topic:	emotions and personality
Grammar:	conditionals; reported speech; modal verbs; relative clauses; compound adjectives
Vocabulary:	emotions; appearance and personality
Listening:	Part 4: three-option multiple choice: an interview with an actress
Reading:	Part 1: discrete notices; Part 6: open cloze
Speaking:	finding out personal information
Writing:	a personal profile
Pronunciation:	spellings and the /j/ sound
Exam focus:	Reading Parts 1 and 6; Listening Part 4
Real world:	having a job interview in Tenerife

READING PART 1 TRAINING

SB P178

WARMER

If students have access to their phones in class, ask them to show their partner a photo of themselves or of their friends. Tell them to say how they are feeling in the photo.

- 1 Read the instructions and the bulleted points with the class. Elicit some other adjectives to describe people and remind students to use modals for speculation. Give them two minutes to choose a photo and discuss the questions in their pairs, then elicit some ideas.

EXAM INFORMATION

Draw students' attention to the three messages and elicit what kind of texts they are (text/IM, email). Ask students what this tells us about the purpose of the texts (to communicate with someone they know). Explain to students that it's always good to try to find out this information before they answer the questions to give them an idea of what the texts are about (e.g. a notice will provide information).

- 2 Ask students to read the three texts quickly and match them to the emotions. Check the answers with the class.

disappointed – text 2 excited – text 1
worried – text 3

- 3 Read the instructions with the class and ask students to underline the important words in the options (A Sue; B her job; C a café). Elicit why it's important to underline *her* in B (because the text could also mention someone else's job). Ask students to read the text and answer the question.

B (Hey Toni, do you have time to meet me and Sue this evening at Carla's Café at 7? Something fantastic has happened at work and I can't wait to tell you about it!)

- 4 Repeat the steps in Exercise 3 and elicit where students found the answer in the text.

2 A (I can't go to your party ... I'm sick and need to go to bed)
3 C (I'm at Ian's house ... I'll be back at ten.)

- 5 Ask students to read and discuss the questions in small groups, or conduct the activity as a class. Tell students that there is no right or wrong answer, but they should be able to back their opinion up with a reason.

Suggested answers

All the information could probably be given in phone calls but there are also reasons to choose written messages. For example, in text 1, Alicia may know that Toni is busy and may not want to interrupt what she is doing. In text 2, Pete may be feeling too sick to talk, and may not want Sarah to try to persuade him to go to the party. In text 3, Lou might not want to risk his father saying 'no' if he asks to spend the evening at his friend's house. Or he may not want to bother his father at work.

READING PART 6 TRAINING

SB P179

- 1 Discuss the question as a class and if mobile phones are permitted in class, invite students to show each other which emojis they use most frequently and what emotions they think they represent.

Suggested answers

Emojis are symbols for facial expressions, originally created by using punctuation marks, letters and numbers on a keyboard, now pre-made for various apps. The original emoji was the 'smiley' :-).

EXTENSION

Invite students up to the board to draw an emoji and say what emotion it represents.

EXAM INFORMATION

Remind students that in the exam they will need to complete six gaps in a short text of 120–150 words. In this training exercise, they only need to complete four gaps.

Tell students that the types of words they will need to put into the gaps include reference words, auxiliary verbs, articles and phrasal verbs. Students should skim read the text to get the main idea, before reading it more carefully to complete the gaps. It is important that spellings are correct.

This training section focuses on looking at the type of word in the gap.

- 2 Read the instructions with the class and the list of grammatical words. For less able classes, elicit one example of each before students work on their own or in pairs to think of more examples. Give students two minutes to complete the activity, then elicit more examples of each, writing them on the board for students to note down any they missed.

subject, object and possessive pronouns: *I, he, me, them, your, our, etc.*

relative pronouns: *that, which, who, where, etc.*

prepositions of time, place or movement: *in, on, at, during, after, under, into, towards, up, etc.*

linkers: *and, but, however, although, finally, etc.*

- 3 For weaker classes, put students into pairs and ask them to look at each gap and decide together what type of word fits in each space. Check the answers before students complete the text with the correct words, then check the answers to the main activity.

1 my (possessive pronoun – we know that we need to use the pronoun *my* because the writer is talking about their own phone not someone else's) 2 where (relative pronoun referring to *my office*) 3 but (linker introducing an opposing idea – *I tried to feel happy but I felt bad*) 4 on (preposition of place – *words are found on a screen*)

- 4 Explain to students that this task is not part of the exam training but a simple reading comprehension exercise. Read the instruction with the class and ask students to complete the activity alone, then check answers with a partner.

1 True 2 False. You can hear how the person is feeling. 3 False. We seem to be cheerful on social media but we might not feel cheerful. 4 True 5 True

- 5 Put students into groups of three to ask and answer the questions together. Give them around three minutes for discussion, then ask students to tell you about another member of the group.

VOCABULARY

SB P179

EMOTIONS

- 1 Read the instructions with the class and ask them to match the words to the meanings. Stronger classes can try to define the words in purple without referring to the meanings. Elicit some of the students' own definitions around the class and invite other students to say if they think the definitions are accurate. They can then check their definitions against the ones in the book and make adjustments.

1 delighted 2 disappointed 3 shocked
4 cheerful 5 depressed 6 miserable

- 2 Read the instructions with the class and ask students to match the emojis with the sentences. Or for weaker classes, read through the sentences first and check their understanding of each adjective by asking them to say a definition or another sentence containing the word that shows the meaning of the word.

1 jealous 2 satisfied 3 guilty 4 nervous
5 amused 6 impressed 7 embarrassed

- 3 Students can do the task in class or for homework. If students complete the task for homework, they can swap paragraphs at the beginning of the next lesson for peer checking.

Their partner can check for spelling mistakes, grammar and whether they have answered the question properly.

GRAMMAR

SB P180

CONDITIONALS

- 1 As this is revision, ask students to match the rules to the example sentences on their own. If you think that students need the extra help, you could review the zero, first and second conditional on pages 130, 133 and 216.

1 zero conditional C 2 second conditional B
3 first conditional A

- 2 Ask students to complete the paragraph on their own and refer them to the grammar pages above if they need extra help. Check the answers around the class and ask students to say which conditional they have used and why.

1 have (zero conditional – something that is generally true) 2 don't answer (zero conditional – something that is generally true) 3 won't know (first conditional – a possibility in the future) 4 knew (second conditional – something that is unlikely or improbable) 5 would be (second conditional – something that is unlikely or improbable) 6 saw (second conditional – something that is unlikely or improbable)

LISTENING PART 4 TRAINING

SB P180

- 1 Read the question and invite students to answer, giving full reasons as they would in the speaking exam.

EXAM INFORMATION

Remind students that in Part 4 of the Listening exam students will listen to a long interview between an interviewer and one other person. Students will answer six multiple-choice questions with three options, requiring them to listen for detail and specific information, as well as attitude and opinion. It is therefore important that students understand the questions and in this section they will practise how to do that by identifying the key words in the questions and options.

- 2 Remind students that in the exam there will be 20 seconds before they listen to underline the keywords in the question as well as the three options. Elicit from students why this is important to do (because there might be information on the listening that will distract them for the correct answer; for example, on the recording the speaker may hear synonyms or paraphrase for the words *nice person* (option A) and *complicated person* (option C) making it harder to choose between them). Underlining them before they listen will give students a chance to think about what synonyms and paraphrases they might hear.

How did Mara feel about playing Lady Georgina Bentley?

A worried because Georgina was not a nice person
B excited because this was Mara's first big part
C nervous because Georgina was a complicated person

- 3 120 Play the recording for students to choose the correct answer. Remind students that you listen twice in the exam and ask students what they should do on the second listening (check their answer is correct and also check that the incorrect options are wrong). Put students into pairs to discuss why they think the options are right/wrong. Then elicit the answers from the class.

C is correct

A: she was worried, but not because Lady Georgina was not nice

B: Mara has had big parts before this one

AUDIOSCRIPT 120

Mike: Here to talk to us about her new film, *A Lady*, is actress Mara Clark. Thanks for coming in, Mara.

Mara: Great to be here.

Mike: Mara, *A Lady* is a very serious film about a woman with a difficult personality. Most people didn't like Lady Georgina Bentley. How did you feel about playing this part?

Mara: Well, it's never disappointing, obviously, when a director offers me a big role. I was a little nervous about this one though, because I hadn't done a film in ages and I was also a bit worried about playing Georgina. She helped a lot of people, although she wasn't charming or cheerful. I wasn't sure I could show all the sides of her special personality.

Mike: You managed it perfectly.

- 4 121 Give students 20 seconds to read the questions and options and underline the key words on their own, then play the recording – once for students to answer and a second time for students to check their answers. Elicit the answers from the class.

1 A (*And I always hope that people will talk about my performance in a film and not what I look like*; option B is incorrect because she says *everyone else* is more impressed with her hair; option C is incorrect because she thinks the performance is more important than what the actor looks like: *I always hope that people will talk about my performance in a film and not what I look like*)

2 B (above all, actors need to be interested in others. *You need to be able to imagine other people's lives*; option A is incorrect because Mara says you need a mix of talent and hard work but above all (referring to being interested in others) means 'one special thing'; option C: Mara does mention a strong interest in themselves (*people think actors are always thinking about themselves*) but this is what other people think)

3 B (I understand what it means to be famous: *your fans want to know about you and that's fine*. If I wanted my whole life to be private, I'd do a different job; option A: Mara mentions being alone (*It's very hard to get time alone when you're famous*) but this is not her opinion, just how things are; option C: Mara mentions sharing your life with fans (*your fans want to know about you and that's fine*) but she doesn't say it's fun)

4 C (*I think the very best films mix a serious subject with an exciting story, so a really good political thriller would always be my first choice*; option A: Mara says that she has played in a lot of romantic comedies but she doesn't say if she likes them; option B: she says she watches historical films at the cinema, but she doesn't say they are her favourite)

EXTENSION

Photocopy the audioscript so that there is one copy for each pair and ask students to find the answers in the script as well as the information from the incorrect options. Ask pairs to discuss why the correct answers are correct and the incorrect ones are wrong. Allow three minutes, then check the answers.

AUDIOSCRIPT 121

- Mike:** Here to talk to us about her new film, *A Lady*, is actress Mara Clark. Thanks for coming in, Mara.
- Mara:** Great to be here.
- Mike:** Mara, *A Lady* is a very serious film about a woman with a difficult personality. Most people didn't like Lady Georgina Bentley. How did you feel about playing this part?
- Mara:** Well, it's never disappointing, obviously, when a director offers me a big role. I was a little nervous about this one though, because I hadn't done a film in ages and I was also a bit worried about playing Georgina. She helped a lot of people, although she wasn't charming or cheerful. I wasn't sure I could show all the sides of her special personality.
- Mike:** You managed it perfectly. And of course, everyone is saying how amazing you look in the film! Is it hard work to look so beautiful all the time?
- Mara:** Yes, actually, it is! And I always hope that people will talk about my performance in a film and not what I look like, but that never happens. I'm really satisfied with both my performance in *A Lady* and how I looked in it, but everyone else seems to be more impressed with my hair and wants to have a chat about that!
- Mike:** Oh, I'm sorry, Mara. You are an excellent actress. What do you think makes someone a great actor, like you?
- Mara:** Thanks. Well, I suppose you need a mix of talent and hard work to be good at any job. Actually, people think that actors are always thinking about themselves and looking for attention, but I would say that above all, actors need to care about other people. You need to be able to imagine other people's lives.
- Mike:** Interesting. How do you feel about people's interest in your life? It must be hard to have a private life.
- Mara:** It's very hard to get time alone when you're well known, and sometimes that does make me a bit miserable, but not always. I understand what it means to be a celebrity: your fans want to know about you and that's fine. If I wanted my whole life to be private, I'd do a different job. But I love being an actress, and I love films.
- Mike:** What type of films do you like best? I mean, what do you like watching?
- Mara:** I've played in a lot of romantic comedies, but when I go to the cinema I often want to see something serious or historical. A drama like *A Lady*, in fact. But I think the very best films mix a serious subject with an exciting story, so a really good political thriller would always be my first choice.
- Mike:** Again, thank you for talking to us.

- 5** Put students into groups of three or four to discuss these questions. Monitor less able groups by asking questions, directing the conversation if students are struggling. Invite everyone's input, especially if you have students who aren't keen on speaking. Ask them specific questions, e.g. *Look at question 1, do you think it's the same for men and women?* Rather than saying *What do you think?*

VOCABULARY

SB P181

APPEARANCE AND PERSONALITY

WARMER

Put students into small groups and ask them to think about actors who they haven't seen in films for a long time. If students have access to the internet, they can look them up online to find out where they are now and what they are doing, then report back to the class.

- 1** Tell students they are going to read about a child actor who stopped acting. Ask students to read the text quickly to find out why he stopped acting (a director criticised his appearance and it changed his view of acting).

Ask students to look at the words in pink in the text and find the four words which describe appearance. Ask students what the other words describe (someone's personality/character).

cute, clear, curly, fashionable

- 2** Less able students can complete the exercise in pairs. If students aren't sure what the answer is, they should try to complete the questions they are certain of first, then decide whether the adjective describes appearance or character.

1 fashionable 2 clear 3 stupid 4 cruel
5 cute 6 brave 7 rude 8 curly 9 generous

FAST FINISHERS

In pairs, students try to replace all the adjectives in the text with a synonym. If students struggle, tell them to use an online or book thesaurus. Give students two minutes to work through the activity, then elicit ideas from the class. Write the different synonyms on the board, then choose the best one for each question as a class.

- 3** Ask students to read and follow the instructions. Give them a few minutes for discussion. Monitor and encourage everyone in the group to participate, asking follow-up questions if necessary. Elicit ideas from the class and if there are groups who disagree, encourage further class discussion.

P SPELLINGS AND THE /j/ SOUND

- 4** 122 Play the recording and ask students to follow the words and listen to the sounds. Play the recording again, pausing after each word to drill it. Ask students what sounds the 't' makes /j/. Check the answer, then read the paragraph with the class.

The *t* is not heard as /t/. Followed by the vowels, it indicates a /j/ sound.

AUDIOSCRIPT 122

essential patient relations

- 5** 123 For weaker classes, you could deal with each word individually, i.e. drill the word as a class, listen to check, then drill it again before going on to the next word.

EXTENSION

Put students into pairs to come up with a sentence containing each word. They can then take turns saying the sentences and checking each other's pronunciation. Monitor and check students are pronouncing the words correctly but don't worry about any other mistakes in the sentences.

AUDIOSCRIPT 123

education information station emotion
efficient social special delicious

GRAMMAR

SB P182

REPORTED SPEECH

- 1** If you think it will help, review reported speech tense changes in the rule box on page 92 in Unit 7. For less able classes, you might like to go through the tense changes first before students form the verbs to complete the sentences. Check the answers around the class.

1 loved, present simple to past simple 2 was saying, present continuous to past continuous 3 had played, present perfect to past perfect 4 had helped, past simple to past perfect 5 would talk, *will to would*

- 2** Ask two students to read the conversation to the class. Students can then report the conversation individually, then compare answers as a partner. If pairs have different answers, they should work together to check the tense change and find the correct answer.

1 where Owen was 2 didn't know 3 hadn't seen him 4 hoped he was OK 5 why she was worried 6 had posted an embarrassing photo 7 had been furious 8 he was feeling good that day 9 would be home soon

PUSH YOURSELF

B2

SB P182

VOCABULARY: COMPOUND ADJECTIVES

- 1** Read through the example sentences with the class. Elicit why the first three examples of compound adjectives are hyphenated and the last one isn't (they are hyphenated when to put the words separately would confuse the meaning, e.g. *a long haired woman* might mean a woman who is long and has hair; a *well paid doctor* means a doctor who is well healthy and paid but there is no confusion in a *highly recommended restaurant*).

Read the rules with the class and complete the gaps together.

1 noun 2 verb

Refer students to the Grammar reference on page 222 for further information/practice on compound adjectives.

- 2** Students can do the task individually or in pairs, then check the answers around the class.

1 She's a kind-hearted teacher. 2 She's a well-known actress. 3 He's a highly respected author. 4 She's a brown-eyed girl. 5 He's a badly behaved child. 6 He's an open-minded person.

WRITING

SB P183

- 1** To give students an idea of what the text is about, ask them to quickly read the text and find out where Emilio used to live and where he lives now. Ask students why he lived/lives in each place (Mexico - he was born there; Spain - he is studying there). Read the instructions with the class and ask students to read the text again and match the paragraphs to the questions.

1 the second paragraph 2 the last paragraph
3 the first paragraph 4 the third paragraph

- 2** Read through the instructions and the three lists of the things students have to find. Elicit what a compound noun is (a noun with two parts). Ask students to work in pairs to find the adjectives.

1 tall, short, dark, fashionable, well-made
2 generous, kind-hearted, ambitious, clever
3 he's clever and has interesting conversations with the writer; he's fun and knows how to have a good time

- 3 Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson. When students have finished their paragraph, they can swap it with their partner for feedback. Their partner can check for spelling mistakes, grammar and whether they have included all the points in the question.

GRAMMAR

SB P184

MODAL VERBS

- 1 For less able classes, read through a-j with the class and elicit examples of each one for students to write next to the rules, then ask them to match them to the examples 1-10. If students are having difficulty with any of the functions, go over the relevant grammar explanations for modals of obligation, ability and advice in Units 5 and modals of speculation in Unit 8.

1 b 2 c 3 d 4 e 5 a 6 j 7 f 8 h
9 i 10 g

- 2 Read the instructions with the class and check students understand that there are some sentences which cannot be changed. Do the first two (since the first one can't be changed) as a class if necessary; then ask students to complete the exercise on their own and compare with a partner, before you check the answers around the class.

1 no alternatives 2 You **must** wear sports shoes in the gym. 3 Sorry but you **mustn't** eat or drink in this theatre. 4 **May/Could** I sit down here?
5 You **ought to** eat more fish. It's good for you!
6 no alternatives 7 no alternatives 8 I don't know where Jill is but she **may/could** be at home. 9 Fred **mightn't** be at work today. 10 no alternatives

- 3 If you think it will help, go back over *be allowed to/be able to* in the Grammar section in Unit 12 on page 156 and elicit which other modals they can replace (can/can't).

Ask students to complete the exercise on their own, then check answers in class.

1 She wasn't able to talk when she was a year old.
2 We're allowed to use the school computers during our lunch break. 3 We're not allowed to eat in the classroom. 4 Did your parents allow you to play computer games when you were five? / Were you allowed to play computer games when you were five?
5 My father is able to speak six languages.

RELATIVE CLAUSES

- 1 You can either do this as a class or put students into pairs to discuss the questions, then check their answers. Students can refer to the grammar rule box on relative clauses on page 142 if they need to.

1 who, that, whose 2 that, which 3 where
4 whose

- 2 Read the first sentences with the class and elicit what students think a life coach is (someone who is paid to help clients improve their life in some way). Tell students the text is about a life coach.

Read the instructions with the class and elicit when they don't need to include a relative pronoun (if it's the object of the relative clause). Give students two minutes to complete the text on their own, then check the answers with the class.

1 who/that 2 - 3 that/which 4 where 5 -
6 whose

SPEAKING

SB P185

FINDING OUT INFORMATION

- 1 124 Read the instructions and tell students to write C, M or B for each question. Play the recording twice if necessary, then check the answers around the class. Were students surprised by any of the answers?

1 Carmen 2 Martin 3 Martin 4 Ben 5 What would you do if you heard a robber in your house in the middle of the night?

AUDIOSCRIPT 124

Carmen: Martin, what's the biggest city you've been to?
Martin: I think it's Paris. I don't know how many people live there but it's really huge.
Carmen: And Ben, what's the biggest city you've been to?
Ben: Well, I've been to London, and I think that's bigger than Paris, so I win!
Carmen: No you don't! I've been to Istanbul and nearly 15 million people live there so I'm the one who has been to the biggest city. Now what about shoes? I'm not interested in shoes and I've only got three or four pairs. How many pairs of shoes have you got, Ben?

Ben: Oh, about the same. Three or four pairs.
Martin: What? That's not enough! You need summer shoes and winter shoes and sports shoes and smart shoes. I can't even count how many shoes I have!
Carmen: OK. Martin, then you are definitely the person who has the most shoes! Now, when are you next having a holiday?
Martin: Well, I'm going to Manchester on Friday for a long weekend. Is that a holiday?
Carmen: I suppose so, yes. I haven't planned any holidays for the moment. What about you, Ben?
Ben: Well, I'm going to Ibiza in September, but that's a long way away.
Carmen: OK, so it's Martin again. Now, the last question. Martin, what would you do if you heard a robber in your house in the middle of the night?
Martin: Oh, I think I would stay in bed and very quietly phone the police.
Carmen: That's what I'd do too. Ben?
Ben: That's crazy. Anyway, I don't keep my phone next to my bed. I think I'd jump out of bed and open the bedroom door and shout very loudly 'get out of my house!'
Carmen: OK so that answers my final question. Ben is the bravest person in this group.
Martin: What? No, hang on, who says that's the bravest thing ...?

- 2 Explain to students that they are going to interview each other to find out the information in the boxes. First they have to make questions to find out the information. Put students into their groups and asked them to choose a task. Alternatively, allocate tasks to Student A, Student B and Student C. For weaker classes, you could ask the students to write questions for 1-3 first, then spend time helping each other write question 4, which they might have difficulty with. You may like to check students' questions at this stage, depending on their ability.

- 3 Students can now ask each other their questions. Monitor and check that students understand the questions they are being asked. At the end of the activity students may find it difficult to determine which person in the group is the kindest/most patient/most generous from the answers they have received. Students could discuss this in their groups and decide together. Ask a couple of groups to feedback the information they found to the class, then ask other groups if they have any interesting information to add.

- 4 This is a similar exercise to Exercise 2 so students should be able to do this exercise with little support. Monitor then elicit some good example answers around the class.

Suggested answers

What do you think is the best way to spend an evening with friends?
Which would you prefer, a trip to a city or a holiday in the countryside?
Can you play a musical instrument?
Why do you like your school/college?
Do you prefer to go shopping in shops or to buy things on the internet?
How often do you play a team sport?
How do you get to school or work every day?
How long have you lived in your home?

- 5 Students can stay in their pairs to ask and answer their questions. Remind students to answer as they would in the exam, maintaining eye contact and appearing interested in the conversation.
6 Put students into larger groups for this exercise and give them 2-3 minutes to discuss the questions. Elicit some answers around the class and write any good ideas on the board for students to note down.

Suggested answers

1 Ask the examiner to repeat the question, or say what you don't understand (e.g. 'Sorry, I don't know what *landscape* means.'). 2 Use a phrase like 'let me see,' to give yourself time to think. 3 Paraphrase. Explain what you mean in other words.

Read through the *Did you know?* box with the class and congratulate your students on having finished the course.

EXAM FOCUS

SB P186

READING PART 1

- 1 Read through the Exam check questions and answers with the class. Suggest that students spend no more than a minute and a half answering each question and checking their answers.

1 f 2 a 3 d 4 e 5 b

- 2 Set the timer for seven minutes and remind students that they should work under exam conditions, i.e. without speaking to anyone else or ask for help during the task. Remind students to underline the important words in the questions and options before they read the text.

When students have finished, check the answers around the class and invite students to say why the option is correct.

- 1 A (don't tell anyone) 2 B (I was wondering if you had a spare seat in yours) 3 A (Here's the number of the piano teacher you asked me about ... she's really patient and kind.) 4 C (Buy two copies – get a third one free!) 5 A (Let me know if you approve.)

READING PART 6

SB P187

- 1 Read through the instructions and ask students to complete the exam check on their own. Read through the completed paragraph as a class, then check to make sure students understand everything. Answer any questions students might have.

- 1 grammar 2 text 3 six 4 options

- 2 Give students 8–9 minutes and remind students that they should work under exam conditions, i.e. they shouldn't speak to anyone else or ask for help during the task.

When students have finished, check the answers around the class and invite students to say what words before and after the gap helped them find the answer. Go through any difficulties with the class.

- 1 than (preposition used in a comparison)
2 our (possessive pronoun referring to the subject we)
3 make (verb–adjective collocation: help doesn't fit here because it would require the infinitive (to) be happier)
4 who/that (relative pronoun referring to the noun people) 5 In (preposition as part of a prepositional phrase – *In fact*) 6 as (multi-word preposition meaning *goals* in addition to *interests and challenges*)

LISTENING PART 4

SB P187

- 1 Remind students of the Listening Part 4 training they did on page 180 and elicit what they covered (underlining the key words in the questions and options). Read through the instructions and ask students to match the exam facts on their own. Read through the completed sentences as a class, then check to make sure students understand everything. Answer any questions students might have.

- 1 You have to listen to **c** a person interviewing someone.
2 You have to answer **b** six questions about what you hear. 3 You have to choose the right answer **a** from three possible options. 4 You should answer all the questions **e** as you're listening to the interview.
5 You will hear the recording **d** two times.

- 2 125 Ask students to read the instructions and give students 20 seconds to read the questions and options and underline the key words on their own. Play the recording twice, then elicit the answers from the class.

- 1 B (*anybody can do it: young, old, strong, weak – anyone at all*) 2 C (*I damaged a leg muscle playing a match, and it felt sore for a long time. So my doctor suggested that yoga might help. And it did.*) 3 B (*I'd been a secretary for quite a while and felt it was time to do something different.*) 4 C (*after a term or two of yoga, they feel really good and really positive*)
5 A (*I used to be quite unsure of myself, and I felt nervous standing up in front of people, telling them what to do. But I'm fine with all that now.*) 6 C (*But first, I'm planning to get some classrooms in a nearby town and hire some yoga instructors to teach there*)

AUDIOSCRIPT 125

Narrator: For each question, choose the correct answer. You have 45 seconds to look at Part 4. You will hear an interview with a woman called Alisha Bennett, who teaches yoga.

Man: So, Alisha. Tell us a bit about what yoga is.

Woman: It's a form of exercise where you put your body into different positions to get fit and flexible. Some people think it's easy, but it isn't. You've got to do it right. But because it's gentle, anybody can do it: young, old, strong, weak – anyone at all! I think it's going to get even more popular over the next few years.

Man: Why did you start doing yoga?

Woman: Well, about ten years ago, I wanted to meet new people, so I joined a squash club. Unfortunately, I damaged a leg muscle playing a match, and it felt sore for a long time. So my doctor suggested that yoga might help. And it did. What's more, I just loved how yoga made me feel relaxed all over. It was wonderful.

Man: And then you decided to become a teacher?

Woman: Yes, a few years later, I hired a studio and started giving lessons. I'd worked in an office for quite a while and felt it was time to do something different. It was scary working for myself at first, but I soon got used to it. Now, I get more money than I did before. It's amazing, I never actually imagined I'd earn quite this much.

Man: So, tell us about your students.

Woman: They get a lot out of doing yoga. All the things they expect, like getting fitter and stronger, and also more energetic. Plus some things that they often don't think will happen. Like, students often arrive feeling depressed or negative about things, then after a term or two of yoga, they feel really good and really positive.

Man: And do you enjoy your job?

Woman: I do! I'm a naturally happy kind of person, and I enjoy helping other people feel better about themselves. I love it when we can share a laugh or joke together. And it's helped me too. I used to be quite unsure of myself, and I felt nervous standing up in front of people, telling them what to do. But I'm fine with all that now.

Man: And what are you intending to do next?

Woman: Well, a real ambition of mine is to write a book about yoga. That's something I'm going to do when I've got some more experience. Also, I think that having my own internet channel will be a great way to reach a big audience. But first, I'm planning to get some classrooms in a nearby town and hire some yoga instructors to teach there. So, I've got lots of ideas for the future.

Man: Sounds good! Thank you, Alisha, for ...

HOW WAS IT?

Read through the options in the *How was it?* and ask students to tick the appropriate box. You might like to follow the same process as in Unit 1 (see page 25).

Ask students to look back at Reading Part 1 Exam focus on page 72 and Reading Part 6 Exam focus on page 73, as well as Listening Part 4 Exam focus on page 99, and ask students if they found it easier, harder or the same as previous time. Why?

REAL WORLD

SB P188

HAVING A JOB INTERVIEW IN ... TENERIFE

WARMER

Put students into pairs and ask them to brainstorm everything they know about Tenerife. If they have internet access in class, they can do an internet search. Give them one minute to brainstorm, then elicit ideas from each pair. Draw a mind map on the board and write *Tenerife* at the centre and add students' ideas around the edge.

- 1 Read the questions with the class and ask what kind of jobs students can do abroad, e.g. summer jobs like *summer camp leader, fruit picking, sports instructor*. Draw students' attention to the photos and ask them to say what they can see in each one (a beach in Tenerife; b a holiday rep greeting guests; c a waiter working in a restaurant; d a young person having a job interview).

Ask students to look at the text and say where the text comes from (a website). Ask students what they think the website might be for (advertising a job abroad).

Elicit some advantages and reasons why students get holiday jobs abroad (e.g. to learn a new language) then ask students to read the text to check their ideas and report back to the class.

Suggested answers

holiday rep, waiter
get work experience, improve your language skills, have fun

- 2 Read the instructions with the class and brainstorm what tips students think they might read in the website. Ask students to quickly read the text to check their ideas, ignoring the gaps for now. Ask students if any of their ideas were included. Ask students to complete the second part of the website on their own, then compare answers with a partner. Check the answers around the class.

- 1 practise answering 2 feel comfortable
3 interested and enthusiastic 4 anything that isn't true

- 3 Read the instructions with the class. Students find the words in the text and match them with the meanings alone or in pairs. For stronger classes, students can work alone or in pairs to find the words in the text, then create their own definitions, checking them against the definitions in 1–9 when they have finished. Check the answers around the class.

- 1 hire 2 punctual 3 relevant 4 referees
5 available 6 academic qualifications 7 strengths
8 weaknesses 9 reliable

- 4 Read the instructions and ask students to discuss with a partner or in groups of three. Give them two minutes to discuss, then elicit some ideas around the class.

Ask students what they can do to make it easier to answer difficult questions, e.g. prepare before the interview by finding out as much as you can about the job and company; before the interview, think of questions that the interviewer might ask and practise answering them.

- 5 126 Explain to students that they are going to hear two different job interviews between an interviewer and two students. Read the question with the class. Play the recording then check the answers.

1 waiter 2 holiday rep

AUDIOSCRIPT 126

- 1**
- Interviewer:** Come in.
Lucy: Hello.
Interviewer: Ah, hello. Lucy White?
Lucy: Yes, that's right.
Interviewer: Come in and take a seat. I'm Adam Greenwood and this is Emma Valdez.
Lucy: Hello. Pleased to meet you.
Interviewer: Did you find the office OK?
Lucy: Yes, no problem.
Interviewer: So, we'd like to ask you a few questions, and then you'll get the chance to ask us some questions.
Lucy: OK, fine.
Interviewer: So, first. Why are you interested in this job?
Lucy: Well, I like working in restaurants, and I enjoy serving food to people and making sure everything is OK for them. And I like this restaurant because it has good food and it gets good reviews online. I think I would enjoy working here, and I always do my best, so I think I could do the job well.
Interviewer: Thank you. And can you give me an example of your ability to work in a team?
Lucy: Yes. Last year at school I had to plan a school trip with three friends. So, we had a meeting and agreed what each person would do. And it was all very easy, because we all worked together to find the information we needed and plan the trip. I think I did well because I can pay attention to detail. I think that's quite important.
Interviewer: Thanks. Finally, when are you available to start?
Lucy: I'm available on the 31st May, and I can work until the end of August.
Interviewer: That's great, thanks. Now, do you have any questions for us?
Lucy: Yes. I'd like to ask about accommodation. Is it difficult to find a place to live in Tenerife?
Interviewer: No, it isn't difficult. I think it's quite easy. We don't provide accommodation, but there is plenty of accommodation available.
- Lucy:** OK. Thank you.
Interviewer: Thanks, Lucy. We'll be in touch.
Lucy: OK. Thank you for the interview. Goodbye.
- 2**
- Interviewer:** Hello. Come in. It's Tobias, isn't it?
Tobias: Yes. Tobias Schmidt.
Interviewer: Hi. I'm Stella Jones.
Tobias: Nice to meet you.
Interviewer: So, thank you for applying to work for our company in Tenerife. Your academic qualifications are very impressive. What are your other strengths?
Tobias: Well, I work very hard in my studies and at work, and I'm very reliable. I learn quickly, so I don't need to spend a lot of time on training, and I get on well with everyone.
Interviewer: That's good. Do you have any relevant work experience?
Tobias: Yes. Last summer I worked as a tour guide in my town, so I showed tourists around the old city centre and explained the history of the town. This gave me experience of working with tourists.
Interviewer: That's good. You say in your letter that you can start on the 14th June. How flexible can you be on dates?
Tobias: Well, a little bit flexible. My course ends on the 29th May, so I thought I could have a little break before I start work, but I could start at the beginning of June.
Interviewer: That's good. Because usually we ask our holiday reps to start at the beginning of June.
Tobias: OK, that's fine.
Interviewer: Good. OK. Do you have any questions?
Tobias: Yes. How many holiday reps do you have at this resort?
Interviewer: We have around 20. I think 12 are staying on from last year, so we need eight more this year.
Tobias: OK, thanks.
Interviewer: Right. Thanks for coming in, Tobias, and we'll let you know. We'll need to follow up on your references, so it might be a week or so before you hear from us.
Tobias: OK, that's fine. Thanks for the interview. Bye.

- 6 126 Students can complete the sentences and questions in pairs, then listen again to the recording and check.

1 would enjoy 2 my best 3 pay attention
4 hard 5 quickly 6 get on

- 7 If you think it will help, students can do the exercise in pairs for extra support. Remind students to underline the key words in the sentences/questions and options. When students have finished, check the answers around the class and ask students to also explain why the incorrect option is wrong.

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

WATCH

SB P189

- 8 Read through the instructions and the bullet points with the class, then play the recording.

For weaker classes, or for a different activity, you could put students into four (or eight if you have a large class) different groups and give each group one of the topics to listen for. Students in each group listen and make notes on that topic. When the recording has finished, students form new groups with one student from each different topic. They can then compare notes so that everyone has a full set of notes.

- 9 Students can compare notes in pairs or small groups, then play the recording for students to add anything to their notes which they might have missed. Elicit any further information students heard from the class.

Suggested answers

Things you should do: wear smart clothes or smart casual clothes, smile as you introduce yourself, sit straight and still, look calm and relaxed, look interested, listen to what people are saying, make eye contact, be confident, relaxed and interested, shake hands at the end and thank the person for your interview

Things you shouldn't do: don't wear clothes that are too informal, don't fold your arms, don't look too casual, don't look down all the time, don't get up and walk out

VIDEOSCRIPT TENERIFE

Everyone wants to get a job, but to get a job, you first have to have an interview. Interviews may be on the internet, by phone, or face to face. But the rules are the same. First, think about what to wear. Obviously, you wouldn't dress like this for an interview, or like this. For some jobs, like a job in a bank, you may need to wear smart clothes, whereas for other jobs, smart casual clothes are OK, as long as you look professional. Whatever you are wearing, remember to smile as you introduce yourself. Also, think about your body language. Folding your arms can make you look nervous, or even stressed. But don't be too casual either, as this makes you look like you aren't interested in the job. Sit up straight and sit still. Try to look relaxed and interested in the job, and listen carefully to what people are saying to you. Make eye contact with the person you're talking to. Looking down too much makes you appear shy and nervous and gives a negative impression. And, of course, don't lose your temper and walk out of the interview if you think things aren't going well! Instead, try to be confident and enthusiastic and show you really want the job. At the end of your interview, shake hands and thank the interviewer or interviewers. And good luck in getting that job!

LIFE COMPETENCIES

SB P189

CREATIVITY AND INNOVATION, COLLABORATION

- 10 Read through the question with the class then put students into pairs. Ask pairs to decide on a job which the interview will be about. Pairs then choose their questions from Exercises 3 and 7. Students and swap partners and practise role playing an interview with a partner. The interviewee should try to answer as if they were in an interview using the phrases in Exercise 6. Students can then swap roles or swap partners again and swap roles. Monitor and invite some students to role play their interview in front of the class.

EXTENSION

Students can write a job application letter for the job they interviewed for in the Life competencies section. Plan the letter on the board as a class. Elicit what greeting they will use for a formal letter (*Dear Sir/Madam* for someone they don't know; *Yours faithfully*). Split the letter into three paragraphs (paragraph 1: what job you are applying for and why; paragraph 2: your skills and qualifications and why you think you would be good for this job; paragraph 3: say when you are available and that you are looking forward to hearing from them). Students can write their letter in class and swap with a partner for peer checking or write them for homework and bring them into the next lesson for peer checking or for marking by you.

⇒ **WORKBOOK** / Unit 14, page 60

PROGRESS CHECK 5 UNIT 12 TO UNIT 14

SB P190

1

- 1 co-workers
- 2 freelancer
- 3 salary
- 4 patient
- 5 with
- 6 organised
- 7 at
- 8 calm

2

- 1 could
- 2 aren't allowed
- 3 can't
- 4 may not
- 5 can
- 6 mustn't

3

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

4

- 1 to keep
- 2 Joining
- 3 to take up
- 4 to go
- 5 doing
- 6 being
- 7 to find
- 8 Talking

5

- 1 False; guilty
- 2 True
- 3 False; depressed
- 4 False; generous
- 5 True
- 6 False; brave
- 7 False; amused
- 8 False; satisfied

6

- 1 do
- 2 who
- 3 should
- 4 didn't
- 5 went
- 6 had
- 7 which
- 8 must

7

- 1 She asked her dad to let her go to the party.
- 2 We're going to arrive late tomorrow night, but I'm sure we'll be able to find a taxi.
- 3 I love swimming in the sea.
- 4 Would you like to go to the cinema with me?
- 5 Tim enjoys helping his co-workers.

8

- 1 who
- 2 degree
- 3 able
- 4 subject
- 5 unless
- 6 have
- 7 guilty
- 8 told
- 9 with
- 10 make

GRAMMAR REFERENCE

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STARTER

PRESENT SIMPLE AND PRESENT CONTINUOUS

Exercise 1

- 1 are taking up
- 2 helps
- 3 use up
- 4 walk
- 5 go
- 6 'm training
- 7 spend/'m spending

ADVERBS OF FREQUENCY

Exercise 1

- 1 I go to the gym twice a week.
- 2 I hardly ever spend more than an hour there.
- 3 I sometimes run for half an hour.
- 4 I usually listen to music while I'm running.
- 5 When he gets home, he's always exhausted.
- 6 We go out with our friends every Friday.
- 7 You rarely watch TV during the week.

PRESENT CONTINUOUS WITH ALWAYS

Exercise 1

- 1 He is always forgetting my birthday.
- 2 My friends are always ringing me late at night.
- 3 Our tennis trainer is always telling us to train hard.
- 4 She is always talking about her job.
- 5 They are always eating crisps.

WH- QUESTION WORDS

Exercise 1

- 1 Where
- 2 Who
- 3 How
- 4 When
- 5 Why

Exercise 2

- 1 What
- 2 Where
- 3 What
- 4 Where
- 5 How much
- 6 How

SHORT ANSWERS TO YES/NO QUESTIONS

Exercise 1

- 1 Is she living in England at the moment?
- 2 Does he work in a bank now?

- 3 Could you help me with my project?
- 4 Are they on holiday at the moment?
- 5 Do you like the taste of the soup?

Exercise 2

- 1 I am; I'm not
- 2 they are; they aren't/ they're not
- 3 he has; he hasn't
- 4 he can; he can't
- 5 she is; she isn't
- 6 I/we did; I/we didn't

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UNIT 1

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Exercise 1

- 1 the thinnest
- 2 nicer
- 3 lazy
- 4 more comfortable
- 5 the best
- 6 worse
- 7 far

Exercise 2

- 1 the wettest
- 2 the most beautiful
- 3 heavier
- 4 better
- 5 worse
- 6 further/farther

Exercise 1

- 1 Josh isn't as tall as Roman.
- 2 My new phone is / was much more expensive than my old phone.
- 3 Fruit is a lot healthier than burgers.
- 4 Spain is a bit smaller than France. (It's 505,370 km², but France is 643,801 km².)
- 5 The new shopping centre is far nicer than the old shopping centre.

COMPARATIVE AND SUPERLATIVE ADVERBS

Exercise 1

- 1 more clearly
- 2 the best
- 3 faster
- 4 harder
- 5 more seriously; better
- 6 the most carefully

Exercise 2

- 1 dances more beautifully
- 2 writes the best of all
- 3 the most patiently
- 4 work harder
- 5 to bed earlier than you did last night
- 6 runs faster than me

TOO ... TO ... / TOO ... FOR ...

Exercise 1

- 1 The room was too dark to see anything.
- 2 He is too unfit to play football.
- 3 The project was too difficult for the students to do.
- 4 I arrived too late to catch my flight.
- 5 Jane's too ill to go to school today.
- 6 This book is too hard for my child to read.

ENOUGH, SO, SUCH

Exercise 1

- 1 Are you warm enough?
- 2 We have enough books for all the students.
- 3 They aren't strong or fit enough to be firefighters.
- 4 It was so hot that I couldn't concentrate on my work.
- 5 She's such a good teacher.

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UNIT 2

USED TO

Exercise 1

- 1 I didn't use to like hot weather (but I do now).
- 2 My brother used to play football (regularly) (until he broke his leg).
- 3 I used to have blond hair / My hair used to be blond (but now it's brown).
- 4 Did you use to go on holiday with your friends (when you were a child)?
- 5 When I was younger, I didn't use to get up late.

PRESENT PERFECT OR PAST SIMPLE?

Exercise 1

- 1 went; 've/have just woken up
- 2 arrived; haven't seen her yet
- 3 've/have already seen; saw
- 4 've/have ever bought; cost; 've/have never spent
- 5 Have, ever done; 've/have never done
- 6 did, go; went; 've/have never visited

Exercise 2

- A:** Have you heard? My oldest sister's getting married to a guy called Elliot.
B: Really! How long did she know has she known him?
A: Only six months. Apparently they've they met at work.
B: Have you met Elliot already yet?
A: No, not yet, but my sister's told me a lot about him.
B: When have you seen did you see her?
A: I've seen saw her last week. She drove me to school one day.

SINCE AND FOR

Exercise 1

- 1 for
- 2 since
- 3 since
- 4 for
- 5 since

YET AND ALREADY

Exercise 1

- 1 already
- 2 already
- 3 already
- 4 yet
- 5 yet

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UNIT 3

COUNTABLE AND UNCOUNTABLE NOUNS

Exercise 1

Countable: diet, cereals, biscuits, things, vegetables, glass
Uncountable: energy, sugar, food, ice cream, chocolate, fruit, milk

SOME, ANY WITH COUNTABLE AND UNCOUNTABLE NOUNS

Exercise 1

- 1 some
- 2 some
- 3 some
- 4 any
- 5 any
- 6 any
- 7 some
- 8 some

MUCH, MANY, A LOT OF AND LOTS OF

Exercise 1

- 1 We haven't got many much time.
- 2 I drink much a lot of water when I wake up.
- 3 There are lot of lots of / a lot of things we need to talk about.
- 4 How much many friends do you have online?
- 5 We have driven a-lots a lot of / lots of miles today.

FEW, A FEW / LITTLE, A LITTLE / ALL/ALMOST ALL/MOST

Exercise 1

- 1 I'd like a little advice about going to university, please.
- 2 They only gave us few a little information about the trip.

- 3 Little Few people in my class are hard-working.
- 4 We only had a few little water left at the end of the day.
- 5 Almost all / Most cars have four doors.
- 6 She's most almost 20 years old.

VERBS + ADJECTIVES

Exercise 1

- 1 That car looks expensive.
- 2 He appears sad.
- 3 The engine sounds loud.
- 4 This room feels cold.
- 5 Your socks smell bad.

ARTICLES

Exercise 1

- 1 a; the
- 2 the; a; a; the
- 3 a; the; ø
- 4 the
- 5 The; ø
- 6 a; the

Exercise 2

- 1 the
- 2 The; The; the; the
- 3 The; the
- 4 The; the; the; the
- 5 a
- 6 ø; ø

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UNIT 4

PAST SIMPLE AND PAST CONTINUOUS

Exercise 1

- 1 was watching
- 2 often phoned
- 3 realised
- 4 was shining; were singing
- 5 won

Exercise 2

- 1 was tidying; found
- 2 was leaving; realised
- 3 was watching; was cooking / cooked
- 4 heard; stopped; were doing; walked
- 5 crashed; was updating

PAST PERFECT AND PAST SIMPLE

Exercise 1

- 1 had rained; had stopped; was
- 2 had planned; had to
- 3 had been; started
- 4 could not / couldn't; had made
- 5 went; had seen

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UNIT 5

TALKING ABOUT ABILITY AND INABILITY / BE ABLE TO / TALKING ABOUT POSSIBILITY

Exercise 1

- 1 can't
- 2 could
- 3 was able to
- 4 can
- 5 couldn't

Exercise 2

- 1 d can
- 2 c can't
- 3 a was able to
- 4 e could
- 5 b couldn't

SHOULD/SHOULDN'T

Exercise 1

- 1 You should eat lots of fruit and vegetables.
- 2 You shouldn't eat too many burgers and chips.
- 3 Why don't you start jogging?
- 4 How about doing more exercise?
- 5 I recommend you start revising for your exam.
- 6 I suggest you stop getting up so late.
- 7 Consider eating more salads.

MODALS OF OBLIGATION

Exercise 1

- 1 mustn't/can't
- 2 can/must; can't
- 3 can
- 4 can't
- 5 mustn't/can't

Exercise 2

- 1 didn't have to
- 2 could
- 3 had to
- 4 had to
- 5 could
- 6 couldn't

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UNIT 6

BE GOING TO, PRESENT CONTINUOUS FORMS FOR THE FUTURE, PRESENT SIMPLE FORMS FOR THE FUTURE, WILL

Exercise 1

- 1 're going to see
- 2 'll be
- 3 'm going to go
- 4 leaves
- 5 'll go

PROBABLY, DEFINITELY, THERE'S A GOOD CHANCE/NOT MUCH CHANCE THAT..., I DOUBT

Exercise 1

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

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UNIT 7

REPORTED SPEECH WITH MIXED TENSES / REPORTED COMMANDS

Exercise 1

- 2 'I'm sorry but I can't lend you any more money.'
- 3 'I still feel ill.'
- 4 'I'm older than you.'
- 5 'We'll come and see you later.'
- 6 'I left yesterday.'
- 7 'Stop worrying!'

Exercise 2

- 1 He said (that) he was leaving school at the end of the following year.
- 2 She said (that) she'd got a surprise for me.
- 3 She told him to shut the door.
- 4 They said (that) they'd all passed their English exam.
- 5 He said (that) it was his birthday the next day.
- 6 She said (that) I was the only person she knew who liked / likes classical music.
- 7 They said (that) they'd gone to / been to Italy for their holiday the previous year / the year before.
- 8 He told Max not to drink any more coffee.

REPORTED QUESTIONS

Exercise 1

- 2 'Are you enjoying your new course?'
- 3 'Has anyone / Have you found my keys?'
- 4 'What did you do yesterday?'
- 5 'Can you come to my party this evening / tonight, Veronika?'
- 6 'Can you tell us where the station is?' / 'Where's the station?'
- 7 'Who's your favourite actor?'
- 8 'Did you try to phone me?' / 'Have you tried to phone me?'

Exercise 2

- 1 My mum asked (me) why I was wearing my best clothes.
- 2 My dad asked (me) where I was going.
- 3 My brother asked (me) what I was going to do there.
- 4 My sister asked (me) if/whether I was going with anyone/someone.
- 5 My dad asked (me) if/whether he knew who I was going with.
- 6 My mum asked (me) what time I would be back.
- 7 My brother asked (me) how I would get home.
- 8 My sister asked (me) what I would do if I missed the last bus.

INDIRECT QUESTIONS

Exercise 1

- 1 Could you tell me where you live?
- 2 I was wondering if/whether you were doing anything at the weekend.
- 3 Can you tell me what they did last weekend?
- 4 I'd like to know what you thought of the film.

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UNIT 8

MUST / MIGHT, MAY, COULD / CAN'T

Exercise 1

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

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UNIT 9

PASSIVE: PAST AND PRESENT TENSES AND WITH MODALS

Exercise 1

- 1 was played; was watched
- 2 are taken; are driven
- 3 was written; were predicted

Exercise 2

- 1 Our cat is being seen by a vet this morning.
- 2 Last night, the roads were closed (by the police) because of the storm.
- 3 The book was written by a famous author.
- 4 All this fantastic food was cooked by six women.
- 5 I had been taught how to sing by my grandfather.

FUTURE PASSIVE: WILL

Exercise 1

- 1 Will the kids be picked up by her husband from school tomorrow?
- 2 All the food on the table in the garden will be eaten by the birds.
- 3 The race will be watched by millions of people.
- 4 The town will be flooded by the next heavy rain because the river is so high.
- 5 Will the road be repaired by the council's workmen?

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UNIT 10

ZERO CONDITIONAL / FIRST CONDITIONAL / SECOND CONDITIONAL

Exercise 1

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

Exercise 2

- 2 If she spoke English, she could study in Canada.
- 3 If I had enough free time, I'd learn to play a musical instrument.
- 4 If I had enough money, I'd buy a laptop.
- 5 If we were at home this evening, we would watch the new comedy programme on TV.

WHEN, IF, UNLESS

Exercise 1

- 1 Unless
- 2 unless
- 3 If
- 4 if
- 5 unless
- 6 If/When
- 7 If
- 8 when

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UNIT 11

RELATIVE CLAUSES

Exercise 1

- 1 whose
- 2 that/which
- 3 who/that
- 4 where
- 5 that/which

- 6 where
7 that/which
8 when

Exercise 2
Sentence 7

Exercise 3

- 1 The music that/which Gisela was playing last night was by Mozart.
- 2 The violin that/which Gisela was playing in the concert was not hers.
- 3 James, whose violin Gisela borrowed, is her music teacher.
- 4 We've just listened to Gisela's latest recording, which is number 1 in the classical charts.
- 5 Gisela's mother, who was in the audience tonight, is very proud of her.
- 6 Tomorrow, Gisela is going back to Vienna, where she goes to music school.

HAVE/GET SOMETHING DONE

Exercise 1

- 1 Have you had your hair cut?
- 2 I might have my bedroom painted blue.
- 3 Has Michael had his bike fixed yet?
- 4 I get my teeth polished every six months.
- 5 You should have your computer checked for viruses.

Exercise 2

- 1 He has had his computer repaired.
- 2 She had her car washed yesterday.
- 3 He has had his shoes cleaned.
- 4 They're having their house painted.
- 5 He had his tooth taken out this morning.
- 6 She'll have her eyes tested tomorrow.

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UNIT 12

MODALS OF PERMISSION: CAN/CAN'T

Exercise 1

- 1 can't
- 2 can
- 3 can't
- 4 can't
- 5 may not
- 6 Could

MAKE/LET

Exercise 1

- 1 make
- 2 let
- 3 let
- 4 made
- 5 let
- 6 let

MIGHT BE ABLE TO, WILL BE ABLE TO, COULD/WAS ABLE TO

Exercise 1

- 1 b/c
- 2 c
- 3 b/c

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UNIT 13

GERUNDS VS INFINITIVES

Exercise 1

- 1 going
- 2 to have
- 3 going
- 4 to go
- 5 doing
- 6 living
- 7 to have
- 8 spending

Exercise 2

- 1, 2, 4, 5 have the same meaning.
- 3 Different meaning. (In A, Ben stopped what he was doing in order to phone. In B, Ben no longer phones his parents.)
- 6 Different meaning. (In A, the next thing they told us about was their holiday. In B, they didn't stop telling us about their holiday.)

GERUNDS AFTER PREPOSITIONS/GERUNDS WHEN THE VERB IS THE SUBJECT / GERUNDS OR INFINITIVES WITH TO AFTER CERTAIN ADJECTIVES

Exercise 1

- 1 to be
- 2 Swimming
- 3 Smoking
- 4 stopping
- 5 watching

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UNIT 14

COMPOUND ADJECTIVES

Exercise 1

- 1 We were stuck behind a slow-moving vehicle.
- 2 We made a last-minute decision to change trains.
- 3 He finally managed to get a full-time job.
- 4 The teenagers were very badly behaved.
- 5 The thief was a middle-aged man with short black hair.

PHRASAL VERB BANK

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RELATIONSHIPS

Exercise 1

- 1 look after
- 2 get on with
- 3 bring up
- 4 split up
- 5 get together
- 6 go out with

Exercise 2

- 1 get together
- 2 get on
- 3 brought up
- 4 look after
- 5 split up

Exercise 3

Students' own answers.

TRAVEL

Exercise 1

- 1 take off
- 2 get back
- 3 set off
- 4 break down
- 5 turn up
- 6 check in

Exercise 2

- 1 set off
- 2 broke down; turned up
- 3 checked in
- 4 took off
- 5 got back

Exercise 3

Students' own answers.

COMMUNICATION

Exercise 1

- 1 hang up
- 2 switch (something) off
- 3 call (someone) back
- 4 fill in (something)
- 5 ring up (someone)

Exercise 2

- 1 switched it off
- 2 rang up
- 3 hung up
- 4 called back
- 5 fill in

Exercise 3

Students' own answers.

DAILY ROUTINES

Exercise 1

- 1 wake (someone) up
- 2 get up
- 3 pick (someone) up
- 4 tidy up
- 5 put (something) on

Exercise 2

- 1 get up
- 2 picks me up
- 3 wake up
- 4 put on
- 5 tidies up

Exercise 3

Students' own answers.

WRITING BANK

Page 226

MAKING YOUR WRITING MORE INTERESTING

Exercise 1

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

Exercise 2

adjectives

beautiful
delicious
modern
wonderful

adverbs

completely
easily
loudly
quickly
and
because
but
so

time expressions

later that day
the next day
this morning
yesterday

Exercise 3

(other possible answers in brackets)

- 1 suddenly (finally)
- 2 but
- 3 early the next morning (the next day; later that day)

- 4 large (delicious; small)

- 5 really (very; extremely)

Exercise 4

- 1 I was very tired, so I went straight to bed.
- 2 We all went to the party, and everyone had a great time.
- 3 Paul wanted to come with us, but he couldn't.
- 4 We all laughed because it was so funny.

Page 227

WRITING PART 1: AN EMAIL

Exercise 1

You have to respond to the news, say which month you can go, say which sport you would like to see, and suggest something you should buy as a souvenir.

Exercise 2

- 1 d R
- 2 a S
- 3 b O
- 4 c P

Exercise 3

- 1 I'm afraid I won't be able to come to your party.
- 2 Guess **where** I'm going next week.
- 3 I'm sorry, **but** Dan won't be here when you visit.
- 4 You'll be pleased **to** hear that I've now finished all my exams!

Exercise 4

- 1 so
- 2 also
- 3 but
- 4 because
- 5 and

Exercise 5

You should respond to the idea of a barbecue, say which day you'd like to come, suggest some ideas for food and explain what sport would be best.

Exercise 6

Students' own answers.

Exercise 7

Model answer

Hi Logan,
I think a barbecue sounds like a great idea, and I'd love to come! It will be lovely, especially if the weather's going to be warm and sunny. Friday would be great! Why don't we have some salads and potatoes to go with the meat? Also, make sure you remember that some people in our class are vegetarians, so you'll need some special dishes for them.

I agree that games are fun after a barbecue. We could play badminton. It's a very easy game, so everyone can play. See you on Saturday!
Eva

Exercise 8

Students' own answers.

Page 230

WRITING PART 2: AN ARTICLE

Exercise 1

The article is about your favourite city. You should say what the city is, why you like it and what makes it so special. You should then explain which city you would love to travel to in the future.

Exercise 2

- 1 There are many benefits to keeping fit.
- 2 The internet has changed people's lives in many ways.
- 3 Teaching is a very difficult job.

Exercise 3

clothes
old-fashioned
tight
fashionable
expensive
films
amusing
frightening
exciting
boring
horror
food
delicious
tasty
spicy
salty
sweet
countryside
peaceful
quiet
beautiful
wild
empty
weather
freezing
stormy
hot
wet
cool

Exercise 4

The article is about your perfect job. You should say what makes a job perfect for you. Then give your opinion about how important it is to earn a lot of money in your job.

Exercise 5

Students' own answers.

Exercise 6

Model answer

For me, an architect is the perfect job because it is interesting, creative and very challenging.

For an architect, every day is different. You might design a modern house, then a new classroom for a school, then change an old factory into flats. So this job is never boring, because every building you work on is different. I think it would also be very satisfying to create beautiful buildings for people to live or work in.

I would say it is important to earn enough money so you don't have to worry about it. But if you enjoy your job, you don't have to be rich to be happy.

Exercise 7

Students' own answers.

Page 232

WRITING PART 2: A STORY

Exercise 1

2 is the best because it talks about what was in the letter, and suggests that something is going to happen in the story.

Exercise 2

- 1 called
- 2 was waiting
- 3 had passed/d passed
- 4 was walking
- 5 had forgotten/d forgotten
- 6 closed

Exercise 3

- 1 First
- 2 Then
- 3 Next
- 4 An hour later
- 5 Finally

Exercise 4

- 1 curly
- 2 smart
- 3 spicy
- 4 entertaining
- 5 messy
- 6 disappointed

Exercise 5

Students' own answers.

Exercise 6

Model answer

A day at the zoo
We had decided to spend the day at the zoo. The day at the zoo began quite well. I was there with some friends, and the sun was shining.

First, we saw some baby elephants. Then we watched some very funny penguins.

By midday, we were getting hungry, so we decided to go for lunch. As we were walking towards the café, we suddenly heard people shouting. A tiger had escaped! We immediately ran to the café and shut the door behind us. It was quite scary, but fortunately the tiger was caught quickly and no one was hurt.

Finally, the café offered a free meal to everyone, so the day ended very well.

Exercise 7

Students' own answers.

SPEAKING BANK

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SPEAKING PART 1

Exercise 1

Yes, she does.

Track 127

Examiner: What's your name?

Maria: My name's Maria.

Examiner: What's your surname?

Maria: It's Moretti.

Examiner: Where do you come from?

Maria: I come from Rome, in Italy.

Examiner: Do you work, or are you a student?

Maria: I'm a student.

Exercise 2

Track 128

Examiner: What did you do yesterday evening?

Maria: Yesterday evening I went to the cinema with some friends. I often watch films with my friends because we all enjoy the same kinds of films.

Examiner: Do you think that English will be useful to you in the future?

Maria: Yes, I think it will be very useful. I want to work for an international company, so I hope I'll travel to different countries with my job, and I'm sure I will need English.

Examiner: Tell us about a place you would like to visit in the future.

Maria: I'd love to go to New York one day because it looks such an exciting city.

Actually, my uncle lives there, so I hope I can go and visit him soon.

Examiner: Can you describe your house or flat?

Maria: My flat is quite small, because I just share it with one friend. The kitchen is very small, but the living room is quite big. Also, it's got a balcony, and I really like sitting there in the evening.

Examiner: What do you enjoy doing in your free time?

Maria: Well, I'm quite into sport, so I do quite a lot of sport in my free time. For example, I sometimes go running in the evenings and I often play tennis at the weekend. I also like spending time with friends. My friends are very important to me.

Exercise 3

- 1 often
- 2 and
- 3 because
- 4 but
- 5 Also
- 6 so
- 7 For example

Exercise 4

present simple	past simple	be going to
always sometimes usually	last night last weekend when I was younger	next weekend tomorrow tonight

Exercise 5

- 1 b + i
- 2 d + h
- 3 a + f
- 4 e + j
- 5 c + g

Exercise 6

- 1 because
- 2 for example
- 3 which
- 4 but
- 5 Unfortunately

Track 129

Examiner: Tell us about your English teacher.

Pablo: My English teacher is called Mr Adams, and he's from Manchester. He's really funny, and I like him because he always makes our lessons interesting. I think he's a really good teacher.

Examiner: Would you like to live in a different country?

Pablo: I'd like to visit different countries, for example the United States or maybe Australia, to get some experience of what life is like there. But I wouldn't like to go for long, because I'd miss my family and friends at home.

Examiner: Can you tell us about your home town?

Pablo: My home town is Barcelona, in the north-east of Spain. It's a big city, and there are lots of beautiful buildings which are very famous. I like it because it's very friendly, and there are lots of cafés where you can meet your friends. Also, it's on the coast, so you can go to the beach in the summer.

Examiner: How do you usually travel to school or work?

Pablo: I usually catch the bus to school. It takes about half an hour for me to get there. I'd prefer to walk, but it's too far for me to walk every day.

Examiner: What did you do last weekend?

Pablo: On Saturday I played football for my team. We usually have a match every Saturday. Unfortunately, we didn't win last week. Then on Sunday I met my friends, and we went to the beach because it was very hot.

Exercise 7

Students' own answers.

Page 236

SPEAKING PART 2

Exercise 1

They might be in a car park. They are probably friends.

Track 130

The picture shows two teenagers playing basketball outdoors. I think they might be in a car park or something like that. It isn't a very attractive place, because there are no flowers, and there isn't any grass. It's a cloudy day, and it doesn't look very warm because one of the boys is wearing long sleeves. The two boys are at the front of the photo, in the middle, and at the back we can see a basketball net, and some buildings. They look like garages or sheds, something like that. On the left, you can see some houses in the background. The boys aren't actually playing a game, but they're practising. One of the boys is wearing a stripy top, with a hood, and he's holding the ball above his head. He seems to be aiming for the net, which is quite a long way away. The other boy, who's short and has dark hair, is running forwards. I think maybe he's going to catch the ball. I guess the two boys are probably friends because they don't look like brothers.

Exercise 2

- 1 at the front
- 2 right
- 3 left
- 4 behind
- 5 In the background

Exercise 3

- 1 are travelling
- 2 are smiling
- 3 is showing
- 4 is looking; is thinking
- 5 standing; is talking

Track 131

The picture shows some people who are travelling by bus. There are two women at the front of the picture, on the left. They're smiling, and one woman is showing the other one something on her phone. On the right, there's an older man. He's looking forwards. I'm not sure what he's looking at, but maybe he's thinking about where to get off the bus. In the background, at the back of the bus, there's a man. He's standing up and I think he's talking to another passenger.

Exercise 4

- 1 probably
- 2 might
- 3 looks
- 4 seem
- 5 guess

Exercise 5

Students' own answers.

Track 132

The photo shows two people sitting in a living room in a house, a teenager and an older man. I think they're probably father and son. The teenager, who's on the right, is wearing a pullover and jeans, and the older man is wearing a blue shirt and jeans. He's got grey hair. The sitting room looks quite modern, and the sofa looks very comfortable. In the background, on the left, you can see some photos on a table. On the right, you can see some books. They might be watching TV because you can see that they're looking at something, and there is a remote control, or something like that on the sofa on the right. They're eating something from a box, some kind of a takeaway. It looks like pizza. They seem to be quite relaxed. I guess they're probably having a relaxing evening at home.

Exercise 6

Students' own answers.

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SPEAKING PART 3

Exercise 1

Yes, they do. They agree on two cinema tickets.

Exercise 2

- 1 think
- 2 sure
- 3 agree
- 4 opinion
- 5 idea
- 6 so
- 7 OK
- 8 go

Track 133

Maria: So, shall we start with the book? What do you think about that idea?

Pablo: I'm not sure. Some people enjoy reading, but a lot of people don't like it. And it's difficult to choose a book for someone else.

Maria: I agree with you. And I don't think flowers are a good idea because they're a bit boring, in my opinion.

Pablo: That's true. In my opinion, people buy flowers if they can't think of any other ideas. Would a T-shirt be a good idea? Most people wear T-shirts.

Maria: Well, I don't really like it when people buy me clothes, because I prefer to choose them myself.

Pablo: OK, so not a T-shirt. Would a concert ticket be a good idea?

Maria: Yes, I think that's a great idea. Everyone loves listening to live music.

Pablo: No, I disagree. There's only one ticket, and I don't think it would be fun to go to a concert on your own.

Maria: Yes, you're right. But there are two cinema tickets, so maybe they might be a better choice.

Pablo: Yes, I agree they would be a good choice. So, what else is there? Chocolates seem quite a cheap present. What do you think?

Maria: Yes, I agree. And I'm sure she'd love to get a necklace, so that's a possibility.

Pablo: OK. So, it's time to decide. What do you think?

Maria: Well, I would say either the cinema tickets or the necklace. Do you agree?

Pablo: Yes, but the necklace might be too expensive, so maybe we should choose the cinema tickets. Are you OK with that?

Maria: Yes, good idea. We'll go for that one, then.

Exercise 3

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

Exercise 4

Track 134

Pablo: So, shall we talk about the barbecue first? I think it's a good idea. A barbecue is relaxing, and everyone can enjoy it. What do you think?

Maria: Yes, I agree with you. The only problem is that someone has to organise everything, like buying the food and cooking it, so it's quite a lot of work.

Pablo: Yes, that's a good point. What do you think about going to watch a football match?

Maria: Well, it would be perfect for me, because I'm a football fan, but I don't think it's a good idea for a class celebration, because not everyone likes football.

Pablo: That's true. So, would the beach be a good idea? Everyone likes going to the beach. Do you agree?

Maria: I'm not sure. What if the weather's bad?

Pablo: Yes, you're right. The beach is great if the weather's good, but it's really boring if it's raining. So, what else is there? I don't think hiking is a good idea, because some people might not be fit enough to enjoy it.

Maria: Yes, I agree. What about going to a theme park? I'm sure people would enjoy that.

Pablo: Yes, that's a good idea. There are different rides, too, so not everyone has to go on the really scary ones. It's definitely more fun than a boat trip. That would be really boring, in my opinion.

Maria: I agree, because on a boat you're just sitting there for a few hours, but I prefer to be active.

Pablo: What about the zoo? That could be fun. And there are things to do indoors if it's wet.

Maria: Yes, that's true. And everyone loves animals.

Pablo: So, it's time to decide. I would choose the theme park or the zoo because I think everyone would enjoy them.

Maria: Yes. I think the theme park would be more fun, so I would choose that.

Pablo: OK. We'll go for that one, then.

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SPEAKING PART 4

Exercise 1

They give reasons, ask for each other's opinions, and use an expression to allow time to think about the answer.

Track 135

Examiner: Who do you most enjoy buying presents for?

Maria: Let me see. I would say my cousins. One is 14 years old, and the other is 12. I love buying presents for them because there are so many fun things that you can choose for children, like toys or games. What do you think?

Pablo: Yes, I agree with you, and it's also fun buying presents for children because they're always so excited when they open them. I've got a cousin who's ten, and I really enjoy buying things for him. He's really into football so it's easy to find things he likes. It's great.

Examiner: Which people in your family are the most difficult to choose presents for?

Pablo: That's an interesting question. My dad is definitely the most difficult to choose presents for. He never seems to want anything, and he doesn't have any hobbies, so I usually end up buying him something really boring, like socks. Do you agree that it's difficult to buy things for your parents?

Maria: Yes, I completely agree. It's much easier to buy things for people your own age, because you know what they like and what they're interested in.

Examiner: Do you like receiving money instead of presents?

Maria: Hmm, that's a difficult question. It's sometimes nice to receive money,

because then you can buy something you really want, or you can save up to buy something bigger, like a new tablet. What do you think?

Pablo: Hmm, I'm not sure about that. When it's my birthday, I usually get money from three or four relatives, and it's good because I can use the money to buy something more expensive for myself. But in my opinion it's a bit boring if you don't get any presents on your birthday, just money. Do you agree?

Maria: Yes, I do. I love getting presents, but I think when it's relatives who don't know you very well it's better to get money, because sometimes they can give you things you don't really want.

Pablo: That's true. I prefer to get money from people who don't know me very well, but it's nice to get presents from people who know what I like.

Exercise 2

- 1 buying
- 2 is sometimes
- 3 usually get
- 4 to get
- 5 getting

Exercise 3

- 1 Do you agree?
- 2 That's true.
- 3 What do you think?
- 4 That's an interesting question.

Exercises 4 & 5

Students' own answers.

Track 136

Examiner: Would you like to have more social events with your class?

Pablo: Yes, I think that more social events would be great, because it would be an opportunity to get to know other students in the class better. I would like some trips to the cinema, or maybe visits to other towns and cities. What do you think?

Maria: Yes, I agree. I think it would be fun to have more social events, and in my opinion it would also help us to study, because it's easier to study when you're with people that you know, because you're more relaxed. I agree with you that trips to the cinema would be fun, because then we could talk about the films together.

Examiner: Do you think watching sports events can be more fun than taking part?

Maria: I'm not sure about that. I love sport, and in my opinion it's always more fun to take part than to watch. When you play a game like tennis or football, for example, you really want to win, so it's very exciting and it encourages you to make an effort and do your best. Do you agree?

Pablo: Yes, I do. I'm really into sport, too, and I agree that it's exciting when you play a match and you really want to win. But when I watch my favourite football team I also want them to win, so that's exciting too. I also love watching really good players, who are much better than me!

Maria: Yes, that's true. It's exciting to watch good players, but I would still prefer to take part.

Examiner: Do you prefer cooking a meal for friends or eating out in a restaurant?

Pablo: I think it depends. I enjoy cooking, and I often cook meals for a few friends. But if I want to have a big meal with a lot of friends, I prefer to go to a restaurant. What do you think?

Maria: Yes, I think you're right. It would be very stressful to cook a meal for 15 or 20 people. But cooking for a few friends is fun, and it's nice because you're at home and you're relaxed.

Pablo: Yes, I agree with you. The only problem is that you have to do the washing up.

Maria: That's true. I think it's only fun if you have a dishwasher!

WORKBOOK ANSWER KEY

STARTER

VOCABULARY

Exercise 1

- 1 music
- 2 travel
- 3 fashion
- 4 cooking
- 5 sports
- 6 arts and crafts

Exercise 2

- 1 listening
- 2 playing
- 3 buying
- 4 cooking
- 5 making
- 6 learning

Exercise 3

- 1 up
- 2 have
- 3 have
- 4 go
- 5 have
- 6 up
- 7 out
- 8 out
- 9 out

Exercise 4

- 1 sales assistant
- 2 chef
- 3 journalist
- 4 gardener
- 5 police officer
- 6 mechanic
- 7 hairdresser

GRAMMAR

Exercise 1

- 1 never gets up
- 2 'm enjoying
- 3 usually earn
- 4 is always borrowing
- 5 are becoming
- 6 are often
- 7 'm not reading
- 8 doesn't like
- 9 is always telling
- 10 isn't working

Exercise 2

- 1 Where
- 2 Who
- 3 When
- 4 How
- 5 What
- 6 Why
- 1 d
- 2 a
- 3 e
- 4 f
- 5 c
- 6 b

Exercise 3

- 1 What are you doing?
- 2 What time does the film start?
- 3 Who is Max talking to?
- 4 Are they going home now?
- 5 Does Sam work in a restaurant?
- 6 What do you usually have for breakfast?

Exercise 4

- 1 'm studying
- 2 am usually
- 3 do the weekends go
- 4 sometimes go
- 5 is always borrowing
- 6 have
- 7 'm training
- 8 hate

LISTENING

Exercise 1

- 1 cookery vlogger
- 2 tennis player
- 3 journalist

Exercise 2

- 1 Maria
- 2 Anika
- 3 Sam
- 4 Sam
- 5 Maria
- 6 Anika

Exercise 3

- 1 in
- 2 as
- 3 at
- 4 to
- 5 for
- 6 for

READING

Exercise 1

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

Exercise 2

- 1 false
- 2 true
- 3 true
- 4 false
- 5 false
- 6 true

Exercise 3

- 1 it's worth it
- 2 employ
- 3 light
- 4 traditional
- 5 challenge
- 6 culture

SPEAKING

Exercise 1

- 1 What's your name?
- 2 Nice to meet you.
- 3 Where are you from?
- 4 What do you do?
- 5 How are you?
- 6 Do you like listening to music?

Exercise 2

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

Exercise 3

- 1 B
- 2 A
- 3 B
- 4 A
- 5 B
- 6 A

WRITING

Exercise 1

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

Exercise 2

- 1 18 years old
- 2 At the moment I'm studying
- 3 to become a police officer
- 4 My classes usually start at
- 5 I am always tired
- 6 I enjoy hanging out with my friends

UNIT 1

VOCABULARY

Exercise 1

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

Exercise 2

- 1 B
- 2 A
- 3 B
- 4 C
- 5 A

Exercise 3

- 1 cool
- 2 dull
- 3 climate
- 4 damp
- 5 lightning
- 6 chilly

Exercise 4

- 1 sunshine
- 2 humid
- 3 showers
- 4 breeze
- 5 fine
- 6 chilly

GRAMMAR

Exercise 1

- 1 cheapest
- 2 best
- 3 more expensive
- 4 smaller
- 5 more crowded
- 6 biggest
- 7 most comfortable
- 8 noisier
- 9 most enjoyable

Exercise 2

- 2 less crowded
- 3 isn't as expensive
- 4 beautiful as
- 5 is less interesting

Exercise 3

- 1 too cold
- 2 clean enough
- 3 too expensive
- 4 big enough
- 5 enough time

Exercise 4

- 1 so
- 2 such a
- 3 such a
- 4 so
- 5 such a

Exercise 5

- 1 such
- 2 more
- 3 so
- 4 as hot as
- 5 warm enough
- 6 too
- 7 most
- 8 less
- 9 biggest
- 10 cheaper

PUSH YOURSELF B2

- 1 climate change
- 2 environmentally friendly
- 3 carbon footprint
- 4 waste
- 5 fossil fuels
- 6 conservation

LISTENING

Exercise 1

C

Exercise 2

- 1 false
- 2 false
- 3 true
- 4 true
- 5 true
- 6 false

READING PART 2

- 1 G
- 2 F
- 3 D
- 4 E
- 5 B

SPEAKING

Exercise 1

- 1 O
- 2 D
- 3 A
- 4 S
- 5 A
- 6 O
- 7 S
- 8 D

Exercise 2

- 1 might
- 2 think
- 3 best
- 4 afraid
- 5 enjoy
- 6 opinion
- 7 great

Exercise 3

- 1 Perhaps they could
- 2 That's true.
- 3 I think they'd enjoy
- 4 Yes, you're right.
- 5 What do you think?
- 6 I'm afraid I disagree with you.

Exercise 4

- 1 A
- 2 B
- 3 B
- 4 A
- 5 B

WRITING

Exercise 1

- 1 Although
- 2 What's more
- 3 too
- 4 and
- 5 As well as
- 6 but

Exercise 2

- 1 and
- 2 also
- 3 Although
- 4 As well as
- 5 too
- 6 though

UNIT 2

VOCABULARY

- 1 soundtrack
 - 2 bestseller
 - 3 audience
 - 4 thriller
 - 5 episode
 - 6 comedy
 - 7 stage
- Extra word: documentary

GRAMMAR

Exercise 1

- 1 've (have) never been
- 2 went
- 3 's (has) always loved
- 4 seemed
- 5 sang
- 6 accepted
- 7 hasn't done
- 8 've (have) never seen

Exercise 2

- 1 Did you enjoy the concert last Saturday; did
- 2 Have you ever acted in a play; have
- 3 Did you go to any festivals last summer; didn't
- 4 Has Paul seen the new Star Wars film yet; has
- 5 Did Freya win the singing competition last week; did
- 6 Have your friends ever organised a surprise party for you; haven't

Exercise 3

- 1 college since
- 2 the café for
- 3 tablet since
- 4 Laura for
- 5 in dance since
- 6 this house for

Exercise 4

- 1 yet
- 2 yet
- 3 already
- 4 already
- 5 yet
- 6 yet

Exercise 5

- 1 used to be
- 2 didn't use to speak
- 3 used to play
- 4 did they use to do
- 5 didn't use to happen
- 6 used to perform

LISTENING PART 2

- 1 B
- 2 A
- 3 C
- 4 C
- 5 A
- 6 C

READING

Exercise 1

B

Exercise 2

- 1 haven't changed
- 2 can imagine they are
- 3 looked disappointing
- 4 they look more realistic
- 5 People of all ages

PUSH YOURSELF B2

- 1 A
- 2 B
- 3 C
- 4 B
- 5 A
- 6 C
- 7 B
- 8 C

SPEAKING

- 1 stand
- 2 thing
- 3 fan
- 4 crazy
- 5 into
- 6 mind

WRITING

Exercise 1

- 1 Hi
- 2-3 Hi, Dear
- 4 Bye
- 5 See
- 6 Looking; to seeing

Exercise 2

- 2 Where's
- 3 I'll
- 4 I'd love
- 5 That's
- 6 Jack's

Exercise 3

- 1 Would
- 2 could
- 3 Sorry, but
- 4 going
- 5 That's
- 6 meet
- 7 don't we

Exercise 4

- 1 I
- 2 S
- 3 R
- 4 S
- 5 R
- 6 S
- 7 S

UNIT 3

VOCABULARY

Exercise 1

- 1 meal
 - 2 bowl
 - 3 starter
 - 4 dish
 - 5 course
 - 6 plate
 - 7 bill
 - 8 tip
- Question: dessert

Exercise 2

- 1 B
- 2 C
- 3 A
- 4 B
- 5 C
- 6 C
- 7 A
- 8 C

Exercise 3

- 1 Fry
- 2 Add
- 3 Mix
- 4 heat
- 5 put
- 6 pour
- 7 Grate

GRAMMAR

Exercise 1

- 1 absolutely
- 2 quite
- 3 really
- 4 absolutely
- 5 extremely
- 6 really

Exercise 2

- 1 little
- 2 any
- 3 few
- 4 much
- 5 no

Exercise 3

- 1 many
- 2 few
- 3 some / a
- 4 much
- 5 any
- 6 little
- 7 lot
- 8 an

Exercise 4

- 1 a few
- 2 any
- 3 lot
- 4 a little
- 5 a few

Exercise 5

- | | |
|-------|-------|
| 1 Ø | 5 Ø |
| 2 a | 6 the |
| 3 the | 7 Ø |
| 4 an | 8 a |

Exercise 6

- 1 Ø
- 2 many
- 3 a
- 4 a
- 5 a lot of
- 6 the
- 7 the
- 8 any

LISTENING

Exercise 1

A

Exercise 2

- | | |
|-----|-----|
| 1 A | 4 C |
| 2 B | 5 C |
| 3 B | 6 A |

READING PART 4

- 1 C
- 2 H
- 3 D
- 4 A
- 5 G

PUSH YOURSELF B2

Exercise 1

- 1 It's a piece of cake.
- 2 It's not my cup of tea.
- 3 I'd take it with a pinch of salt.
- 4 He spilt the beans.
- 5 It's all gone pear-shaped.
- 6 It's no good crying over spilt milk.

Exercise 2

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

SPEAKING

Exercise 1

- 1 not sure
- 2 behind
- 3 on
- 4 is holding
- 5 like
- 6 because
- 7 at

Exercise 2

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

WRITING

Exercise 1

- 1 last
- 2 When
- 3 At
- 4 After
- 5 end
- 6 later

Exercise 2

- 1 last Saturday
- 2 When they arrived
- 3 then
- 4 After a while
- 5 at first
- 6 Next
- 7 At the end of the evening

UNIT 4

VOCABULARY

Exercise 1

- 1 stream
- 2 neighbourhood
- 3 apartment block
- 4 waterfall
- 5 skyscraper
- 6 valley

Exercise 2

- 1 signposts
- 2 subway
- 3 food truck
- 4 skyline
- 5 nature
- 6 scenery

Exercise 3

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

GRAMMAR

Exercise 1

- 1 was raining
- 2 arrived
- 3 ran
- 4 rang
- 5 was waiting
- 6 checked
- 7 was thinking
- 8 saw

Exercise 2

- 1 arrived while I was having a shower.
- 2 was waiting for the bus when he saw Sam.
- 3 met Paul while/when she was living in London.

Exercise 3

- 1 had already started
- 2 had just left
- 3 had never tried
- 4 Had you ever visited

Exercise 4

- 1 went
- 2 had never visited
- 3 looked
- 4 found
- 5 had built
- 6 had
- 7 had learned/learnt
- 8 managed

READING

Exercise 1

B

Exercise 2

- 1 B
- 2 C
- 3 A
- 4 B
- 5 C
- 6 B

LISTENING PART 1

- 1 B
- 2 C
- 3 C
- 4 A
- 5 B
- 6 C
- 7 B

PUSH YOURSELF B2

- 1 took
- 2 was staying
- 3 got
- 4 hadn't brought
- 5 ran
- 6 were walking
- 7 spent
- 8 had forgotten

SPEAKING

Exercise 1

- 1 about
- 2 sounds
- 3 Shall
- 4 sure
- 5 could
- 6 idea
- 7 that's
- 8 Let's
- 9 like
- 10 better

Exercise 2

- 1 B
- 2 C
- 3 C
- 4 B
- 5 A
- 6 C

WRITING

Exercise 1

- 1 next
- 2 after
- 3 end
- 4 first
- 5 later
- 6 when

Exercise 2

- 1 While
- 2 then
- 3 after that
- 4 Later
- 5 finally

UNIT 5

VOCABULARY

Exercise 1

- 1 skin
- 2 knee
- 3 bone
- 4 lung
- 5 wrist
- 6 ankle
- 7 muscle
- 8 tongue
- 9 shoulder
- 10 elbow

Exercise 2

- 1 ill
- 2 cold
- 3 sore throat
- 4 cough
- 5 earache
- 6 backache

Exercise 3

- 1 injure
- 2 painful
- 3 hurt
- 4 sore
- 5 injury

Exercise 4

- 1 patients
- 2 prescription
- 3 tablets
- 4 emergency
- 5 infection

GRAMMAR

Exercise 1

- 1 couldn't dive
- 2 could ski
- 3 is able to walk
- 4 wasn't able to finish
- 5 can't run

Exercise 2

- 1 do
- 2 ought to
- 3 eat
- 4 ought to
- 5 shouldn't

Exercise 3

- 1 A
- 2 B
- 3 C
- 4 C
- 5 A
- 6 A
- 7 A
- 8 C

Exercise 4

- 1 must have
- 2 don't need to book
- 3 mustn't use
- 4 have to ask
- 5 don't have to bring
- 6 need to know

Exercise 5

- 1 aren't able
- 2 has to
- 3 must
- 4 can
- 5 don't need to
- 6 should
- 7 ought to
- 8 mustn't

PUSH YOURSELF B2

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

READING PART 6

- 1 never/not
- 2 there
- 3 a
- 4 it
- 5 do
- 6 at

LISTENING**Exercise 1**

D

Exercise 2

- 1 false
- 2 false
- 3 true
- 4 true
- 5 false
- 6 false
- 7 true
- 8 false
- 9 true

SPEAKING**Exercise 1**

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

Exercise 2

- 1 how are
- 2 feel better
- 3 matter
- 4 sorry to hear
- 5 I were you
- 6 Poor
- 7 Why don't you
- 8 look after

WRITING**Exercise 1**

- 1 muscle
- 2 appointment
- 3 middle
- 4 backache
- 5 tongue
- 6 knee
- 7 healthy
- 8 breathe

Exercise 2

Punctuation: don't, I'm, You're, He's, I've, it's really good

Prepositions: Thanks **for**, worry **about** me, good **for** me, looked **after** me

Modal verbs: I should still rest, I can't remember

UNIT 6**VOCABULARY****Exercise 1****Across:**

- 2 post
- 6 follow
- 7 request
- 8 tag

Down:

- 1 block
- 3 selfie
- 4 comment
- 5 update

Exercise 2

- 1 unfriended
- 2 story
- 3 status
- 4 filters
- 5 update
- 6 requests

Exercise 3

- 1 broke
- 2 grew
- 3 make
- 4 turn
- 5 hit
- 6 rely
- 7 get

GRAMMAR**Exercise 1**

- 1 are you going to move
- 2 'll help
- 3 Is Harry going to come
- 4 'll text
- 5 'm going to do
- 6 'll lend

Exercise 2

- 1 're going; starts
- 2 are you doing
- 3 leaves
- 4 'm meeting
- 5 closes
- 6 Are you seeing

Exercise 3

- 1 'm going to miss
- 2 will be; won't travel
- 3 's going to rain
- 4 won't need; will drive
- 5 will ever live
- 6 's going to pass

Exercise 4

- 1 starts
- 2 's going to be
- 3 'm going to work
- 4 'm meeting
- 5 'll have
- 6 'm going to stop
- 7 'm not going to check
- 8 'll start

LISTENING PART 3

- 1 university
- 2 selfies
- 3 2/two hours
- 4 novel
- 5 stressed
- 6 news

READING**Exercise 1**

- A 3
B 5
C 1
D 4

Exercise 2

- 1 B
2 A
3 C
4 C
5 D
6 A
7 D
8 B

PUSH YOURSELF B2

- 1 will probably travel
- 2 doubt (that) machines will
- 3 good chance (that) computers will
- 4 certainly won't stop
- 5 not much chance that
- 6 will definitely eat

SPEAKING**Exercise 1**

- 1 B
- 2 A
- 3 B
- 4 C
- 5 B
- 6 A

Exercise 2

- 1 Let me
- 2 the place
- 3 Well
- 4 what I like
- 5 so
- 6 what I find

WRITING**Exercise 1**

- 1 good
- 2 use your own style
- 3 short
- 4 an informal
- 5 Ask questions
- 6 Invite

Exercise 2

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

Exercise 3

a and d

UNIT 7**VOCABULARY****Exercise 1**

- 1 style
- 2 suit
- 3 look
- 4 try
- 5 fit
- 6 afford

Exercise 2

- 1 loose
- 2 stripes
- 3 collar
- 4 buttons
- 5 sleeves
- 6 plain
- 7 pattern
- 8 tight

Exercise 3

- 1 untidy
- 2 display
- 3 goods
- 4 bargain

Shaded word: customers

Exercise 4

- 1 shoppers
- 2 messy
- 3 products
- 4 value
- 5 reductions
- 6 offers

Exercise 5

- 1 order
- 2 some
- 3 receipt
- 4 delivered
- 5 damaged
- 6 return
- 7 refund
- 8 exchange

GRAMMAR**Exercise 1**

- 1 had bought
- 2 wore
- 3 couldn't afford
- 4 had seen

Exercise 2

- 1 they had spent all their
- 2 she had never been to
- 3 I could help him choose
- 4 I would lend her my
- 5 she loved my
- 6 he must get some

Exercise 3

- 1 told
- 2 said
- 3 tell
- 4 said
- 5 told
- 6 said

Exercise 4

- 1 where I was going; him (that) I was going
- 2 if/whether I liked her; (that) it looked
- 3 when he would start his; (that) he wasn't/was not
- 4 if/whether I had found; her (that) I had found
- 5 what I had bought; (that) I had bought
- 6 if/whether she was going to ask for; (that) she had already done

LISTENING**Exercise 1**

B

Exercise 2

A

Exercise 3

- 1 The plastic that is used to make them is plastic waste from the oceans.
- 2 It no longer uses plastic bags.
- 3 They stay in the ground for hundreds of years.
- 4 These clothes break down in the ground.
- 5 They can rent them cheaply.
- 6 They don't contain any animal products.
- 7 Because they are too expensive for her.

PUSH YOURSELF B2

- 2 advised me to use
- 3 warned me not to get
- 4 promised to exchange
- 5 told me to keep
- 6 invited me to

READING PART 1

- 1 A
- 2 B
- 3 C
- 4 B
- 5 A

SPEAKING**Exercise 1**

- | | |
|-----------|--------|
| 1 would | 4 mean |
| 2 Same | 5 Do |
| 3 neither | 6 too |

Exercise 2

- | | |
|-----|-----|
| 1 C | 4 A |
| 2 B | 5 B |
| 3 C | 6 C |

WRITING**Exercise 1**

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

Exercise 2

- | | |
|-----|-----|
| 1 P | 4 P |
| 2 N | 5 P |
| 3 N | 6 N |

Exercise 3

- 1 Although
- 2 and
- 3 though
- 4 but
- 5 as well

Exercise 4

- 1 selection
- 2 reasonable
- 3 like most
- 4 complaint
- 5 but
- 6 worth
- 7 recommend

UNIT 8**VOCABULARY****Exercise 1**

- 1 cave
- 2 shore
- 3 waves
- 4 cliff
- 5 stones
- 6 leaves
- 7 riverbank
- 8 rainforest

Exercise 2

- 1 branches
- 2 sand dunes
- 3 waterfall
- 4 bushes
- 5 glacier
- 6 iceberg

Exercise 3

- 1 quiet
- 2 dense
- 3 empty
- 4 dry
- 5 noisy
- 6 humid

Exercise 4

- 1 grasslands
- 2 tropical forests
- 3 temperate forests
- 4 polar regions
- 1 B
- 2 C
- 3 D
- 4 A

Exercise 5

- 1 penguin
- 2 kangaroo
- 3 hedgehog
- 4 giraffe
- 5 polar bear
- 6 red squirrel
- 7 orangutan
- 8 red deer
- 9 arctic wolf
- 10 green iguana

Exercise 6

- 1 challenging
- 2 disappointed
- 3 amazing
- 4 exciting
- 5 worried
- 6 relaxing
- 7 surprised

GRAMMAR**Exercise 1**

- 1 could
- 2 may not
- 3 must
- 4 can't
- 5 may
- 6 might
- 7 can't

Exercise 2

- 1 can't be scared
- 2 may go
- 3 might not see
- 4 could be
- 5 may not be
- 6 must be difficult

PUSH YOURSELF B2

- 1 tails; antlers
- 2 trunks; tusks
- 3 manes; hooves
- 4 paws; claws
- 5 feathers; beak

READING**Exercise 1**

- A 3
B 2
C 5
D 1

Exercise 2

- 1 true
- 2 false
- 3 false
- 4 false
- 5 true
- 6 false

LISTENING PART 4

- 1 A
2 C
3 C
4 B
5 C
6 B

SPEAKING

- 1 This is
- 2 There's
- 3 on
- 4 middle; can see
- 5 must be
- 6 sure
- 7 might
- 8 background

WRITING**Exercise 1**

- 1 relaxing
- 2 clear
- 3 long
- 4 high
- 5 fresh
- 6 rocky

Exercise 2

- 1 and
- 2 Although
- 3 so
- 4 as well as
- 5 because
- 6 What's more

UNIT 9

VOCABULARY

Exercise 1

- 1 attend
- 2 education
- 3 qualifications
- 4 grades
- 5 skills
- 6 rules

Exercise 2

- 1 topic; lecture
- 2 pass; term
- 3 graduate; degree
- 4 revise; fail

Exercise 3

- 1 take
- 2 do
- 3 Pay
- 4 do
- 5 make
- 6 take
- 7 get

GRAMMAR

Exercise 1

- 1 are
- 2 was
- 3 were
- 4 is
- 5 are
- 6 isn't

Exercise 2

- 1 were sent
- 2 was opened by
- 3 is spent
- 4 aren't sold
- 5 weren't told
- 6 was caused by

Exercise 3

- 1 is encouraged
- 2 was stolen
- 3 are sent
- 4 were told
- 5 wasn't invited
- 6 isn't included

READING PART 3

- 1 C 4 A
- 2 D 5 D
- 3 C

PUSH YOURSELF B2

- 1 has been broken
- 2 is being repaired
- 3 had been announced
- 4 should be cleaned
- 5 must be completed
- 6 can't be used

LISTENING

Exercise 1

C

Exercise 2

- 1 true
- 2 false
- 3 false
- 4 true
- 5 false
- 6 false

SPEAKING

Exercise 1

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

Exercise 2

- 1 don't
- 2 at
- 3 find
- 4 by
- 5 can't
- 6 thought

WRITING

Exercise 1

- 1 Dear
- 2 enquire
- 3 could
- 4 know
- 5 Finally
- 6 let
- 7 look
- 8 sincerely

Exercise 2

- 1 like to know where the course takes
- 2 you tell me if food is included in
- 3 let me know what I should
- 4 you tell me if I can get to
- 5 like to know if there is
- 6 let me know if the course is

UNIT 10

VOCABULARY

Exercise 1

- 1 port
- 2 ferry
- 3 traffic jam
- 4 flight
- 5 platform
- 6 delay
- 7 petrol station

Mystery word: boarding pass

Exercise 2

- 1 business class
- 2 airline
- 3 check-in
- 4 departure lounge
- 5 gate
- 6 cabin staff
- 7 flight attendant
- 8 cockpit

Exercise 3

- 1 got into
- 2 got out of
- 3 got off
- 4 get around
- 5 got to
- 6 got back

GRAMMAR

Exercise 1

- 1 go; prefer
- 2 complains; is
- 3 feel; walk
- 4 save; use
- 5 buy; are

Exercise 2

- 1 'I'll get; walk
- 2 will we do; isn't
- 3 'I'll miss; leave
- 4 pay; 'I'll buy
- 5 'I'll go; are

Exercise 3

- 1 go to the beach unless it's
- 2 won't go to the concert if the tickets are
- 3 won't buy me a car unless
- 4 only get a taxi if there are no
- 5 buy any shoes unless I see
- 6 'I'll come to the party if I don't have / won't come to the party if I have

Exercise 4

- 1 walk; 's
- 2 'I'll call; are
- 3 see; 'I'll tell
- 4 gets; is
- 5 go; are
- 6 will you do; breaks down

Exercise 5

- 1 would be
- 2 stopped
- 3 used
- 4 would be
- 5 had to
- 6 would use
- 7 would cause
- 8 didn't have
- 9 would make
- 10 would have
- 11 would need
- 12 changed
- 13 would grow
- 14 would use

Exercise 6

- 1 had
- 2 is
- 3 have
- 4 eat
- 5 would use
- 6 'I'll (will) come
- 7 have
- 8 walked

READING

Exercise 1

B

Exercise 2

- 1 V
- 2 K
- 3 K
- 4 A
- 5 V
- 6 A

PUSH YOURSELF B2

- 1 B
- 2 C
- 3 A
- 4 B

LISTENING PART 2

- 1 B
- 2 C
- 3 C
- 4 A
- 5 A
- 6 B

SPEAKING

Exercise 1

- 1 A
- 2 B
- 3 B
- 4 B
- 5 A
- 6 B

Exercise 2

- 1 must be
- 2 might/may/could be
- 3 can't be
- 4 may/might not be

WRITING

Exercise 1

- 1 was sitting
- 2 came
- 3 replied
- 4 looked
- 5 had agreed
- 6 was thinking
- 7 rang
- 8 asked

Exercise 2

- 1 'Nice to meet you,' she said.
- 2 'Where are you going?' he asked.
- 3 'Go away!' she shouted.
- 4 'Come with me,' he whispered quietly.

Exercise 3

- 1 whispered
- 2 asked
- 3 told
- 4 shouted
- 5 called

UNIT 11

VOCABULARY

Exercise 1

- 1 terraced house
- 2 cosy
- 3 old-fashioned
- 4 suburbs
- 5 two-storey
- 6 brand new
- 7 convenient
- 8 block of flats
- 9 business district
- 10 top floor

Exercise 2

- | | |
|-----|-----|
| 1 A | 5 C |
| 2 B | 6 A |
| 3 C | 7 C |
| 4 C | 8 A |

Exercise 3

- 1 cabinet
- 2 heating
- 3 rug
- 4 cushions
- 5 wardrobe
- 6 sink

GRAMMAR

Exercise 1

- 1 where
- 2 that
- 3 which
- 4 whose
- 5 who
- 6 when
- 7 who/that
- 8 that

Exercise 2

- 1 which we looked at
- 2 who owns our flat
- 3 who lives in London
- 4 which is near the city centre
- 5 which is annoying

Exercise 3

- 1 D
 - 2 D
 - 3 ND
 - 4 ND
 - 5 ND
- You can use *that* in sentences 1 and 2.

Exercise 4

- 4, 5, 7

Exercise 5

- 1 which/that I use
- 2 which/that they are building in the business district are
- 3 , who is really sporty,
- 4 , (which is) where I live, is
- 5 , which is
- 6 that/who I have met are

Exercise 6

- 1 had our photo taken
- 2 get my phone fixed
- 3 you had your hair cut
- 4 have your shopping delivered
- 5 get your running style checked

LISTENING

Exercise 1

C

Exercise 2

- 1 Andy
- 2 Ewan
- 3 Daisy
- 4 Andy
- 5 Daisy
- 6 Ewan

READING PART 5

- 1 C 4 A
- 2 B 5 A
- 3 D 6 C

PUSH YOURSELF B2

- 1 stunning
- 2 residential
- 3 furnished
- 4 delightful
- 5 spacious
- 6 unique
- 7 luxurious
- 8 picturesque

SPEAKING

Exercise 1

- 1 c
- 2 d
- 3 a
- 4 f, b
- 5 b, f

Exercise 2

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 C | 5 C |
| 3 A | 6 B |

WRITING

Exercise 1

- 1 for
- 2 on
- 3 afraid
- 4 could
- 5 seeing
- 6 back

Exercise 2

- 1 Dear
- 2 getting
- 3 unfortunately
- 4 Perhaps
- 5 looking
- 6 best

UNIT 12

VOCABULARY

Exercise 1

- 1 plumber
- 2 accountant
- 3 lawyer
- 4 pharmacist
- 5 electrician

Exercise 2

- 1 programmer
- 2 lecturer
- 3 politician
- 4 astronaut
- 5 architect

Exercise 3

- 1 patient
- 2 creative
- 3 intelligent
- 4 calm
- 5 friendly
- 6 reliable
- 7 organised
- 8 flexible

Exercise 4

- 1 co-workers
- 2 line manager
- 3 personal assistant
- 4 employee
- 5 sales staff
- 6 director
- 7 employer
- 8 freelancer

Exercise 5

- 1 certificate
- 2 good with
- 3 problem-solving
- 4 master's
- 5 doctorate
- 6 good at
- 7 communication

GRAMMAR

Exercise 1

- 1 Could
- 2 can
- 3 May
- 4 can't
- 5 Can
- 6 mustn't
- 7 Are we allowed to
- 8 can't

Exercise 2

- 1 had to be
- 2 weren't allowed to wear
- 3 had to wear
- 4 were allowed to keep

Exercise 3

- 1 B
- 2 A
- 3 B
- 4 B

Exercise 4

- 1 make me keep
- 2 don't let us use
- 3 wasn't allowed to go
- 4 had to go to bed
- 5 lets us look
- 6 're not allowed to park

PUSH YOURSELF B2

- 1 must be able to see
- 2 will be able to talk
- 3 may/might be able to buy
- 4 should be able to camp
- 5 would be able to get

READING

Exercise 1

- | | |
|-----|-----|
| 1 d | 3 b |
| 2 a | 4 c |

Exercise 2

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

Exercise 3

- 1 farmer
- 2 barista
- 3 tour guide
- 4 pharmacist
- 5 chef
- 6 childcare assistant

LISTENING PART 1

- | | |
|-----|-----|
| 1 A | 5 B |
| 2 C | 6 B |
| 3 A | 7 C |
| 4 B | |

SPEAKING

Exercise 1

- 1 Sorry
- 2 Exactly
- 3 disagree
- 4 I'd

Exercise 2

- 1 Yes, you're right.
- 2 I don't think that's true.
- 3 I'm afraid I disagree.
- 4 I'd agree with that.

WRITING

- 1 opportunity
- 2 full-time
- 3 Applicants
- 4 should be able
- 5 must
- 6 qualifications
- 7 application

UNIT 13

VOCABULARY

Exercise 1

- 1 take up
- 2 joined
- 3 represent
- 4 take part
- 5 going out
- 6 beat
- 7 support
- 8 held
- 9 scored

Exercise 2

- 1 competitor
- 2 opponents
- 3 supporters
- 4 teammates
- 5 spectator
- 6 referee

Exercise 3

- | | |
|--------|--------|
| 1 go | 5 do |
| 2 do | 6 play |
| 3 go | 7 do |
| 4 play | |

Exercise 4

- | | |
|---------|----------|
| 1 rink | 5 course |
| 2 pitch | 6 track |
| 3 pool | 7 ramp |
| 4 court | |

GRAMMAR

Exercise 1

- 1 Climbing
- 2 spending
- 3 joining
- 4 practising
- 5 running
- 6 diving
- 7 buying
- 8 meeting

Exercise 2

- 1 's important to do
- 2 learnt to swim
- 3 can't wait to take part
- 4 wants to try
- 5 managed to win
- 6 's nice to meet
- 7 persuaded me to go
- 8 do yoga to relax
- 9 invited me to go
- 10 went into town to buy

Exercise 3

- 1 Spending
- 2 trying
- 3 to find
- 4 to have
- 5 to hire
- 6 buying
- 7 doing
- 8 to wear
- 9 wearing
- 10 to keep

LISTENING PART 3

- 1 August
- 2 cinema
- 3 painful
- 4 city
- 5 35/thirty-five minutes/mins
- 6 running

READING

Exercise 1

A

Exercise 2

- 1 false – He started two years after he moved to the coast.
- 2 true
- 3 false – He knew he had no choice but to stay with his surfboard and wait.
- 4 true
- 5 false – He was a little nervous about getting into the water again.

PUSH YOURSELF B2

- | | |
|--------|--------|
| 1 up | 5 got |
| 2 at | 6 out |
| 3 have | 7 get |
| 4 pick | 8 down |

SPEAKING

Exercise 1

- 1 so
- 2 which is why
- 3 Because
- 4 since
- 5 As
- 6 because

Exercise 2

- | | |
|----------|----------|
| 1 What's | 6 that's |
| 2 agree | 7 How |
| 3 should | 8 Really |
| 4 do | 9 sure |
| 5 right | 10 don't |

WRITING

Exercise 1

- 1 C
- 2 A
- 3 D

Exercise 2

- 1 also
- 2 because
- 3 both
- 4 which
- 5 too
- 6 but

Exercise 3

- 1 there their
- 2 its it's
- 3 no know
- 4 hear here
- 5 quite quiet
- 6 by buy

UNIT 14

VOCABULARY

Exercise 1

- 1 disappointed
- 2 shocked
- 3 nervous
- 4 miserable
- 5 depressed

Exercise 2

- 1 impressed
- 2 jealous
- 3 guilty
- 4 embarrassed
- 5 cheerful

Exercise 3

- 1 rude; cruel
- 2 stupid; generous
- 3 cute; curly
- 4 brave; patient

GRAMMAR

Exercise 1

- 1 loses
- 2 won't invite
- 3 would like
- 4 got
- 5 manage

Exercise 2

- 1 where she was going
- 2 was going
- 3 if he had finished his project
- 4 wanted to finish it
- 5 Emma had left the party
- 6 didn't know
- 7 if Tom was OK
- 8 wasn't; would talk

Exercise 3

- 1 who help you.
- 2 where she grew up.
- 3 whose dad is a chef
- 4 which we stayed in was huge.
- 5 which I was delighted

Exercise 4

- 1 can't
- 2 ought
- 3 should
- 4 able
- 5 must
- 6 don't have to
- 7 might
- 8 let
- 9 have
- 10 need to

READING

- | | |
|-----|-----|
| 1 A | 4 B |
| 2 B | 5 A |
| 3 B | 6 B |

PUSH YOURSELF B2

- 1 blue-eyed
- 2 highly respected
- 3 well-paid
- 4 open-minded
- 5 long-haired
- 6 highly recommended

LISTENING PART 4

- 1 B
- 2 C
- 3 B
- 4 A
- 5 C
- 6 A

SPEAKING

Exercise 1

- 1 How
- 2 Can
- 3 often
- 4 Do
- 5 long
- 6 Is
- 7 Why
- 8 Which

Exercise 2

- | | |
|-----|-----|
| 1 A | 5 B |
| 2 B | 6 A |
| 3 B | 7 A |
| 4 A | 8 B |

WRITING

Exercise 1

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

Exercise 2

- 1 but
- 2 so
- 3 Although
- 4 also
- 5 However
- 6 when
- 7 or
- 8 because

WORKBOOK AUDIOSCRIPT

STARTER

Track 02

Narrator: 1 – Maria

Maria: I love my job! I'm really interested in food, and I love cooking. I also like reading old cookery books and learning new ways to prepare food. But I don't want to work as a chef in a restaurant because you have to work at night – I like hanging out with my friends in the evenings! I usually have breakfast at eight o'clock and then start work. I start preparing a meal, then I get the video camera and start filming. A lot of people watch my shows online, which is great, and I'm starting to earn some money from them too. When I've got enough money, I want to visit different countries and learn different cooking skills, so I can use them in my vlogs.

Narrator: 2 – Sam

Sam: I enjoy lots of different sports, but tennis is my favourite. My parents are always saying to me, 'Why don't you become a sports teacher?' But I don't want to teach other people – I want to play myself! I'm winning quite a lot of games at the moment, so I really hope I can become a professional player. I'd love to see a photograph of myself in the newspaper one day, and read a report about one of my games! I have to watch what I eat, so I don't go to restaurants very often – pizzas aren't very good if you're serious about sport! I also listen to music a lot at home, and I sometimes go to concerts.

Narrator: 3 – Anika

Anika: My life is busy at the moment. I go to college three days a week, and I also work for a newspaper in my town. Not much happens in my town – there isn't much crime, so the police don't have much to do! But there are sometimes big sports events or music events. I enjoy writing reports about those. I think writing is my talent, so this is the right job for me. When I'm working, I always arrive at the office early, and they tell me which story to report. I talk to lots of different people for my job, which I enjoy. One day I might interview a doctor, then the next day I might talk to customers in a supermarket. Every day is different, which is great!

Track 03

- 1 I'm really interested in food.
- 2 I don't want to work as a chef in a restaurant.
- 3 I'm winning quite a lot of games at the moment.
- 4 I also listen to music a lot at home.
- 5 I also work for a newspaper in my town.
- 6 This is the right job for me.

UNIT 1

Track 04

Terry: Hi, and welcome to The Holiday Show. I'm Terry Maynard.

Lisa: And I'm Lisa Brighty.

Terry: Now, we're always looking for unusual holiday stories. Lisa, what have you found this week?

Lisa: Well, this is the story about the holiday company *Top Cruises*. As you know, a cruise is a luxury holiday on board a ship that travels around and visits different places. This company is now offering someone the chance to work as a professional tourist on their cruises!

Terry: So, you mean, they get paid to go on holiday?

Lisa: Exactly! The company runs seven different cruises during the summer, and they want someone to go on four of these cruises for them.

Terry: And what do they have to do? What's the 'job' part of it? Do they have to entertain the guests, or write a blog, something like that?

Lisa: No, they don't have to write anything. Believe it or not, all they have to do is post three photos a day on social media.

Terry: Really? That sounds like a really easy job! Can they be any kinds of photos?

Lisa: No. I thought it might be a bit boring, you know, just lots of photos of the ship to show how wonderful it is. But it has to be a mixture of scenery, people they meet and things they experience, either on the ship or when they visit places on the shore.

Terry: That doesn't sound like much work. Is there anything else?

Lisa: Yes. They have to make a short video to post on social media. This sounds a bit more difficult because the holiday company will choose a subject for them and they have to follow this.

Terry: That doesn't sound too bad. And what do they receive in return?

Lisa: They get all their travel expenses, of course, and all their food, and also spending money of about £1,000 a week, so they can buy things to remind them of their trip.

Terry: Wow! So, why is the company doing this?

Lisa: Well, it certainly isn't because their cruise ships are empty! They know that most people who want to go on a cruise look online for ideas. So they want to get lots of amazing photos of their cruises onto the internet, so that when people start searching, they'll find them and decide to book their own trip.

Terry: And how will they choose the right person for the job? Does it have to be someone who knows a lot about travel?

Lisa: No, they want someone who can take good photos and show that they've had an amazing time. So, if you want to apply, you don't send a letter – just email some examples of your own holiday posts. And you never know, you might just get this dream job. I think I might apply myself!

UNIT 2

Track 05

Narrator: For each question, choose the correct answer.

1 – You will hear two friends talking about a film they have just seen.

Man: So, did you enjoy that?

Woman: It was certainly different to the movies we normally go to. I enjoyed the special effects, but they were so noisy in places, it spoiled my enjoyment. I missed a lot of what the characters were saying to each other, so I didn't know what was going on. It was such a shame. I'm sure we've seen the leading actor in something else.

Man: Yeah, she was in that romantic comedy last month. You know, the one that felt like it went on for hours and hours.

Woman: Oh yes, I remember. That wasn't great either.

Narrator: Now listen again.

Narrator: 2 – You will hear a brother and sister talking about booking concert tickets.

Woman: I guess we need to book seats for the concert soon. Otherwise they'll be sold out.

Man: Well, here's the seating plan on the website. Lots of seats on the left- or right-hand sides of the hall.

Woman: Hardly surprising, you can't see properly unless you get seats in the centre. Look, there's a couple free in the middle of the fourth row. How fantastic!

Man: But look at the price! Let's see what's available in the balcony.

Woman: Mm, quite a few, but they're not much cheaper.

Man: OK. Then I think it's worth paying a bit more.

Woman: Absolutely.

Narrator: Now listen again.

Narrator: 3 – You will hear a woman telling a friend about a TV programme.

Woman: Tim, did you watch TV last night? There was a fantastic programme on.

Man: No, I was out.

Woman: Shame. It was filmed on a Scottish island – the one where they made your favourite police detective dramas – I can't remember the name of the programme – and it was about a group of people there and how they're trying to live without electricity, cars, and so on, and growing all their own food. And of course, the scenery was really dramatic.

Man: Sounds interesting. I'll try and watch it next week.

Woman: It was just a single show, but it's probably available online.

Narrator: Now listen again.

Narrator: 4 – You will hear two people talking about online newspapers.

Man: What are you reading?

Woman: An article on my favourite newspaper website. It's really good for news about sport.

Man: Yes, I always get my news online now. I mean, for people who haven't got much time or only want the basic facts, it's better to catch the news headlines on the television. I've noticed, though, that all news programmes and newspapers cover the same issues, but if you want full explanations and answers to the real questions, you have to *read* the news rather than listen to it.

Woman: Yes, that's probably true.

Narrator: Now listen again.

Narrator: 5 – You will hear a man telling a friend about a play called *The Visit*.

Man: I finally went to a performance of *The Visit* at the theatre last night. I was so looking forward to it. Eddy Smith is my favourite director and I've waited ages to go to another of his productions.

Woman: And what was it like?

Man: Different to his usual work, but it made me think a lot. And at least I can now join in conversations when people are discussing it.

Woman: Well, please don't tell me how it finishes because I'm going to see it next week.

Man: I won't say a word.

Narrator: Now listen again.

Narrator: 6 – You will hear two friends talking about a summer music festival.

Woman: I've got my ticket for this year's Fun in the Sun festival.

Man: You go every year, don't you?

Woman: Yeah, it's my favourite event of the summer. Since it started getting more popular, it costs loads more to get in. But then I don't have to pay to get there as it's only down the road from my parents' house. People who come from further away often get stuck in traffic for ages.

Man: Perhaps I'll get tickets this year too.

Woman: Great. We can arrange to meet somewhere there. Otherwise we'll never see each other among the hundreds of people.

Narrator: Now listen again.

Narrator: That is the end of Part 2.

UNIT 3

Track 06

Presenter: Hi and welcome to The Food Show. Today I'm talking to Elsa Brooks, a food journalist. Nice to have you here.

Elsa: It's great to be here.

Presenter: And you're going to tell us about a very different restaurant in New York. What's different about this restaurant, Elsa?

Elsa: Well, it's a normal restaurant in some ways – you order food from a waiter and pay your bill at the end. But the people who cook the food aren't professional chefs, so they have no training. They are all grandmothers – ordinary women who are used to cooking everyday food for their families, so the kind of food you eat there is the kind of delicious traditional food your own grandmother might cook for you.

Track 07

Presenter: So how did you first learn about this restaurant, Elsa?

Elsa: Well, as you know I read restaurant reviews all the time, and I'm always looking for new restaurants to try, but I didn't know about this one until a friend mentioned it to me, and I thought: I have to go there! You don't see many advertisements for it, so I'm really glad I found out about it.

Presenter: Now, the owner is called Mr Scaravella, I believe. Why did he want to start a restaurant with grandmothers for cooks?

Elsa: Well, clearly there are a lot of great restaurants in New York, and people eat out all the time and spend a lot of money on eating out. But actually Mr Scaravella started this restaurant because his own grandmother had died, and he had wonderful memories of eating her home-cooked food.

Presenter: So, what's the menu like?

Elsa: Well, Mr Scaravella is Italian, and half the menu is Italian food, cooked by Italian grandmothers – that doesn't change. Then the other half of the menu is cooked by a different grandmother every night, and they come from all over the world, and cook their own traditional dishes from their countries. And the people who go there to eat love *all* these different dishes!

Presenter: So, tell us about the different women who cook at the restaurant.

Elsa: Well, there's always a main cook for the night, and then a helper, usually someone from a different country. And the great thing is that because the food they cook is all so different, they don't compete with each other to try to be the best. They really enjoy trying the dishes the other women cook, and they learn little tips from each other, about new things they can try.

Presenter: And they also have cooking classes there, don't they?

Elsa: Yes. The classes are run by the grandmothers who cook there, and they're a chance for them to share their skills and their recipes. The classes are all female. They aren't too expensive, but they are very popular, so you need to book well in advance.

Presenter: And finally, how was your experience of eating in the restaurant?

Elsa: Oh, it was amazing! There was a great atmosphere, and everyone was really friendly – the waiters, especially. I managed to talk to some of the other guests too, which was nice. But the food was the best bit. It was amazing – really good, home-cooked dishes. The cook was Japanese the evening I was there, and I'll definitely go back and hopefully try a dish from a different country!

UNIT 4

Track 08

Narrator: For each question, choose the correct answer.

1 – Where will the woman go camping this summer?

Man: Are you camping again this summer?

Woman: Yes, but we're trying somewhere new. We've camped at the same place up in the mountains for the last three years, and it's been great going for walks in the forest. But that site's closed now, so we're staying on a farm.

Man: That sounds really peaceful.

Woman: Oh, I imagine the animals will wake us up really early. It was either camp in the field, or by the river, and I thought the sound of water would keep me awake all night.

Narrator: Now listen again.

Narrator: 2 – What's the view from the apartment block?

Man: Hi, Pete. I've just arrived at my holiday apartment. It's right in the city centre, in what must be the tallest building around. There are windows on two sides and they're huge. Across the square I can see an enormous statue of someone – I'm not sure who, but I'll go down and look later. I want to find out about taxis too because there's a famous bridge somewhere in this part of town that I want to go across. I'll send you some photos.

Narrator: Now listen again.

Narrator: 3 – Which activity did the woman help with?

Man: How was your weekend?

Woman: Great, but I'm exhausted now. I've become a volunteer for a charity that looks after the countryside. You know, doing things like cutting down plants that are growing in the wrong place and making it difficult for walkers to use the paths. I spent all weekend clearing rubbish out of streams and I'm going back next weekend as they need volunteers to rebuild some of the old field walls.

Narrator: Now listen again.

Narrator: 4 – Where will the friends meet before going to the theatre?

Woman: Will you have enough time to meet and go for a pizza before we go to the theatre tomorrow evening?

Man: Probably not. My last lecture doesn't finish till six-fifteen.

Woman: Well, I if you're coming straight from the university, I'll wait for you by the art gallery.

Man: OK, I should be there around 7.

Woman: I think I'll go shopping before I meet you. And I can get a takeaway pizza in the shopping centre.

Man: OK. See you at 7 then.

Narrator: Now listen again.

Narrator: 5 – Where is the problem in the apartment building?

Woman: So this is your apartment building. The entrance is very modern, and the automatic doors make it look really smart.

Man: Yes, I don't know how I'd get in if they stopped working. I think there's probably someone to call if I have any problems. Actually, I need to do that already because when you come out of the lift, it's really dark in the hall outside my flat. The light bulb needs changing.

Woman: Well, do you want to phone someone before we go in?

Man: I will, if you don't mind waiting.

Narrator: Now listen again.

Narrator: 6 – What did the woman do in the park?

Woman: Hi, Natalie. I'm phoning because I was in the park this morning – I'd gone there to do some reading but the seats by the fountain were gone because they were doing some repairs to it. Anyway, I'd just finished taking pictures of these beautiful flowers and as I stood up, a jogger ran past me. You won't believe it, but I've just realised that it was Daniel from school. He must be back from Australia. Do you still have his number?

Narrator: Now listen again.

Narrator: 7 – Where in the city will they eat tonight?

Man: Do you mind where we go for a meal this evening?

Woman: I'd rather not go to a fast food place. I hate the long queues there and anyway I'd prefer something a bit healthier than burgers and fries. There's a food truck by the river that sells sushi. It shouldn't be too busy, and it's certainly cheaper than eating in a restaurant.

Man: Sounds good to me. I'm not exactly dressed for anywhere really smart.

Woman: Me neither. And also it's a lovely place to go for a walk afterwards.

Narrator: Now listen again.

Narrator: That is the end of Part 1.

UNIT 5

Track 09

Elly: Hi, I'm Elly Barlow, and today we're talking about fitness. Now, I'm not as fit as I should be, and I hate the gym! But there are lots of apps that promise to get you fit in just a few minutes each day. Is that possible? With me is Jake Milburn, a personal trainer. He's tried four apps for us. What did you find, Jake?

Jake: Well, the first one I chose is 'Ten-minute Yoga'. Each day it gives you a new workout with ten different exercises, which take one minute each. The idea is to make your body stronger and able to move more easily. You have to hold each position for as long as possible, for a minute if you can. One problem is that there's no voice, so you have to read the instructions. That's difficult while you're doing the exercises.

Elly: Will it get me fit?

Jake: No, you need to work harder than this to get fit.

Elly: OK. What's next?

Jake: 'Daily Fit Club' has 12-minute workouts to make your heart and muscles stronger. The exercises are quite difficult, and they'll definitely make your heart work. One problem is that the exercises have strange names like 'tuck jumps' and 'air jacks'. The instructor just calls out these names, so you need to learn all the names before you try the workouts. Also, you have to be quite fit before you start, so it isn't really suitable for beginners.

Elly: No good for me, then.

Jake: Probably not. The next one is 'Burn the Fat'. This has 10-minute workouts that aim to burn body fat and make you thinner and fitter. The workouts aren't easy, and they feel much longer than 10 minutes. I'm pretty fit, and I got hot and out of breath! The exercises are good, but they're not very interesting and you repeat them lots of times. I think most people would lose interest and give up on this one!

Elly: Definitely no good for me, then. What about the last one?

Jake: This was 'Superfit in Ten'. I loved this. It's for beginners, and it uses videos to show you what to do, so it's clear and easy to follow. The exercises start easy and get harder as you do more workouts. The workouts are fun, they'll definitely get your heart beating fast, and your muscles will get stronger.

Elly: It sounds like a good one for me.

Jake: Yeah, it's a great app for you, and will definitely get you fitter, but only if you use it every day!

Elly: Thanks, Jake.

UNIT 6

Track 10

Narrator: For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. You have twenty seconds to look at Part 3.

Narrator: You will hear a journalist called Steffi talking about a week she spent without using social media.

Steffi: I'm Steffi and I'd like to tell you about something I did recently – I gave up social media for a whole week.

When I was at school, I was too busy with activities at home to use social media. I saw my friends every day anyway. Then, when I went to university, I wanted to keep in contact with people back home, so that's when I first went on social media.

Mostly I used social media for reading friends' messages. Instead of writing long replies, I put selfies on my social media page. People could see where I was and how much fun I was having.

When I started working, I noticed I was using social media loads more. It was probably only 10 minutes at a time. But in a day, it was more than two hours. I decided to write an article about social media. I interviewed people, and some said they used social media for three hours a day.

Anyway, last week I stopped going on social media completely. I knew I needed something else to read, and I'm not a big fan of reading magazines, so I chose a novel. And I really enjoyed it.

At the beginning of the week, I expected to feel worried about not knowing what friends were doing. But I had more time to call people, and I met some friends after work, which was lovely. At the end of seven days, I definitely wasn't as stressed, even though it was really busy at work.

So, will I change my social media habits? Well, I've deleted almost all social media apps from my phone. I'm going to check the news app, but only in the evening for no more than twenty minutes. And I definitely plan to see friends more.

Narrator: Now listen again.

Narrator: That is the end of Part 3.

UNIT 7

Track 11

Kiera: Hi. Welcome to The World of Clothes. I'm Kiera Samson, and this is my weekly podcast on everything to do with clothes and fashion. And usually I'm talking about things like where to find clothes that look good, or clothes that are good value and not too expensive to buy. But this week I want to talk about something a bit different – ethical clothes – that means, clothes that are made in a good way – a way that doesn't harm the planet, so they don't cause pollution, and they treat people well too, by paying fair wages and giving people good working conditions.

Track 12

Kiera: So, I've been looking at ethical clothes online, and there are some great ideas out there. For example, there's a really stylish pair of blue trainers here. What's special about them? Well, we all know that there's a huge amount of waste plastic in the ocean, and it's damaging marine animals. So now one company is using this plastic waste to make trainers. You can get them in different colours and I must say they look pretty trendy. The company that makes them is making a real effort to help the environment. For example, last year they completely stopped using plastic bags in their shops – they only use paper ones now, and that's got to be a good thing!

Now, if trainers aren't your thing, maybe food is. Food and clothes, you're asking – what's that about? Well, a company in Sweden that makes outdoor clothes is trying to deal with the problem of all the clothes we throw away. As you know, a lot of the rubbish we throw away is buried in the ground, and most modern clothes stay there for hundreds of years. But this company's clothes are all made from completely natural materials, so when they go into the ground as rubbish, they break down, and you can even grow vegetables in the waste they produce. Cool, eh? Their clothes are expensive, of course, and a lot of people can't afford to buy them, but another good thing about them is that they allow you to *rent* them cheaply, and you can give them back when you've finished using them!

Another website that I found is called GoodClothes.com, and this sells all kinds of clothes that are made in an ethical way. There are different signs next to the clothes that tell you what's good about each item. For example, a lot of their clothes are made without any animal products, so they're perfect if you're a vegetarian, or you care about animals. Other signs show that the people who make the clothes get a fair wage for their work, or the clothes are made with local materials. There are some really cool T-shirts on there, and I'd love to buy one, but I'm afraid they're just too expensive for me.

So, that's it for this week. I hope I've given you some things to think about. Bye for now, and happy shopping!

UNIT 8

Track 13

Narrator: For each question, choose the correct answer. You have 45 seconds to look at the questions for Part 4.

Presenter: I'm talking to Rob Tucker, a wildlife expert who's studied camels in Australia. Rob, how did you get interested in camels?

Rob: I've been interested in all animals that were introduced into Australia by Europeans – camels, buffaloes, rabbits, horses and sheep of course – for quite a long time. When I was a student, a movie came out about a woman called Robyn Davidson who crossed an Australian desert with four camels. I actually missed it but someone gave me a book she'd written about her adventure – I really enjoyed it and it made me want to learn more about these amazing creatures.

Presenter: When did camels arrive in Australia?

Rob: One was brought here in 1840. Then, in the 1860s, many more arrived on ships. To start with, they came with camel farmers who knew how to handle and train them. Camel farms were set up and soon there were thousands of camels – the perfect animal to help explorers discover Australia. Camels born on the farms worked harder and carried more than the original camels. I should mention those camels were mostly from India. It's easy to forget camels aren't just from Arabian countries.

Presenter: Why were camels so useful? I know they don't need water every day.

Rob: Well, there's water even in the desert. For me, camels had the advantages of horses – they could carry people and equipment over rough countryside – but they had the added benefit of keeping going all day, stopping to rest only at night.

Presenter: Not all Australians today like camels, do they?

Rob: No. Most camels today are wild. There's hundreds of thousands of them – and that's a problem for sheep and cow farmers. Some parts of Australia haven't had rain for several years. Camels go onto farms and dig holes to get to pipes carrying water to farmhouses and to where sheep and cows go to drink. So farmers are always having to do repairs.

Presenter: Camels are also a tourist attraction, aren't they?

Rob: Yeah ... if you haven't tried a camel ride, you should. It's amazing to ride into the desert and camp under the stars for two nights, returning only at the end of the third day. Obviously, if visitors don't have much time, they go for a day, or even take half-day trips, but I don't think that's enough.

Presenter: How easy is it to see camels in the wild?

Rob: Surprisingly difficult, especially if you're driving along the road, even though their numbers are still growing. The thing is, they're more or less the same brown as the countryside. This makes them very easy to miss, especially if they're not moving.

Presenter: Of course ...

Narrator: Now listen again.

Narrator: That is the end of Part 4.

UNIT 9

Track 14

Presenter: Welcome to the show. Today we're talking about learning as an adult, and with me is Stella Bradshaw. Her book, *Never too late to learn*, was published last month. Stella, why did you write the book?

Stella: Well, I first went to university when I was 26. I wasn't a 'good student' at school, and for me it was a great achievement to finally get my degree. It made me realise that learning isn't just for school. It's something you can do all your life. I wanted to encourage other people to keep learning!

Presenter: Is it difficult to study as an adult?

Stella: No. Colleges and universities welcome older students. Last year a degree was awarded to Mavis Bowman, who's 86! She left school at 15, mainly because her parents needed her to work to help pay the bills. She was never really interested in learning, and it was only when her grandson asked her for help with a project that she realised what a pleasure learning was, and decided to get a degree.

Presenter: That's amazing! Is it harder to learn when you're older?

Stella: It can be slightly more difficult to remember things, like facts, but this doesn't mean that older people learn more slowly. In general they work harder than younger people, so they learn just as fast – remember, they're learning because they want to, not because they have to.

Presenter: Now, the book also deals with other kinds of learning, like learning a language, art, music, or sport. Why do you think it's so important to keep learning?

Stella: Learning something new helps you feel more confident – can you remember that amazing feeling you had as a child when you managed to do something new for the first time? But most of all, it stops life from getting boring!

Presenter: You interviewed a lot of people for the book, and there are some great stories. What's your favourite?

Stella: I think that's Kevin Jones, who learned to ride a bike at the age of 28. He describes how difficult it was and what the experience taught him, like it's OK to admit you can't do something, and you shouldn't judge other people, and, most importantly, sometimes there are no quick solutions and you have to keep trying if you want to succeed.

Presenter: Finally, what's your advice for our listeners?

Stella: Never think that something is too difficult for you. If you couldn't do it in the past, it doesn't mean you can't do it now. So if you want to play a musical instrument or take up a sport, learn a language, or get a degree: just do it!

UNIT 10

Track 15

Narrator: 1.

Woman: I ride my bike everywhere, and I think these new cycle paths are great. It's dangerous to ride on the main roads because most car drivers don't pay attention to bikes. Having proper cycle paths is much better. I like the fact that there are lights, too, which means you can use them even when it's dark, and you know you aren't in any danger.

Narrator: 2.

Man: I've tried using the new cycle paths, because it would be great for me if I could get to work by bike every day. They're OK, and I guess I'll get used to them. But I think they need to put some signs up to help people see which way to go, especially through the park. It isn't always clear at the moment.

Narrator: 3.

Woman: Well, it's good to see that the city is trying to do more to encourage people to use their bikes. But I really don't think they've done very well with these. They're too narrow, which means they're difficult to use when there are a lot of bikes, and they don't go to places where anyone wants to go. To be honest, I think they're a complete waste of time!

Narrator: 4.

Man: I've used them quite a lot. There are plenty of them, and there's one that goes very close to the place where I work. It's great to be able to avoid the main roads, but in a way, I think they've been too successful. There are so many bikes on them in the mornings that it almost feels as if you're riding on a busy road!

Track 16

Narrator: For each question, choose the correct answer.

1 – You will hear two friends talking about a new airport.

Man: Wow, this is an amazing airport! How long has it been open?

Woman: Only about two or three months. I love the design of the building, although I thought we were going to get lost when we were driving in.

Man: Yes, the information was quite confusing. But they've clearly put a lot of thought into collecting rubbish – with separate bins for plastic, paper, food, and so on.

Woman: And you don't have to look around to find them. It's just a shame the airport's on the opposite side of the city to where we live.

Man: At least we don't hear any noise.

Narrator: Now listen again.

Narrator: 2 – You will hear a woman telling her brother about her new electric bicycle.

Woman: I rode my new electric bike to college today.

Man: And?

Woman: Well, people who don't know me don't know that I have to cycle up those really steep hills near our house. And it's really flat around college. So I felt a bit uncomfortable – I mean it makes me look lazy. I'm sure people were looking at me as I parked it with the other bikes.

Man: I wouldn't worry about that.

Woman: I can't help it. Still, the bike's great quality. If I look after it, I should be able keep it for years.

Narrator: Now listen again.

Narrator: 3 – You will hear two colleagues talking about travelling to work.

Woman: There must be something happening in town today. Do you know, it took me 15 minutes to find a parking space this morning! Do you still catch the train to work?

Man: Yes. I'd never go back to driving. Sitting in traffic at the end of the day used to make me so cross.

Woman: I guess it must be useful to be able to send emails and read reports on the train before you even get to work.

Man: I only read for pleasure in the mornings.

Narrator: Now listen again.

Narrator: 4 – You will hear two friends talking about getting to the airport.

Man: Julia, about going to the airport next week ... Last time we arranged to meet by the entrance it took us ages to find each other.

Woman: Yes, there was a huge tour group there. So why don't I come to your house?

Man: I can't make you do that. It would mean a very long journey for you. I was going to say, maybe we should look at the airport plan and find a better place to meet – like by the bus station, or the pick-up point.

Woman: Yes. Let's check online now.

Narrator: Now listen again.

Narrator: 5 – You will hear two neighbours talking about traffic in the town.

Woman: I'm so glad the roadworks are finished now. The traffic jams were awful.

Man: Hmm, there was someone on the radio saying wider roads simply encourage more traffic. The issue for me is that local people will get used to the new one-way system, but if you don't know the town, it's so easy to get lost now.

Woman: And you can't just turn around.

Man: Well, it's too late to change it now.

Woman: Perhaps they should build a huge car park on the edge of town.

Man: They talked about doing that once before, but the shop owners were against it.

Narrator: Now listen again.

Narrator: 6 – You will hear two friends talking about recycling.

Woman: Tom, is that a new water bottle?

Man: Yes, it's made of metal. It means I don't have to buy plastic bottles of water when I'm out.

Woman: I might get one of those. I've already got a cup made of bamboo, for when I'm out and want to get a coffee. Plastic's such a big problem, isn't it? I mean, some things I buy at the shop only come in bottles made of plastic. And I've almost given up buying things in jars because glass isn't environmentally friendly to produce.

Man: Oh, I know. It's impossible to know what to do sometimes.

Narrator: Now listen again.

Narrator: That is the end of Part 2.

UNIT 11

Track 17

Presenter: Welcome to the show. Living in London isn't easy, but with me today are three young people who are happy with how they've chosen to live in the capital. First, Ewan, a designer. Where do you live?

Ewan: I live in an empty office block. People often think it's against the law, but I rent through an agency. The owners prefer to have people living there, to keep the building safe until a business moves in. The advantage is that the rent is really cheap, and I don't have to travel far to work. The disadvantage is there's only one office toilet for 12 people on my floor, and the only shower is one we've set up ourselves. Also, I might have to move out at any time if a business wants to move in. But it's worth it because I can save money to get my own place.

Presenter: That's really interesting. Now Daisy, a nurse, has found a different way to live. Tell us where you live, Daisy.

Daisy: I live with an 89-year-old lady, Julie, in her house. Lots of elderly people live alone in London, and they're often lonely.

Sharing the house with a young person is a good solution – cheap rent in return for friendship. So, from Monday to Friday, I cook with Julie in the evenings, or we go out for a meal. Actually, she's great fun, and she's given me lots of useful advice about all kinds of things. The disadvantages? It was difficult at first because I wasn't used to living with someone older, but it's fine now. And I've saved lots of money! I'm moving out soon, into my own flat, but Julie and I have become friends, so I'll still see her.

Presenter: What a lovely story. And finally, Andy, a musician. Tell us about your home.

Andy: I live on a boat on the river. I bought it last year, and I love it! The main advantages are that it's cheap and it's my own, so I can decorate it or do whatever I want with it. The disadvantages are that I have to look after it and do repairs, and emptying the toilet every week isn't much fun! It wouldn't suit someone who likes to live somewhere comfortable! The other problem is that I have to move around. You're only allowed to stay in one place for 14 days, then you have to move. But, on the positive side, I've made lots of friends with other young people who are doing the same thing as me – that's really nice.

UNIT 12

Track 18

Narrator: For each question, choose the correct answer.

1 – What is the woman's job now?

Woman: I'm really interested in buildings and their history. For a few years, I taught on a local history course at the university in my city. I really enjoyed sharing my knowledge with students but I didn't enjoy being indoors every day. Now I share what I know with visitors to the city by leading walking tours around all the important buildings – old and new – in the city centre.

Narrator: Now listen again.

Narrator: 2 – Which benefit does the man's company offer staff?

Woman: Are you glad you moved to a new company?

Man: Absolutely. It's a great firm to work for. There's a free car park for staff, which has made my journey to work a lot easier. And another thing they provide is free health checks twice a year. I've got my first one next month, so I've decided to join a gym – I don't want to be told I'm unfit.

Woman: What a good idea.

Narrator: Now listen again.

Narrator: 3 – Who works in the sales department?

Woman: I work in the sales department of a small company that makes equipment for hospitals. My manager's called Anna, and I get on really well with her. There used to be two men as well, but one of them left. That's made things really busy recently, but we're supposed to be getting another member of staff soon. My friend Sally has applied for the job but she hasn't heard yet if she's got an interview.

Narrator: Now listen again.

Narrator: 4 – Where does the man work?

Woman: Are you still working at the art gallery?

Man: No, that was just a part-time job while I was looking for something more permanent. There's a shopping centre that's opening next week behind the art gallery, and they've hired me to be head of security.

Woman: That's great. When do you start?

Man: Actually, I already have. It's great – it's the same journey time as the gallery, and when the centre opens, I'll be able to have lunch in a different restaurant every day.

Woman: Perhaps we could meet for lunch one day.

Man: Sure.

Narrator: Now listen again.

Narrator: 5 – What does the woman like best about her job?

Man: How are you getting on at work?

Woman: Fine. I've been promoted. I'm now personal assistant to the accountant. I don't have my own office but that's OK because the people I share an office with are quite nice. And the company recently installed this *amazing* new accounts software. It makes going to work every day a pleasure.

Man: The views must be great – I mean, isn't your office on the top floor?

Woman: Yes, you can see right across the city. To be honest, I rarely have time for looking out the window.

Narrator: Now listen again.

Narrator: 6 – What was the man's career ambition when he was a child?

Man: When I was a kid, I dreamed of running away from school and getting a boat and sailing round the world. I also used to race round the garden being a train driver, telling everyone that's what I was going to be when I grew up. When I was eight, I remember my parents taking me on a helicopter ride – I loved the speed and the sense of feeling free. I still get that feeling in my job as a pilot, especially when I look out of the plane at the ground below.

Narrator: Now listen again.

Narrator: 7 – Who is the woman's sister?

Man: What's your sister doing now she's left college? She wanted to work in television, didn't she?

Woman: Oh, she's opened her own café!

Man: I bet the food's delicious. She was always a great cook.

Woman: Well actually she's got a couple of people who run the kitchen. It means she has time to work out front, chatting to customers about what they like.

Man: I can see her being brilliant at that. She's confident and she has good people skills.

Narrator: Now listen again.

Narrator: That is the end of Part 1.

UNIT 13

Track 19

Narrator: For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. You have twenty seconds to look at Part 3.

Narrator: You will hear a gym owner called Lee Norton talking about a spin class.

Lee: I'm Lee Norton from Norton's Gym. I'd like to tell you about a class we're offering – a spin class with virtual reality. I hope you'll decide to join.

For those of you who haven't heard of spinning, it's indoor cycling on a machine, and it gives you a great workout. We've offered ordinary spin classes since January, when the gym opened. I did a spin class with virtual reality when I visited New York in May – I loved it and had to have it in my gym. Finally, in August, we were ready to open the class.

If you haven't done spin with virtual reality, it's like a spin class but in the dark, and you watch a huge screen as you cycle. I describe it as a way to enjoy fitness and cinema – it's not often you can do those two things together.

Spin with virtual reality is a fantastic workout. People who've tried it said it wasn't as boring as regular exercise because they had something else to think about. I personally thought it made the whole thing less painful, and the time went more quickly than in a traditional class.

So what do you watch while you're doing the spin class? We have several 'programmes' and I've tried them all. We change these regularly to keep it interesting. One week there's a ride through the countryside, or the city – my personal favourite – or on a race track.

If you're new to spin classes, I'd suggest the level one class, which lasts thirty-five minutes. It's best to arrive fifteen minutes early for the first session, so you can meet the instructor. You'll soon be ready to manage the next level, which is forty-five minutes long.

Customers tell me how much they like the virtual reality classes, so I'm intending to offer a wider choice of virtual reality fitness activities than just cycling, starting with running. And if that's popular, we might consider rowing classes.

Narrator: Now listen again.

Narrator: That is the end of Part 3.

UNIT 14

Track 20

Narrator: For each question, choose the correct answer. You have 45 seconds to look at the questions for Part 4.

Narrator: You will hear an interview with a musician called Molly Ford, talking about growing up with famous parents.

Presenter: My guest today is singer-songwriter Molly Ford. Welcome, Molly.

Molly: Thank you.

Presenter: Your parents are successful musicians too. When you were growing up, at what point did you realise they were famous?

Molly: All through my childhood, people came up to chat to them in the street. I just thought everyone was being friendly. Once, at a friend's house, there was a music magazine on the table. Mum and Dad were on the cover. I thought 'wow, they must be real stars'. I don't remember photographers following them. Maybe I didn't notice.

Presenter: What was it like touring with your parents?

Molly: An adventure. No two days were the same, you never felt stuck in a routine. I had mates, because the other musicians in the band took their families too. Sometimes staying in hotels was annoying. I wanted to sleep in my own bed and have my things around me. I hated leaving my toys behind when I was little.

Presenter: Did you ever read stuff about your parents when you were growing up?

Molly: My parents gave lots of interviews and were always open. I don't remember them ever getting cross because of lies about them in the newspapers. They were very proud of me, and still are – and it was kind of lovely to see things they'd said about me.

Presenter: Have your parents given you advice about being famous?

Molly: When I was a teenager, I got embarrassed if classmates kept asking me questions about them. Mum and Dad encouraged me to see the positive sides of being famous – the money, the chances to meet celebrities, and so on. Apart from that, we didn't talk about it. We were a happy family. Living out of suitcases was a temporary thing, but it was normal to us.

Presenter: I imagine your parents had famous friends.

Molly: Yes – I still see them now. They're interested in my career, and are great at listening to me if I have problems. It makes me laugh when I see them doing ordinary things, like washing up – I can't help thinking 'you're a worldwide superstar'. When I watch them on TV, I notice they don't behave the same as at home – they're more careful in what they say and do.

Presenter: Interesting. If you have children one day, will you take them on tour?

Molly: I don't know. I love working in the music industry, but travelling's tiring. Most probably I'd move into music producing or write songs for other people. I'd like to think my parents could be babysitters, but they'll probably still be touring!

Presenter: And what...

Narrator: Now listen again.

Narrator: That is the end of Part 4.

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