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With kind regards,

Pamela Baxter

Director

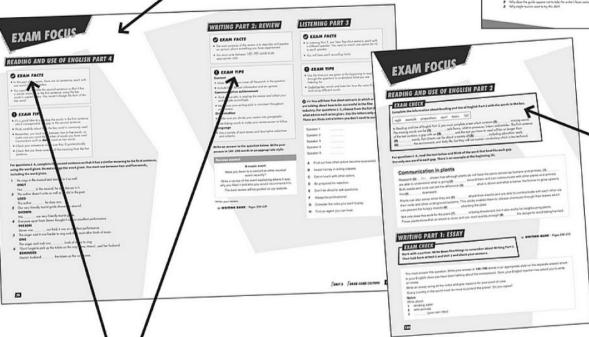
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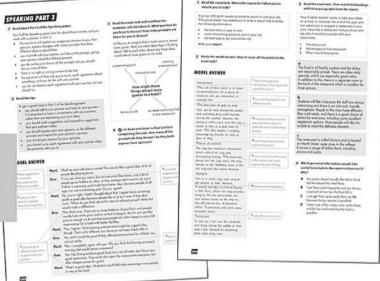
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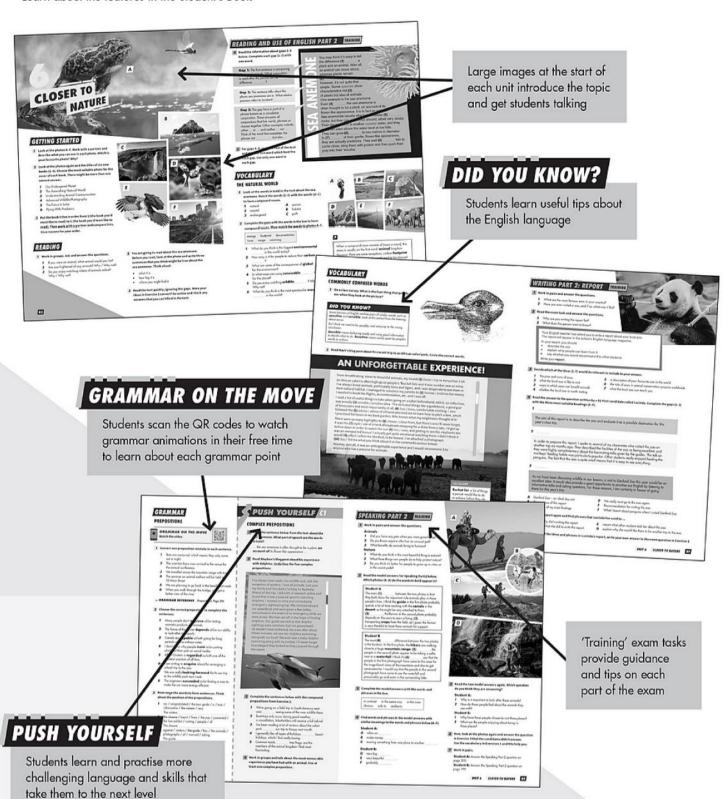


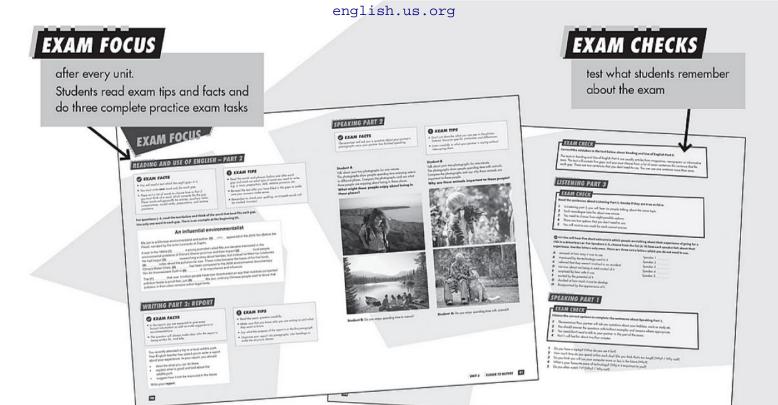
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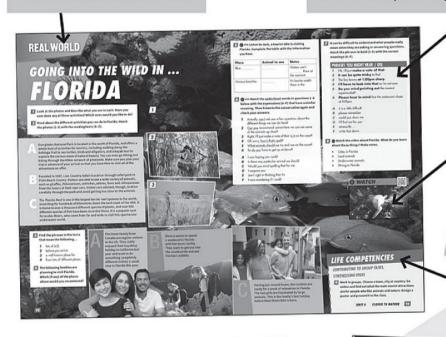


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pages take students outside the classroom and into the real world

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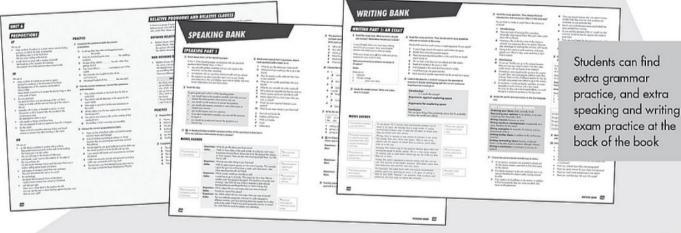
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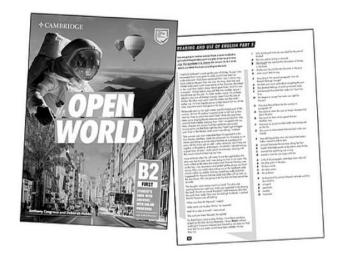
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## **B2 FIRST EXAM INFORMATION**

PART/TIMING	CONTENT	EXAM FOCUS
Reading and Use of English 1 hour 15 minutes	Part 1 A modified cloze text containing eight gaps and followed by eight multiple-choice items  Part 2 A modified open cloze text containing eight gaps  Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.  Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is given as a 'key word'  Part 5 A text followed by six multiple-choice questions  Part 6 A text from which six sentences have been removed and placed in a jumbled order after the text.  A seventh sentence, which does not need to be used, is also included.  Part 7 A text, or several short texts, preceded by ten multiple-matching questions	Candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing the first four tasks; candidates are also expected to show understanding of specific information, text organisation features, tone, and text structure.
Writing 1 hour 20 minutes	Part 1 One compulsory essay question presented through a rubric and short notes  Part 2 Candidates choose one task from a choice of three task types. The tasks are situationally based and presented through a rubric and possibly a short input text. The task types are:  • an essay • an article • a letter or email • a review • a report	Candidates are expected to be able to write using different degrees of formality and different functions: advising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting.
<b>Listening</b> Approximately 40 minutes	Part 1 A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one three-option multiple-choice question per extract.  Part 2 A short talk or lecture on a topic, with a sentence completion task which has ten items  Part 3 Five short related monologues, with five multiple matching questions  Part 4 An interview or conversation, with seven multiple choice questions	Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement, etc.
Speaking 14 minutes	Part 1 A conversation between the examiner (the 'interlocutor') and each candidate (spoken questions)  Part 2 An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions)  Part 3 A discussion question with five written prompts  Part 4 A discussion on topics related to Part 3 (spoken questions)	Candidates are expected to be able to respond to questions and to interact in conversational English.



## UNIT OBJECTIVES

Topic: communication

Grammar: present perfect review; comparatives

and superlatives

Vocabulary: adjectives to describe emotions
Listening: a breakdown in communication

Reading: emojis

**Speaking:** getting to know your classmates

Writing: a story

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.



SB P8

## **GETTING TO KNOW YOUR CLASSMATES**

If possible, put the 'questions' diagram on the board and show students that the question 1 has been placed in topic 5. Read question 2 and ask where you should write number 2 (topic 4). Students put the rest of the questions into the correct topics and check their answers with a partner. Ask students to come to the board to complete the diagram with the question numbers.

2 Education and work
4 Family and friends
5 Daily life
6 Hobbies and interests
7 Education and work
8 Where you're from
9 Daily life
10 Family and friends

- 2 Students work individually to match the phrases to the questions in Exercise 1. These are useful phrases to answer the questions in Exercise 1. Do one together as an example.
  - 1 Where are you from?
    2 How many brothers and sisters do you have?
    3 What's your favourite subject?
    4 What's your favourite part of the day?
    5 What do you like most about your hometown?
    6 What job would you like to have in the future?
    7 What do you like to do at weekends?
    8 What's your favourite hobby?
    9 Who are the most important people in your life?
    10 What's your favourite kind of food?
- 3 Ask students to add a question of their own to each topic. Go around the class, checking that their questions are grammatically correct and helping where necessary. Encourage them to check their questions with other students.

When they are ready with their questions, ask all students to stand up and take their books and notebooks and a pen or pencil. They mingle around the class, asking one or more questions to all the other students in the class.

When most students are finished, ask them to make groups of three or four and share some of the information with their group members. Finish the exercise by inviting students to share the most interesting answers they got to their questions.



SR PC

## ADJECTIVES TO DESCRIBE EMOTIONS

- Ask students if they know what an emoji is and confirm their answers by looking at the picture. Do they use the same or a similar word in their own language?

  Give students a few minutes to ask and answer the questions with their partner. Share ideas as a class.
- 2 Ask students which emoji represents the adjective annoyed? Show them where they should write the number 5. They do the same for the other adjectives. Ask them to compare their answers with their partner before checking with you.

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

3 Students demonstrate that they understand the meaning of the adjectives by explaining a situation in which they felt that emotion. Tell students that they should question their partner, if they feel his or her story doesn't match the stated emotion. For each emotion, ask one student to talk about the last time they felt that emotion. Invite others to ask follow-up questions, e.g. What happened next? or How do you feel about that incident now? Ask other students to comment on whether they would feel the same way in that situation.

## **OEXTENSION**

Ask students to list three more adjectives to describe emotions. Is there an emoji for that emotion? Can they design their own?

Examples: excited, interested, amused, confused, surprised, nervous



## **EMOJIS**

Students match the questions with the text messages. Ask them whether they reply to messages in this way. Which of the emojis in the messages would they use?

1D 2A 3E 4B 5C

2 Allow students to work in pairs to replace the emojis with words. After the exercise, ask how easy they found the exercise. Are emojis always clear?

## Suggested answers

A – We danced all evening. It was great!
B – Yes! I've just bought a new pair of shoes. Do you like them? C – Thanks for the reminder. I can't believe they've been married for 30 years! D – I've been running all day. I'm so tired! E – No! I've lost my keys and now I can't get into my car.

- 3 Students practise reading for gist- the overall message of the blog post. To encourage the appropriate reading style, set a time limit of two minutes. Tell students not to worry about every detail and to ignore any unknown words.
  - 2 There are a lot of benefits to using emojis.
- 4 Read out 1 and ask students to underline the sentence where the answer is located (Beginning of Paragraph 2 Initially, I was a bit sceptical). Although this tells us that the statement is false, it contains two words students might not know (initially and sceptical). Tell students that if they continue to read the paragraph, they will find more information to confirm their answer (My friend used them all the time. My first impression was that they were a bit, well, childish).

Elicit the synonyms used for At first that are used in the text (Initially, my first impression). Tell them that the statements and text are unlikely to use the exact same words, so they should look out for synonyms and paraphrase. Point out that where they do see the exact same words (e.g. used them all the time), they should be cautious as it is likely to be a distractor.

Students complete the exercise and compare their answers with a partner.

1 False 2 True 3 True 4 False 5 True 6 False

### **FAST FINISHERS**

Ask students to find examples of synonyms or paraphrase which helped them complete the exercise.

## Suggested answers

2 Miranda didn't understand why her friend used emojis – Why was she putting pictures all over her messages?

3 noticed – I was always looking at her posts first.

4 it's harder for people who speak different languages to understand emojis – they're universal, meaning that people who speak different languages to me can still understand

5 less unfriendly – friendlier

6 people should always use emojis instead of words – It doesn't mean that every word can be replaced by an emoji

5 Ask students to discuss the questions in pairs. Bring the class back together and invite them to share their ideas. 6 This activity can be done using students' phones.
Tell students to start by writing what they want to say in their notebooks. If they have their phones, they can try to find emojis to express their ideas. If not, they can make up emojis of their own on a piece of paper and pass them to other groups to see if they can understand the message.

After the activity, ask students whether they have changed their views on emojis.



## PRESENT PERFECT REVIEW

- Refer students back to the text messages in Exercise 1 of the Reading section. Ask them which tenses they use (present perfect simple, present perfect continuous, past simple). Ask students to match the messages with the uses 1–5. Tell them to refer to the Grammar reference on page 204 if necessary.
  - 1 We danced all evening. It was great! 2 No! I've lost my keys and now I can't get into my car. 3 Thanks for the reminder. I can't believe they've been married for 50 years! 4 I've been running all day. I'm so tired! 5 Yes! I've just bought a new pair of shoes. Do you like them?
- Tell students to use the Grammar reference for this exercise as well. Students should find and correct the errors individually and then work with a partner to explain their corrections. Explaining the corrections will help them understand and apply the rules.
  - 1 I've been knowing known Richard for about ten years. 2 I've sent him a message yesterday.
    3 A You look really tired. B Yes, I am. I've painted been painting the flat all afternoon. 4 I've got my first phone when I was eighteen years old. 5 I didn't see haven't seen the new film yet. 6 Have youwatched Did you watch the documentary on TV last night? 7 I lived have been living in London for the past five months. 8 I've already been drinking drunk three cups of coffee this morning.
- In this exercise, all the questions relate to the present perfect simple or present perfect continuous. Do the first question together on the board. Write or type the question and tell students that they must rewrite the sentence using the word living. Elicit which tense they need to use (present perfect continuous) and the missing words (have been living). Ask students to complete questions 2–5 and compare their answers with their partner.

## **©EXAM INFORMATION**

This type of activity can be found in the Reading and Use of English paper and is known as a key word transformation exercise. In the exam, a range of different phrases and structures are tested.

- 1 have been living here
  2 have you been doing
  3 have never eaten
  4 seen each other for
  5 have been married
- 4 Elicit the difference between the present perfect simple and present perfect continuous (present perfect simple focuses on the results of a completed action; present perfect continuous focuses on the action rather than the result). Draw students' attention to the example (1) and ask them to make questions 2-7.
  - 2 How long have you been learning English? 3 Have you ever visited another continent? 4 How long have you been living / have you lived in your present home? 5 What blogs have you read / have you been reading recently? 6 What's the most exciting thing you've ever done? 7 Have you ever met a famous person?
- Ask students to work with a different partner to ask and answer the questions. Go around the class, listening to students and noting down any errors you hear with the use of tenses. After they have finished, write the errors you heard on the board and elicit corrections.

## **BACKGROUND INFORMATION**

Students often have difficulty with the present perfect simple and present perfect continuous because many languages don't have an equivalent tense. Latin languages do have a present perfect tense, but it is used differently and students often apply the rules from their own language to English, resulting in errors. It is therefore important to continue to point out examples and provide ongoing opportunities for practice.



## A BREAKDOWN IN COMMUNICATION

1 Tell students they are going to hear about an incident that happened in Poland. Before they open their books, ask what they know about Poland. Students open their books and study the information about the country. Give an example of a similarity and a difference between Poland and your country or the UK:

Both Poland and the UK have football as their most watched and played sport.

Poland is colder than the UK in winter.

Students share their comparisons in groups.

2 © 002 Give students time to read through the questions and options before you play the audio. Encourage them to clarify any doubts about the meanings of words.

Check they understand flatmates (people they live with who are not family members) and kiosk (a small hut with an open front for selling snacks, newspapers, tickets, etc.). Show them the picture of a Polish kiosk. Play the audio twice, unless students are confident about their answers after just one listening.

1 B 2 A 3 B 4 B 5 A

## AUDIOSCRIPT @ 002

Andrew: A funny thing happened to me when I was living in Poland. When I arrived there, I didn't know any Polish, and so my Polish flatmates always helped me, like when I needed to buy something. Anyway, one day I needed to go into the city centre. As my flatmates were all watching a film on TV - and it was raining - I didn't want to ask them to come outside with me and help me buy a ticket for the tram into town. So instead I asked them to tell me what to say at the street kiosk to buy tickets into town and back. I practised saying it a couple of times, and they wrote it down on a piece of paper for me so I'd remember. I left the flat and went to the kiosk. An old woman was sitting inside, so I asked for two tram tickets in Polish. She said something and made a face at me which told me that she had no idea what I was saying. So I said it again. Still no luck. I realised I probably wasn't pronouncing it very well, but I was determined to buy those tickets. And when she saw that I was holding a piece of paper, she pointed at it so that she could see what I wanted. I didn't give it to her, but instead, tried one more time to ask for the tickets. Finally, she gave a big smile and her eyes opened wide. 'At last' I thought, 'she understands me! I'm going to get my tickets after all.' She then gave me a magazine, a chocolate bar and a packet of toothpaste! I had to laugh, as my attempts to speak Polish had gone badly wrong. So in the end I showed her my piece of paper. I thought that if I wasn't able to make myself understood, then it was time to take a Polish language course. So I did. And I'm pleased to say that I can now buy tickets for the tram!

3 Students give a personal response to the story they have just heard. If students can't remember an incident that happened to them, ask them to talk about a communication difficulty they have heard or read about. Bring the class back together and ask them to share any interesting experiences they talked about and any ideas for communicating with someone whose language they don't speak.



## COMPARATIVES AND SUPERLATIVES

- This is a good opportunity to get students to 'retell' the story. Give them some time to read the story and say whether they have ever experienced something similar. Tell them that they are going to pretend to be Alice telling her story to someone else. Give them a minute to read the story again. They then close their books and take turns telling the story as Alice. Their partner listens and responds by adding any details the speaker missed or correcting any inaccuracies.
- The students are now very familiar with the text and should focus on the grammar of comparatives and superlatives. If possible, put the text up on the board and elicit the first comparative or superlative adjective (funniest). Ask them to find and underline all of them.

The <u>funniest</u> thing happened to me and my friend on a recent trip to Germany. We went to Berlin, which is the <u>biggest</u> city in Germany. Actually, it's <u>as big as</u> my home city in terms of land area, but it has a <u>smaller</u> population.

After a few days of exploring the city, we wanted to take the train to Hannover, which is about an hour and a half away from Berlin. My friend is much <u>more confident</u> than me and actually speaks <u>better</u> German, so she went to the ticket office to buy two train tickets. We decided to take the express train as it was <u>faster</u> than the regional train. It was <u>nicer</u> and <u>more relaxing</u>, too. We sat down in our seats and the train departed. We chatted the whole way and admired the beautiful view from the train window.

After an hour and a half, we arrived at our final destination. Hamburg! We realised then that we had somehow got on the wrong train. I couldn't believe it! We ended up having a great time, even though we had originally planned to visit Hannover.

3 Tell students to read the seven patterns and find one or two examples for each from the words they underlined in Exercise 2.

1 faster, smallest 2 nicer 3 funniest 4 more confident, more relaxing 5 the biggest 6 better 7 as big as

### **FAST FINISHERS**

Ask students to add one or two more adjectives for each rule.

## Possible examples

1 kinder, smartest
2 larger, cutest
3 sunnier, happiest
4 more important, the most dangerous
5 thinner, the fattest
6 worse, the best
7 as strong as, as expensive as

4 Refer students to the Grammar reference on comparatives and superlatives on page 205. Tell students that each of the questions contains an error, which they should find and correct. Do the first one on the board as an example:

What is the better-best film you have ever seen? (The student has written a comparative instead of a superlative.)

Students find and correct the errors in 2–6 and compare their answers with a partner. They should try to explain what is wrong in their own words.

- 1 What is the better best film you have ever seen?
  2 What is the difficultest most difficult thing about learning English?
  3 Would you prefer to live in the coldest or hotest hottest place on earth?
  4 Is it easyer easier to learn a musical instrument or learn a new language?
  5 Do you think that nurses should be paid as much money than as footballers?
  6 What's the more most expensive thing you have ever bought?
- 5 Students use the grammar in context by answering the questions with their own ideas. Encourage them to explain their ideas in detail.

## **ALTERNATIVES**

You might decide to do the activity in one of the following two ways:

- Assign each student one of the questions. Ask them to mingle and ask their question to all the other students (unless your class is very large – in such a case, tell them to ask at least ten students). They note down their responses and return to their groups to share the answers they got from other students.
- 2 Arrange the students in two lines facing each other. Give them a minute to discuss the first question with the student opposite them. After the minute, ask the students in one of the rows to move one place to their left (the student on the end will walk down and join the other end of the line). They then have a minute to discuss the second question with their new partner. Repeat the process until they have discussed all six questions with six different partners. If students are enjoying the activity, elicit from them some more questions that contain comparatives and superlatives, and continue.

## **OEXTENSION**

Students create a fact file about their country using comparatives and superlatives.



## A STORY

- Ask students to look at the four pictures and put them in order. Ask them to make a few notes about what they think happens in the story and then share their ideas with their partner.
- 2 Students read the story and find similarities and differences with their own stories. What was the actual order of the pictures? Students then find and correct the eight spelling mistakes.

While I was walking back home, I came across a brite bright blue suitcase just behind a café next to my house. It was quite large and had a pink ribbon on the side of it. I looked for a label to see who it belonged to but it didn't have one. As I only lived next door, I desided decided to take it home, open it up and see if there was a name or adress address, anything that would help me to find the owner.

The first thing I noticed when I opened it was a gorgous gorgeous green dress. It was beautiful. So beautiful, in fact, that I tried it on!

I went back out, still wearing the dress. I was just turning the corner when I bumped into an old **frend friend**, who I hadn't seen for a while. She was in town visiting her sister.

"Hey, nice dress!" she said. "I have one just like that. Well, actually actually, I had one just like that."

"What do you mean?" I asked.

"I left my suitcase here about 15 minutes ago. I walked off and just completly completely forgot about it. I don't know where it is!"

"I think I know where it might be." I said, feeling extremely embarassed embarrassed.

3 Put the two sentences with when and while on the board:

**While** I <u>was walking</u> back home, I came across a bright, blue suitcase ...

I was just turning the corner **when** I <u>bumped</u> into an old friend ...

Elicit the tenses that follow while (past continuous) and when (past simple). Point out that this is a common pattern, but both when and while can be used with either tense when talking about two things happening at the same time: While I was watching/watched television, Jenny was cooking/cooked dinner.

Do 1 on the board as an example. Draw a timeline to show that a longer action (watching TV) was interrupted by a shorter action (the phone rang).



Students complete 2–4 and compare their answers with a partner.

1 was watching, rang3 walked, was talking4 broke, was preparing

- Write the sentence on the board. Brainstorm ideas about what students would do if they were in that situation. How could the story develop? How could it end? If students have difficulty with ideas, feed in some of the following:
  - Try to find the owner? How? Give it in at the police station? Keep it?
  - Returned to owner and a reward given / made a new friend.
  - It turned out to be a magic ring, which could grant wishes.
  - Couldn't find the owner, sold it and went on holiday / started a new business.

Tell students they should use narrative tenses (past simple, past continuous and past perfect). Elicit some time phrases they could use (when, while, as, then, after that, next, a few minutes/hours/days later, before/after... ing, etc.). Suggest they use some of the adjectives to describe emotions presented earlier in the unit. Elicit that the story they read has direct speech. Ask students why story writers often use the characters' exact words (to make the reader more involved and make it more interesting). Suggest they use some direct speech in their own stories.

Either students write the story individually in class or for homework, or they write it in pairs. If you have just started teaching the class, you might use this writing task to evaluate the students' writing against B2 writing criteria.

When students have written their stories, get them to swap with another student (or another pair) and evaluate their partner's writing using the following questions.

- Is the writing easy to follow or are any parts unclear?
- Which tenses has the writer used? Are they used accurately?
- Which time phrases have been used? Are there any errors in their use?
- Is the story divided into paragraphs and is it punctuated correctly?
- Has any direct speech been used?
- Have any adjectives to describe emotions been used?

Whichever way the stories are written, make sure you give feedback on them. Feedback should focus on features they have studied in the lesson or any others you have highlighted. In this case, make sure they have included narrative tenses and time phrases.

As this is their first writing task, you could introduce a correction code so that you can highlight errors. However, students need to correct them.

## **Example correction code**

Gr - grammar

P - punctuation

WW - wrong word

WO - word order

WF - word form

R - register (too formal or informal)

^ - word missing

T - tense

? - unclear

## **OEXTENSION**

Ask students to type up their stories with the corrections and add a picture. Make a wall display of the stories and invite students and teachers from other classes to view it.



## **UNIT OBJECTIVES**

Topic: health and fitness

Grammar: gerunds and infinitives; comparing and

contrasting ideas with linkers

Vocabulary: health and fitness; idioms
Listening: understanding distractors
Reading: Part 7: multiple matching
Speaking: Part 2: individual long turn

Writing: Part 1: essay

Pronunciation: weak forms: the schwa

**Exam focus:** Reading and Use of English Part 7;

Writing Part 1; Speaking Part 2

Real world: Being active in ... Zurich

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

## GETTING STARTED

SR DIA

## WARMER

Ask students to keep their books closed. Write Healthy Living on the board and tell students it is the title of a magazine. Ask them if they would like to read a magazine with this title. Students work in groups to discuss what might be included in a magazine with this title (healthy recipes, types of exercise class, information about dietary supplements, etc.). Get them to share their ideas by writing them on the board as a mind map around the title.

Ask students to open their books and look at the five headlines. Do they relate to any of the ideas on the board? In groups, ask students to discuss what each article might be about. What would they like to clarify about each one? You could give them some phrases for clarification, e.g.:

I wonder what you would do on a health holiday?
I'd like to know how you think yourself fit.
What do you think they are referring to in the last headline?
What do they mean by 'apps to shape up'?

Get students to choose which article they would most like to read. Which is the most popular with the class as a whole? Why do they find it an interesting topic? Which is the least popular? (Elicit reasons for their answers.)

2 © 003 Tell students they are going to listen to two people talking about one of the headlines. Point out that they might not hear all or any of the words in the headline, but they should be able to link the conversation to one of the headlines using clues from the dialogue. This is a gist task, so at this stage, students don't need to focus on every word.

No prize for finishing first

3 © 003 Ask students to read the sentences and try to guess what the missing words and phrases are. They could pencil in any ideas. Play the audio and students correct any guesses and write in what they hear. Give them time to compare answers in pairs and play again to check.

1 plenty of 2 junk food 3 obesity 4 calories, consume

Check students' understanding of the words and phrases. Note: Consume calories and count calories are common collocations. We don't say eat calories.

4 Students discuss the questions in groups. Conduct class feedback by eliciting some of the groups' answers. Did all of the groups have the same answers?

## **ALTERNATIVE**

Give students a few minutes to read and think about the questions without discussion. Read out the first question.

Ask those who say Yes to go to the left and those who say No to go to the right of the classroom. With others of the same opinion, they share their reasons. Then they find someone on the opposite side (numbers might not be even so it could be one Yes and three No's for example). They have minidebates on the question. Repeat for the other two questions.

## **AUDIOSCRIPT** © 003

Matt: Hey Daniel, I thought the plan was to wander

around the park, sit down and enjoy our lunch.

We've got plenty of time.

Daniel: Yeah, I know, Matt. I just can't help it. Even when I

was younger, I always ate too quickly.

Matt: Don't you get indigestion?

Daniel: Sometimes, though I think that depends on what

I'm eating to be honest. I get a bit of heartburn if I

eat too much junk food.

Matt: You know that speed-eating's not good for your

health, right?

Daniel: Oh? Why not?

Matt: Well, research suggests there's a link between

obesity and eating quickly.

Daniel: I don't believe you!

Matt: It's true. Your brain doesn't get the chance to tell

your stomach it's full.

Daniel: That sounds ridiculous!

Matt: No, really. It takes a while for your stomach to

send messages to your brain that you've had enough. Therefore, the quicker you eat, the more

calories you'll consume.

Daniel: Oh!

Matt: Yeah. You might clear your plate quickly, Daniel,

but in the long run, it could harm your health!

Daniel: Hmm ... Matt? Are you going to eat that

sandwich? I'm still hungry!

## P WEAK FORMS: THE SCHWA

It is important to raise awareness of weak forms because they can cause students to misunderstand what they hear. In English, unlike many other languages, each word of two or more syllables has one syllable that is stressed more than others. Words that carry meaning are stressed while 'grammar words' such as prepositions, articles and auxiliary verbs are usually unstressed (weak).

5 © 004 Put the first sentence on the board. Ask students to predict which words might be pronounced weakly. Remind them that they are not going to be the words that carry the main meaning (time, dinner). Play the first sentence and ask students where the weak forms are:

It's time **for** dinner.

Model and get students to repeat the sentence with the weak forms.

Ask students to look at sentences 2–5 and decide where the weak forms will be. Play the audio as many times as students need to check their answers.

## Suggested answers

(The sounds in bold are weak)

1 It's time for dinner.
2 It's a health and fitness book.
3 How long has she worked there?
4 I can play tennis on Saturday.
5 We've got quite a lot of work to do.

Get students to practise the sentences with a partner. Check they are saying the weak forms correctly. Monitor, support and make a note of common errors.

It is a good idea to come back to this idea of weak forms regularly, for example when you hear mistakes and when practising a dialogue.



## **HEALTH AND FITNESS**

## WARMER

Tell students you are going to list a few habits and after each one they have to say 'healthy' or 'unhealthy'. Include some habits that might be questionable, e.g.:

- eating lots of fried food (unhealthy)
- driving everywhere (unhealthy)
- riding a bicycle (healthy)
- drinking milk every day (?)
- eating red meat (?)
- going to the gym (healthy)
- Tell students to read Mauro's blog quickly to find out whether his lifestyle is healthy or unhealthy. Set a time limit of one minute to encourage the correct reading style.

healthy (He used to live an unhealthy lifestyle, but now he leads a healthy lifestyle.) Can students remember anything about the unhealthy things he used to do and the healthy things he does now?

2 Students work independently to match the definitions with the words in bold from the text. Give them a few minutes to check with a partner.

1 cut down 2 keep up 3 keeping track
4 overweight 5 overdid 6 rate 7 aching

## **OEXTENSION**

If you have a strong class, you might want to raise their awareness of some of the word types in the exercise. Highlight words with the prefix over-. Can they think of any others? (overpay, overworked, overdue, etc.). Point out that they share the meaning of 'too much'. What is the opposite of overweight? (underweight). What are the phrasal verbs in the exercise? (cut down, slim down). What are the opposites of these words? (increase, put on weight). Can they think of any others with down? (back down, break down, calm down, etc.). If necessary, recommend that some students use dictionaries to help them with this exercise.

3 Students need to read the whole sentence carefully to decide which word is needed and which form it should be in. Draw their attention to the first sentence and ask what type of word is needed (verb). Ask which form they will need to use (verb -ing). Elicit the answer (overdoing).

Ask students to first decide what type of word is needed, then choose the word and finally, decide on the correct form of the word for 1–7. Give students the option of working individually or in pairs. If they choose to work on their own, get them to check with a partner afterwards.

1 overdoing (verb - -ing form) 2 overweight
(adjective) 3 keep up (verb - base form) 4 ache
(verb - base form) 5 cutting down (verb - -ing form)
6 keep track (verb - base form) 7 rate (noun)

4 Read through the task with the class and elicit a few examples of the kind of questions they could ask, making sure they use words from the previous exercises. Prompt them if they are having difficulties. Put students into pairs to work on their five questions. Both students should write the questions down. Monitor, checking students' use of the language, grammar, spelling, etc., making suggestions when needed. Set a time limit of seven to ten minutes. Some pairs might not have time to complete all five questions.

## **Example questions**

Was it difficult to **keep track of** what you were eating? What type of food did you **cut down** on? Did you use an app to **monitor** your progress? How did you cope with muscle **ache**? Did you ever **overdo** it at the gym?

5 Form new pairs and ask students to interview their partner, noting down their responses. Monitor, listening to the students' answers, and note down any repeated or significant errors for correction at the end of the activity.

## **OEXTENSION**

When both students have asked their questions, ask them to return to their original partners. Ask them to compare the answers they received to each question. Can they remember what questions they were asked and how they answered?

## **SEXAM PREPARATION**

It would be useful at this point to discuss ideas for recording and storing vocabulary and the importance of students reviewing their vocabulary notebooks or files regularly. This habit is also good preparation for the B2 First exam. You could ask students to discuss these questions:

- Do you store vocabulary in a notebook, on your computer or on another device?
- What information do you need to record about a word? (meaning, collocations, pronunciation, spelling, part of speech, level of formality, how common it is, translation, etc.)
- How can you make your vocabulary notes user-friendly? (space words out, write clearly, use colours, etc.)
- How often should you review your vocabulary? (after the class where you learn it, the following day and then weekly until you are confident of it)

## READING AND USE OF ENGLISH PART 7 TRAINING

SB P16

- Plicit a stereotypical view of older people (staying at home, inactive, unhealthy, dependent on others, etc.).

  Refer students to the photos and ask them to compare the peoples' lifestyles in pairs. Encourage them to talk about any active older people they know. Share ideas as a class.
- Tell students that in Part 7 they often have a number of related short texts to work with. They will have to adopt different reading styles for different questions. For example, they will sometimes have to read a part of a text in detail and sometimes read the whole text fairly quickly to identify the writer's opinion. Tell them that for this task they ONLY have to match the photos to the texts. This requires quick skim reading. Ask them to raise their hand when they're done to encourage speed.

Photo 1: Text D Photo 2: Text C Photo 3: Text A

3 Tell students they are now going to practise the skills needed for Part 7. They are now reading for specific information. Ask them to start by reading the questions and highlighting the most important words, i.e. the words they will be looking out for when reading. Remind them that the exact words may not be in the texts, so they will need to look for words with a similar meaning too (1 relax (note: present tense not past); 2 brain, body, good health; 3 most senior, graduated, university; 4 addicted; 5 recovered, rapidly). Encourage students to read in order to answer the questions, skipping parts of the texts that are not relevant.

1D 2B 3B 4A 5C

## **OEXTENSION**

Ask students to identify distractors. If students got any ofthe questions wrong, they may have already have found them.

#### Possible answers

- 1 A Peggy took a few years out to rest but that was in the past.
  2 Any could be distractors all talk about brain OR body. Only Allan talks about both.
- **3** A Peggy was the oldest person to graduate from Bristol University, but the question is more general.
- 4 B The text says <u>perhaps</u> he's obsessed whereas Peggy <u>is</u> hooked. Both obsessed and hooked are synonyms for addicted. 5 A Peggy also had to recover from an illness but there is no mention that what she is doing is making her recovery faster.
- 4 Give students a few minutes to talk in groups about what they admire about the people in the texts. You could provide some useful phrases if you think it will help:
  - What I admire about ... is
  - I am amazed that s/he still ...
  - I really respect people who ...
  - I've never heard of anyone who has ...
  - I admire the fact that s/he ...
  - I find ... really inspirational.
- Point out that the four people from the texts are real people and they are going to find out more information about them. Either give each student a free choice or put them in groups of four, assigning one person to each student. Set a time limit of ten minutes for research and note-taking. Students share what they have learnt and decide who they find the most inspirational.



## IDIOMS

1 Ask students to match the five highlighted phrases in the texts to definitions A-E.

A – back on her feet B – keeps in shape C – touch and go D – recharge his batteries E – keep his brain sharp

Remind students that in this kind of idiomatic expression, the words cannot usually be changed except to change a pronoun, e.g. her to his. Ask: Can we say 'go and touch'? (not with the same meaning), Back on her toes? (no) Recharge her batteries? (yes).

2 Point out that this Key Word Transformation is designed to practise the idiomatic expressions from the previous exercise, but in the exam a wide range of grammatical and lexical items is tested. Ask students to read the instructions. Ask: How many words can you write? (2-5) Can you write one word? (no) Can you write three words? (yes) Can you write six words? (no). Read through the first question, which has been done as an example, with the students. Remind them that they may have to change the form of any verbs to make the sentence grammatically correct.

Get students to work individually to complete sentences 2-4 and check with their partners.

2 keeping my brain sharp

3 recharging her batteries

4 to keep in shape

## SPEAKING PART 2 TRAINING

## EXAM INFORMATION

Part 2 of the Speaking paper requires students to compare and contrast two photos and answer a question about them. They speak alone for a minute. The other candidate then comments on the photos for up to 30 seconds.

- 1 Student discuss the questions to generate interest and ideas before doing the Speaking Part 2 task. Allow students up to five minutes to share their ideas with their partner and do brief whole-class feedback.
- 2 005 Before students focus on the questions, ask them to look at the photos and describe what they see. If you feel it is needed, you could review phrases for describing, e.g.:
  - On the right/left of the picture ...
  - In the background there's ...
  - In the top/bottom right/left hand corner ...

Refer students to the questions relating to the pictures. Point out that although students can describe what they see, they also need to give opinions and suggest what they think might be happening. After giving the students adequate time to discuss the questions in pairs, elicit an answer to each question from one pair, allowing other students to add their own ideas.

Students listen to Maria, a student, doing a Part 2 task. Ask students to read the three questions, listen and decide which one Maria is answering.

2

3 @ 005 Focus students on the use of phrases to compare and contrast the two pictures in Maria's long turn. Point out that all these phrases are useful for this part of the text. Students listen and tick the words and phrases that Maria uses.

both, while, looks like, rather than, look as though, even though

## **OEXTENSION**

Ask students to read the audioscript and highlight the phrases. What phrases could also be used?

both - in each photo while - whereas even though - although look as though - look as if looks like - appears to be rather than - instead of

## **AUDIOSCRIPT** © 005

Well, in **both** photos, food is being consumed. The first photo shows two women sitting in a restaurant or café, enjoying what looks to be fast food, while the second photo shows a woman eating on the move. I think the women in the first photo have decided to eat this type of meal because they enjoy it. Even though they look happy, it doesn't look as though the food they're eating is too healthy. The woman in the second photo appears to be eating fast food, possibly a burger or a sandwich. It looks like she's commuting to or from work and so it's possible that she doesn't have the time to sit down and enjoy her meal. Personally, I think the women in both photos should try to eat a more balanced meal rather than food which is high in salt and fat.

- 4 Tell students that this exercise relates to common errors students make in this part of the Speaking test. Tell them the errors are grammatical. Give students time to identify and correct the errors and compare with their partners. If possible, show the sentence on the Smartboard or whiteboard and get a different student to come up and correct each one. Ask other students whether they agree with the correction.
  - 1 At In the first photograph, you can see a picture of two people eating in a restaurant. 2 The second photo appears to show a woman eating on a bus. 3 It looks as like / as though two people are enjoying a meal together in the first photo. 4 I think the woman eats is eating a burger or a sandwich in the second photo. 5 A lot of people tend being to be quite busy at work, so they don't have much time to eat.

5 Suggest to students that they might like to record their own long turn on their phone so that they can reflect on their performance at home. Suggest that the listener act as time keeper.

After students complete the task, allow them time to reflect on how they performed. Did they manage to say everything they wanted to say, did they keep talking, did they manage to use any of the language from Maria's model answer?



## **UNDERSTANDING DISTRACTORS**

### WARMER

With books closed, ask students what their favourite apps are and whether they have used any apps relating to health and fitness. If they haven't, ask how they think apps could be used in this area.

- 1 Ask students to look at the photos of the apps and discuss the questions in groups of four or five. As the purpose of this exercise is to generate interest before listening, there is no need to do whole class feedback or correct errors.
- 2 © 006 The first time they listen, all students need to do is identify which app Chloe is trying out. This mirrors exam tasks in that all the apps are mentioned and rejected for some reason.

Α

3 © 006 Read through the information in the box with the class. Tell students that there will usually be some mention of each option or other distractors to 'tempt' them away from the correct answer. Therefore, they need to keep listening and see whether an idea that is mentioned is later rejected by one of the speakers. Play the audio again and give students an opportunity to compare answers before checking.

They are too expensive.
 the app that measures your heart rate
 the app that measures your heart rate
 the app that measures your food intake
 Ali is surprised because he thought Chloe hated cycling.

## **AUDIOSCRIPT** © 006

Chloe: Hello Ali.

Ali: Hi Chloe.

Chloe: Ali, I'm going to get myself in shape!

Ali: But you're not overweight.

Chloe: Well, I do need to slim down a little. Anyway,

as you know, I've wanted to buy a smart watch

for ages.

Ali: Yep. You said they were too expensive and that

you decided not to get one.

**Chloe:** True. I was thinking about a cheaper option. I know they have lots of free apps you can download, like

the ones some people use to measure whether they're getting a good night's sleep.

Ali: Yes. That's a great idea, though you never get up

until mid-morning, so I don't think you really need

that one.

Chloe: I agree. You can also get one that checks your

pulse. You know, measures your heart rate.
I thought about downloading it but I don't think
I have any problems with my blood pressure and

anyway, it isn't very user-friendly.

Ali: | see.

Chloe: There's even one where you type in what you're

eating and it tells you how much fat, protein and carbohydrates you've consumed. Brilliant if you're

trying to cut down on calories.

Ali: So, you're getting that one then?

Chloe: Err no, it's far too time-consuming entering all that

data. I'd be bored after a few days.

Ali: So?

Chloe: I've discovered a great app for cyclists.

Ali: Hold on a second, I thought you hated cycling?

Chloe: I know. But it includes other physical activities too,

like walking, running and swimming. So, I've

downloaded it and I'm starting now.

Ali: Err, Chloe, was that you? I think someone's

calling you.

Chloe: Nope, that's just my phone telling me to get

moving. See you, Ali. I'm off to get fit ...

## **OEXTENSION**

Get students to read through the audioscript and highlight the sections where the other apps are eliminated:

App B – ... but I don't think I have any problems with my blood pressure and anyway, it isn't very user-friendly.

App C – Err no, it's far too time consuming entering all the data. I'd be bored after a few days.

App D - ... so I don't think you really need that one.

4 © 007 Ask students whether they think Chloe succeeded in getting fit using the app. Tell them that she has now given up. Check the meanings of the phrases and get students to predict the reason Chloe gave up. Students listen to the audio and check their predictions.

didn't lose weight

5 @ 007 In the audio, all the potential reasons for giving up are mentioned and discounted. Students listen and note down why they are discounted. Let them listen a third time if necessary and/or read the audioscript. sore muscles - Chloe says that her legs aching wasn't really an issue.

an injury – Chloe says she never hurt herself, but her friend Sunita hurt her ankle.

extremely hungry – Chloe says that she could deal with being hungry.

too tired - Chloe says that she could put up with being out of breath from time to time.

## **AUDIOSCRIPT** © 007

Chloe: Hey Ali, how's it going?

Ali: Oh, hi Chloe. Good thanks. How are you getting

on with the app?

Chloe: I'm a bit stressed to be honest.

Ali: Really? Why's that?

Chloe: Well you know I've been using it to keep track of

the number of steps I've been taking. I mean, I wasn't obese, but I'd put on a few kilos and

thought I was a little overweight.

Ali: Yeah. I remember you telling me you were giving

it a go. You said it was your favourite app.

Chloe: Not anymore. At first, everything was great.

It monitored my steps and sent me little reminders when I'd stopped moving for longer than 30 minutes or so, to help with the weight loss and keep my heart rate up. It even had me running up and down the stairs once. My legs didn't stop aching for days after that, which wasn't really an issue. It just took me much longer to get around.

Ali: Ha! I'd like to have seen that. You told me to download it if I remember rightly. Several times!

D " : I A ... I ...

Chloe: Don't remind me. Anyway, that's not why I've

given it up. I mean. I could put up with being out of breath from time to time. And I never hurt myself or anything like that though my friend Sunita hurt her ankle when she tried. The thing is,

I was starving. All the time!

Ali: Well I guess your metabolism was working harder,

so I'd expect you to eat more.

Chloe: Actually, I didn't mind that bit of course, and

I could deal with being hungry, but guess what?
I actually put on weight which put me off the app

completely.

Ali: Oh no! Not really what you wanted was it?

I guess ...

6 Get students to work with someone different and discuss the questions. If your students are more confident speakers, you could ask them to discuss in groups of three or four. Those students who are lacking in confidence might prefer to have one partner. Encourage students to share their ideas. If some pairs/groups are not speaking much, guide them with some ideas:

## Suggestions

1 These apps can be helpful to raise awareness of eating too much or not enough, eating at irregular times, etc., especially if you are busy. However, they might cause people to become obsessed with weight or sleep habits and actually make the situation worse. An app to track heart rate can be useful to see how effective exercise is or to monitor stress levels. However, it may not be totally 2 Technology may have made people's accurate. lifestyles more sedentary as they spend more time playing games or going on social media. On the other hand, the internet can be a good way to share information on exercise and healthy eating, and some apps may be helpful to monitor diet, sleep and exercise. eating is definitely a good thing, but the body needs a certain amount of fats and protein, which some people forget when they are too obsessed with healthy eating. Also, it is important to be able to relax and enjoy a treat on a special occasion and to enjoy your meals.. 4 Smartwatches are becoming more popular, but they are not the 'must have' item that a phone is. With most

4 Smartwatches are becoming more popular, but they are not the 'must have' item that a phone is. With most smartwatches, you still need a phone for connectivity and a lot of people feel they duplicate the functions of a phone. Having said that, they are useful for people who don't want to carry their phone everywhere and they are useful for sportspeople who want to track their steps and fitness levels.

## **FAST FINISHERS**

If a group or pair finish their discussion early, put them with another group to compare their ideas.



## **GERUNDS AND INFINITIVES**

## REMEMBER!

When two verbs are used together, the first verb determines the form of the second. So, for example, the verb want is followed by the infinitive, e.g. to eat. This is true whatever the tense or form of the first verb: I want to go / He wanted to study / They've been wanting to see.

Write the two sentences on the board. Ask how many verbs each sentence has (two). Ask which tense the verbs in bold are in (1 present perfect; 2 past simple). Elicit the form of the second verb in each sentence (1 infinitive; 2 gerund). Ask why they are in those forms (because want is followed by infinitive and stop is (often) followed by the gerund).

Write on the board I want \_\_\_\_ a smartwatch. Ask what tense the verb is in (present simple). Ask what form of the verb buy goes in the gap (to buy). Change want to I will want or I wanted to show that the first verb changes the tense and the second is always infinitive. Repeat with a second sentence if necessary.

1 infinitive form 2 the -ing form (gerund)

2 Explain that in this exercise students have to put the verb in brackets either in the infinitive or the gerund form.

Read out the first sentence with the two options (Having a high protein diet is supposed to be good for you / Having a high protein diet is supposed being good for you). Ask which is correct (the first one). Ask students to complete the sentence in their book by writing to be in the gap. Ask students to work individually to complete sentences 2–7 and check with their partners.

1 to be 2 to skip 3 using 4 harming 5 to drink 6 eating 7 playing

- 3 Students discuss the opinions in Exercise 2, using the correct verb patterns. Allow five to seven minutes for this exercise. Monitor, correcting errors in the target language.
- 4 © 008 Give students a minute or two to read through the dialogue, ignoring the gaps. Ask what Matilde and Franco are talking about (vegetarianism and a food market). Tell them that each gap contains two verbs, the second of which is either a gerund or infinitive. Play the audio and students write down what they hear. Play it again if necessary. Give students a minute or two to compare their answers before giving feedback.

1 stopped to take 2 stopped eating 3 remember telling 4 remember to give 5 try cutting out 6 tried to book

5 Write the first pair of sentences on the board, using different colours if possible:

I stopped to take a look.

More and more people have stopped eating meat.

To illustrate the meaning of the first sentence, mime walking and stopping in order to have a look at something. For the second sentence, again mime walking, stopping and eating something. Ask: Is this correct? (no) Do they eat meat now? (No, they ate meat before but now they don't. They have stopped eating meat.)

Ask students to come up with their own sentences to illustrate the two patterns, e.g.:

I was writing my essay, but I stopped to have a coffee My father has stopped driving to work. Now he goes by bus.

Ask students to discuss the differences between the other pairs:

I remember telling you about the benefits of vegetarianism. / I didn't remember to tell you.

I should try cutting our meat and fish from my diet too. / I tried to book a meeting with a professional.

- 1 We use the -ing form after stop to show that an action or event is no longer continuing. We use the infinitive form after stop to show that someone has stopped doing something in order to do something else.
- We use the -ing form after remember to show that the action comes first and then you remember it. We use the infinitive form after remember to show that you remember something first, and the action comes after.

- We use the -ing form after try to show that you do something to see if you like it or not or to show that someone has recommended that you try it (e.g. a doctor or a friend). We use the infinitive form after try to emphasise that something is difficult to achieve.
- 6 This exercise should be done individually to check each student's understanding. Write the answers on the board for students to self-mark. If they got any wrong, refer them back to the key above.

1 consuming 2 to cut out 3 to grab 4 to eat 5 trying 6 putting

7 Ask students to look at the points. Give a few examples relating to yourself, e.g. I can't stand watching rugby matches. (Point out 'doing' should be replaced with a different verb.); I refuse to eat spicy food.

Students individually write a sentence for each point. Monitor and offer suggestions or corrections as necessary. Put students in groups to share their sentences.

## **OEXTENSION**

Students might want to agree with others' sentences. Point out that if they are the same, they can use So do I, Nor/Neither did I, etc.

## Examples

A: I've given up drinking coffee.

B: So have I!

A: I can't stand doing homework.

B: Nor/Neither can I!

## WRITING PART 1 TRAINING

SB P20

## **SEXAM INFORMATION**

Part 1 is the compulsory question, so it is important to ensure all students taking the exam are familiar with the format and the skills needed to answer it.

- 1 Read out the question Is your lifestyle helping or hindering your health? Check the meaning of hindering (opposite of helping, getting in the way of). Ask students to answer the questionnaire individually.
- Put students in groups of three or four to compare their answers and decide who has the healthiest lifestyle. Students read the analysis of their answers on page 198. Ask them to tell their partners whether they want to make any changes to their lifestyle.

## **CULTURAL NOTE**

In the UK, although the traditional diet was quite healthy, fast food became available in the mid to late twentieth century and people become unhealthier. In recent years, however, there has been a change with campaigns such as 'eat five (portions of fruit and vegetable) a day'. Now we can find healthy fast food chains as well as burgers and fries. Ready meals are also healthier than the 'TV dinners' in the 1970s and 1980s.

3 Write the words Diet, Exercise, and Work on the board. Give an example of how people's lifestyles have changed, e.g. In recent years, gym membership has risen as people realise the importance of exercise. Ask students to discuss the changes that have taken place either in their own country or where they are now. Monitor and prompt with ideas if necessary.

## **©EXAM INFORMATION**

Tell students they are going to see an example of a Part 1 Writing task and that this is a compulsory question. Check meaning of compulsory (you must do it). The format of the question is always the same and it is always a discussion essay. First, there will be a statement that students must agree or disagree with or a question to respond to. This will be followed by a short set of notes. Draw their attention to the question and notes. The notes always provide two ideas for students to write about and a blank space for students' own ideas. Point out that there are only three ideas because there is both a time limit and an upper word limit.

4 Ask students what their own idea would be. Most will say 'work' after the discussion in Exercise 3, but they could choose something different such as 'stress' or 'free time'. Students read the model answer to check their predictions.

Ask students to look at the 'shape' of the essay. How many paragraphs are there? (5). How many lines is each paragraph? (2 or 3). Ask them to work in pairs to answer the Focus on structure questions.

2 work - the writer talks about how working longer hours is affecting our health 3 the final paragraph - the writer says I agree that it's more difficult to be fit and healthy in modern society ... 4 To sum up - other words and phrases that can be used are: In conclusion, In summary, Overall

## **OEXTENSION**

If you have a Smartboard or computer/projector, you could jumble up sentences or paragraphs for students to reconstruct the essay. This exercise helps raise awareness of cohesion and coherence in the text. You could also blank out subject-related vocabulary and ask students to fill in the gaps.

Model essays are often a rich source of input material and a good opportunity to highlight useful collocations and phrases. Students can annotate their copies or note the words and phrases in their vocabulary notes.

Examples from this essay: arguably, foods high in vitamins and minerals, consuming (more formal than eating), lead to, tend to, build their muscles, burn calories, fast-paced lifestyles, under pressure, physical and mental well-being



## COMPARING AND CONTRASTING IDEAS WITH LINKERS

7 Tell students that they are going to look at how the writer links ideas in the essay. Point out that 'Organisation' is one of the criteria they will be assessed on in the exam. Draw their attention to the highlighted linkers in the essay and give them time to study how they are used. Which ideas does each one link? What is the relationship between the ideas? (even though - contrast, rather than alternative, despite - contrast, instead of - alternative, than ever before - comparison, however - contrast).

Do the first question with students as an example. Ask: What are the two ideas? (The rates of obesity have increased and many people still lead healthy lifestyles.) What is the relationship between the two ideas? Elicit that the first idea is negative (It is bad that rates of obesity have increased.) and the second is good (People still lead healthy lifestyles.), so it is a relationship of contrast. Ask: What are the contrast linkers from the essay? (even though, despite and however). Tell students that as well as the relationship between the ideas, they also need to consider the grammar. Only one of the three contrast linkers fits grammatically (even though).

Students work in pairs to complete questions 2-6.

- 2 instead of / rather than 1 Even though 4 instead of / rather than
- 3 Despite 5 However
- 6 than ever before
- 2 Remind students that they need to think about grammar and punctuation in terms of meaning when using linkers. The errors in these sentences might relate to either grammar or punctuation. Students work in pairs to correct the errors. Ideally, have the sentences on the Smartboard or whiteboard and get a student to come up and make the correction on the board.
  - 1 Despite hating carrots ... 2 ... to walk to school, even though it might take ... / ... to walk to school. However, it might take ... 3 / 4 ... rather than pay money ... 5 Instead of writing down ...
- 3 There are different ways to approach this task. You could just ask students to write the essay independently either in class or at home. However, as it is their first attempt at a Part 1 question, you might want to spend time in class brainstorming ideas under the headings 'technology' and 'food' and sharing ideas for a third topic. You could then get them to write individually, using the ideas generated as a class. Alternatively, you could try pair or group writing.

Remind students of the word limit (140 to 190 words). It is a good idea to get students used to sticking to the word limit though at this stage, time limits should not be imposed too rigidly.

Whichever way the essays are written, provide feedback, focusing on whether they have included the two ideas given and one other, and whether they have used a range of linking words appropriately. If appropriate, use the correction code introduced in the Starter unit.

Good examples of student essays can be displayed on a notice board or shared in some other way (digitally or physically) with other students.

## **PUSH YOURSELF**

CI

SB P21

## UNDERSTANDING HEALTH

Point out to students that every unit of this book has a section called *Push yourself to C1*, which means it is a bit more challenging than the other exercises. If your class is struggling with the other exercises, this section may be omitted.

### **CULTURAL NOTE**

Boot camps were originally military or correctional in nature, providing intense training or promoting changes in behaviour or attitudes. Therefore, they had a negative connotation. In recent years, fitness boot camps have become popular as a way to kick-start a fitness regime or take it to a higher level. Although they are hard work, some of them provide luxury accommodation and nutritious but delicious food cooked by world-class chefs, and it can be very expensive to attend.

- 1 Write fitness boot camp on the board. Ask students if they have heard the term before. Can they guess what happens at such a camp? Ask them to open their books and look at the pictures and describe what they can see. Do they think boot camp is easy or difficult? (difficult). Will it be enjoyable? (probably not for most people, unless they are very fit and love exercise).
- 2 © 009 Check the meanings of the five words in the box. Students can use their dictionary apps if necessary. Ask them to look at the itinerary. How many days is the camp? (5). Explain that they need to match the five words with the five days. Play the audio and check answers.

Day 1: Digestion Day 2: Stamina Day 3: Posture Day 4: Nutrition Day 5: Well-being

3 @ 009 Get students to write the five headings in their notebooks, leaving plenty of space for notes. They listen again and make notes under each heading. Give them time to compare their notes with a partner. Was there anything they didn't understand? If needed, play the audio again with or without the audioscript. (Each student can decide whether to use the audioscript.)

## Suggested answers

Day 1: 5 am swim. 7 am body assessment. Manage Metabolism. How food is broken down.

Day 2: 5 am 5-mile run. Work out in field behind gym. Ability to work out for longer. Intensive workout / interval training. Build endurance.

Day 3: Looking at bad habits from sitting, slouching. Working with Pilates expert.

Day 4: Fuelling body to get energy and weight loss. Learn how to nourish our bodies after the course. 5:30 am 10-mile hike.

Day 5: 5:30 am meditation. Swim in the lake. Damaging effects of stress on long term mental health. Looking at lifestyle, eating habits and personal relationships.

Personal guidance from an expert.

## AUDIOSCRIPT @ 009

Gavin: Good evening and welcome everyone. I'm Gavin and thanks for signing up for First Fit Boot Camp. I'm sure you'll love every minute of it. Ok, perhaps not every minute. I'm going to work you guys hard – but if you stick with it, I guarantee that, by the end, you're going to feel amazing!

Right guys, so what have we got in store? Day one starts at five am with a quick dip in the lake to help wake us all up. Then at seven am, you're going to have a body assessment with some of the country's leading nutritionists. Fitness begins in the kitchen and that's why they'll be advising you on how to manage your metabolism. After your assessment, they'll be teaching you a bit about the science of food and how your body breaks it down. I know some of you have allergies to certain foods and in a later session we'll talk all about how to fuel our bodies by eating clean. Ok, so day two is another five am start, but this morning we're off for a five-mile run around the lake, followed by a workout in the field behind the gym. Here we're going to focus on extending your energy levels and your ability to work out for longer by doing intensive interval training. And when I say intensive, I mean you're going to feel exhausted by the end of it, but I can assure you that intense workouts followed by short periods of rest will encourage you to burn more calories and build endurance.

Now, in your pre-boot camp questionnaire, many of you mentioned suffering from aches and pains associated with your study or work habits, and this is our focus on day three. As we get older, bad habits like not sitting up straight, crossing our legs and inactivity can lead to back and shoulder problems. We'll be splitting you into small groups to work with our Pilates experts. You might find some of the positions uncomfortable to start with, but they'll become natural with practice.

Day four is the follow-up from the first day and this is where we're going to focus on how to fuel your body to give you sufficient energy and to promote weight loss. Of course, while you're here our exceptionally talented chefs are preparing what you need, but it's important that you know how to give your bodies the right vitamins and minerals and how to prepare a healthy, balanced meal. This will take place after the ten-mile hike which will start slightly later than usual, at five thirty am.

That leads us to the final day. We're going to start with meditation at five thirty am, followed by a quick swim in the lake. Then we're going to spend the rest of the morning looking at the damaging effects of stress on long-term mental health. We know that keeping fit and active can help to reduce anxiety. However, everyone is different and that's why we're adopting a tailored approach to this session. We'll look at your lifestyle, eating habits and personal relationships. You'll then be given personal guidance from an expert in the field.

Right, so welcome again and, well, as it's nine pm, I suggest we all get an early night and I'll see you at five am sharp!

Any questions...

4 Ask students to discuss with a partner which of the five days they would most and least like to do. You could start by giving your own ideas, e.g. I think day 5 looks the best because I like meditation and I'm interested in the effects of stress. For me, day 2 looks awful because I don't have much stamina.

In the second part of this exercise, students can do their own research to find out more about boot camps and possibly find one they would like to do. Set a time limit of about ten minutes and tell them to make notes as they will share what they have found out with their group later. After ten minutes, put students into groups to share what they found out. Has anyone found a boot camp they would like to take part in?

#### Possible answers

Activities provided: hiking, yoga, camping, mountain biking, team games, abseiling, workshops Factors to consider: cost, location, accommodation, fitness levels required, activities, previous experience needed

## **EXAM FOCUS**

SB P22

## READING AND USE OF ENGLISH PART 7

See if students can remember what they have to do in Part 7 of the Reading and Use of English paper. Ask: Do you read one long text or a few shorter texts? (a few shorter texts). Point out it might be a longer text divided into sections. Ask: How many questions do you have to answer? (10) What kind of questions are they? (match the question to the correct text).

Tell students they are going to have an opportunity to practise a Part 7. This could be done individually in class or at home, but it is a good way for students to test themselves. Before they start, read through the Exam facts and Exam tips with them.

2 D 3 A 4 D 5 C 6 D 7 B 9 B 10 C

#### ALTERNATIVE

Allocate each question to a different pair. Each pair might have one, two or three questions. They must highlight the key words and find synonyms or paraphrases for them, e.g.: 1 believes - thinks, feels, is of the opinion that; possible - it can be done, you can do it; unhealthy - not very healthy, in poor health, in bad condition, out of condition; overweight - fat, heavy, weigh too much

### **FAST FINISHERS**

Although this task is mainly for students to test themselves, it provides texts rich in vocabulary. Ask students to highlight any words, phrases or collocations that are new to them or that they have not used actively themselves. Ask them to try and work out the meaning from context, check in a dictionary and/or write their own sentences using the word or phrase.

Some words they might want to focus on include: hit home, get out of breath, regrettable, critical, slip into, hard work paid off, fussy eater, strict diet, processed food, give it a go, stuck with it.

## WRITING PART 1

This exercise is an opportunity for students to put into practice what they have learnt in the unit. However, you might feel your students need more support. Read through the question and notes with the students and the Exam facts and Exam tips. Elicit ideas for their own ideas (sleep, stress, work habits). Remind them to write in paragraphs and use linking words such as those presented in this unit as well as some of the topic-related vocabulary they have learnt.

Provide feedback, focusing on relevance of ideas, clarity of ideas and opinions, cohesion (linking ideas), grammar, vocabulary, spelling and punctuation.

WRITING BANK / pages 234-235



#### **SB P24**

Students practise their individual long turns with a partner. Before they start, read through the Exam facts and Exam tips with them. Students work in pairs to complete the task. Students often find it useful to do the task a second time to improve their performance. If they are keen to do this, you could change the pairings so that they get to work with a different partner.

Monitor and listen to different pairs. Make notes on common errors you hear and at the end of the activity, write them on the board for students to correct.

Draw students' attention to the self-evaluation at the end of the task. They could do this for each activity in the Exam Focus section. You might need to explain the meaning of the three options:

Gave it a go – I am less that satisfied with my performance. Getting there – I did okay.

Aced it - I was pleased with how I did.

> SPEAKING BANK / pages 246-249

## **REAL WORLD**

#### **SB P26**

#### WARMER

Write Zurich on the board. What do students know about it? Share some of the information in the Fact File and elicit comment.

Ask students what they do to prepare for a trip abroad (with books closed). Tell them they are going to read some advice about this topic. Get them to read through the advice. Were any of their ideas mentioned? Students complete the sentences with the words in the box and check with a partner.

1 Take out 2 Refer to 3 Read 4 Make sure 5 Subscribe 6 need 7 Find 8 Pack

2 Students re-read the advice in Exercise 1 and find words and phrases for the definitions.

1 vaccination 2 policy 3 roaming charges 4 carry-on (luggage) 5 visa 6 alerts

3 © 010 Ask students to close their books and see how many of the eight pieces of advice they can remember. Which pairs can remember all eight? Play the audio and students identify which two pieces are discussed. Can they remember what Gina and Pierre said about each one?

Gina and Pierre talk about points 1 and 2.

## AUDIOSCRIPT @ 010

Gina: Hello Pierre, did you manage to find some low-

cost travel insurance for our trip to Zurich?

Pierre: Oh, hi Gina. Yes, I did. And as we're planning on

taking a few trips this year, I've taken out an annual policy. Medical expenses are covered for

up to 5 million pounds.

Gina: That's great. I'm sure we won't need to make an

insurance claim while we're there, but it's better to be safe than sorry. Prescription charges can be

high, wherever you travel.

Pierre: Yes, they can. I remember I was prescribed a

course of antibiotics when I got an infection in Finland last year and was surprised at how much

it cost.

Gina: Weren't you covered by insurance?

Pierre: I'd forgotten to take any out!

Q 011 Ask students to read through sentences 1–6. Can they think of any other ways to say the phrases in italics? Tell students they will hear phrases that could replace the phrases in italics so they need to listen for the non-italicized part of the sentences (e.g. I've eaten something which ...) and note down the phrase that follows it. Play the audio more than once if necessary.

1 didn't agree with me 2 an upset stomach

3 under the weather 4 quite light-headed

5 coming down with something 6 do you good to get

## AUDIOSCRIPT @ 011

Gina: Oooh ...

Pierre: What's up, Gina?

Gina: I think I've eaten something which didn't agree

with me.

Pierre: Are you sure? We ate the same for dinner last

night and I feel fine.

Gina: Well, I've got a bit of an upset stomach and I feel

quite weak.

Pierre: Oh dear. You do look a little under the weather.

Do you have any other symptoms?

Gina: Yes, I do. I think I've got a slight temperature and

I'm feeling quite light-headed when I stand up.

Pierre: I'm sure it's nothing serious but maybe you're

coming down with something. That guy on the bus from the airport was coughing and sneezing, so

perhaps you've caught whatever he had. Maybe you're right.

Pierre: It's probably just a cold but it might do you good

to get some sleep for a few hours and then if you feel worse, perhaps we should go to the doctor?

Gina: That's a good idea. I might feel better after

some rest.

Gina:

- 5 The phrases on the medicine bottle are typical of a more formal style used in the medical context. Ask students what might happen if a visitor to an English-speaking doctor didn't understand the instructions on their medication (they could be very ill, the medicine might not help them, etc.). Students match the instructions to their meanings.
  - May cause drowsiness
     One capsule twice daily
     If symptoms persist, consult your physician
     Only
     Side effects may include nausea and vomiting
- Students practise using the words and phrases from this section to talk about their own experience. Give sufficient time for all students to answer all the questions orally with their group.
- Tell the students that they are going to watch a short video about Zurich. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

## Suggested answers

The city of Zurich: located in Switzerland, famous for its banks, many of which are found in Paradeplatz

Things to see and do: shop in Bahnhofstrasse, go to see operas, plays, ballets and concerts, relax by the river

The fondue tram: enjoy a fondue dinner during a two-hour circular trip through the city

Sports and recreation in and around Zurich: hosted the 17th cyclo-cross world championships in 1967, go skiing and snowboarding at the Flumserberg ski resort, enjoy the panoramic views at Mount Rigi, go hiking and relax in the baths and spas

## LIFE COMPETENCIES

## CREATING NEW CONTENT, SYNTHESISING INFORMATION

Working as a team is an increasingly important skill in both higher education and the workplace. Encourage students to make decisions collectively, rather than the most dominant students picking a city. To work well as a team, students will share out the work and each research a different aspect of the topic. Therefore, it is important to give them time in class to set up the task, even if the actual research takes place at home.

In the next class, students must come together and share their information, working together to select information, discard anything that is relevant or repeated and order their information in a logical way.

## **ALTERNATIVE**

Students can make a PowerPoint presentation with slides and pictures to present their information to the class in a more formal way.

⇒ WORKBOOK / Unit 1, page 8



## UNIT OBJECTIVES

**Topic:** friends and family

Grammar: the passive; used to, be used to,

get used to

Vocabulary: describing your family; phrasal verbs

Listening: Part 4: multiple choice

Reading: social media and friendship; Part 6:

gapped text

Speaking: speculating

Writing: Part 1: compulsory question; opening

paragraphs

Pronunciation: stress in phrasal verbs

**Exam focus:** Reading and Use of English Part 6;

Listening Part 4; Writing Part 1

Real world: Making friends in ... Seoul

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.



## WARMER

Introduce the topic of 'Keeping in Touch' by asking which social media sites students are active on, how many friends they have on each, who their 'friends' are (people they know in real life, family members, people they met online, etc.) and how much time they spend on social media per day.

Choose one of the sentences to do as an example and complete it for yourself on the board, e.g. The last thing I 'liked' on social media was a video of some kittens playing with a ball of string. Students work individually to complete the sentences about themselves. Put students into pairs to share and discuss their answers.

Give students a few minutes to discuss, then elicit ideas from the class, identifying any class likes.

## READING AND USE OF ENGLISH PART 6 TRAINING

SB P28

1 Read 1 with the class and show students how it is possible to use clues in the sentence to work out the meaning.

Demonstrate 'wider group' with a hand gesture and contrast that with another gesture to show 'closer friends'. They can work out that B is the wrong answer.

Put students into pairs to answer 2 to 6 and identify any 'clues' that helped them.

1 A 2 B 3 A 4 B 5 B 6 B

- Put students into groups and give them enough time to discuss their ideas together. Only intervene if a group goes quiet or has not understood a question as the focus is not on accuracy here. Some sentence starters, such as those below, may be useful. Write them on the board for students to use if they wish, e.g. In my opinion some people ..., I don't think it's good to ..., I think it would be better if ...
- 3 Give students one minute to read the text and choose which statement is closest to the writer's views.

В

### WARMER

Tell students that in this part of the paper, they have to decide which sentence to add to which gap in a text.

The purpose is to check their ability to follow arguments and the development of a text. They will need to identify a range of cohesive devices and be aware of the strategies writers use to ensure their text is coherent.

Write a few of the cohesive devices used in the passage up on the board (*However*, *but*, *for instance*), and elicit how they are used to join ideas. Ask students to think of any similar linking phrases. Point out that sometimes cohesion is achieved by using pronouns or referring to ideas in different ways, e.g. *this figure*, *those friendships*.

O12 Before they listen to the audio, give students a few minutes to read the text a bit more carefully. They can also read through the sentences that have been removed, but don't let them start adding them to the text yet. Tell the class that they are going to listen to two students discussing the text. Explain that there are certain strategies (techniques) to learn for approaching different parts of the test. Here they must listen for the strategy used by the students to decide which sentence goes in the first gap.

The strategy they use is to read the information before and after each gap carefully to see what kind of information would fit.

## **AUDIOSCRIPT** 012

Jan: Did you enjoy the text on social media and

friendship, Anna?

Anna: I did, Jan. I thought it raised some very interesting

ideas about how social media has changed the

way we form and maintain friendships.

Jan: Absolutely! So now we have to choose which

sentences best fit each gap from this list of six.

I'm not too sure how to approach this.

Anna: Ok, well what I've found most useful is to read the

information before and after each gap carefully.

Jan How do you mean?

Anna Ok, well if we look at the bit surrounding gap 1 first: According to the latest figures, the average number of friends people have on social media is somewhere between 200 and 300. And then we

have the gap.

Jan Right, so the missing sentence has got to follow on from that, hasn't it? I guess it will say something about the number of friends people have on social

media, so it's still talking about the same thing.

Anna Yeah. I mean the missing sentence has to be

connected to the text next to it.

Jan That's right. Let's look at the information after the gap then. But is this a realistic amount? Is it feasible

to maintain meaningful relationships with so many people...? Right. Ok... It sounds as though the writer is still talking about the same thing because it

says 'realistic amount' after the gap ...

Anna Ok, so let's look through the list of six sentences,

A-F, and see which one talks about this.

Jan Good idea!

5 Students use the strategy Anna and Jan suggested to find the sentence that fits the first gap.

В

Point out that the use of 'this figure' in sentence B links it to the information before the first gap (between 200 and 300). After the gap it talks about 'a realistic amount', which also links to 'this figure' and 'between 200 and 300'.

6 Ask students to read the third paragraph and tell their partner what the main idea is. (How easy it is to make friends on social media). Ask what the writer does when she sees a friend's holiday pictures. (Say: 'Wow, looks great!'). Does she mean it? (No). Try to elicit the word 'sincere' to lead them to the correct answer.

Е

Remind students that in Part 6 there is always an extra sentence that you don't need. Briefly review the strategies from the previous exercises and ask students to fill gaps 3–5. Give students time to check with a partner. If their answers are different, they should explain their choice and try to reach agreement.

3 F 4 D 5 A



## THE PASSIVE

1 Students discuss ideas in groups and share them with the class. Do they agree? Do they have any personal experiences to share? What was their most liked or shared post?

- 2 Ask students to read the blog to see if any of their ideas were mentioned. Were there any other ideas they didn't come up with? Do they agree with the blogger? Don't draw attention to the grammar at this stage.
- 3 Remind students that the passive is not a tense. It is a way of changing the focus of the sentence from the person or thing doing the action to the person or thing receiving the action. The passive can be used in any tense though in practice it is generally not used in present/past perfect continuous (*thave been being served by him for years*) as it is not very clear. Students match the examples in the text to the tenses (1–5) and check with a partner.

A is included B is being used C has been done, haven't been taken D might not be liked E to be seen, to be heard

Ask students to turn to the Grammar reference on page 208. After giving them a few minutes to study it, ask some questions about the form of the passive. Ask: What is always in a passive sentence? (the verb 'to be' in any tense and the past participle), What may be in a passive sentence? (by + the agent or the person or thing that did the action).

Tell students that they should start each question by deciding what tense or verb form is needed. Elicit that in the example (question 1) it is the gerund as it follows the phrase 'looking forward to'. Elicit the tense needed in question 2 (present perfect – 'already' is a clue as is the time phrase 'this morning'). Elicit the correct answer and ask students to complete questions 3–8 before checking with a partner.

1 being taken out 2 has already been shared
3 is being looked after 4 have been sold, was
published 5 is updated / has been updated / is
being updated 6 be switched off 7 is owned
8 to be cleaned / to have been cleaned

5 Draw students' attention to the cartoons and elicit a few passive sentences about each one, for example:

His ship has been damaged. He was hit by a bus. He has been caught.

Ask questions to encourage students to think about how the people got into the situations and also what they think might happen next. Encourage students to use the passive in different tenses and forms, e.g. *He might be picked up by* a passing ship, I think he will be treated in the hospital, etc.

## **OEXTENSION**

Get students to write their stories down and practise telling them in their groups (not reading the story aloud but telling the story using the passive forms in their own words). Tell them that every sentence doesn't need to be in the passive as this would not be natural. Once all students are able to tell the group's story fluently, regroup so that one student from each group is in each of the new groups. Each student tells the story to their new group. Monitor and note any common errors.

## **PUSH YOURSELF**

CI

SB P31

## HEDGING

## WARMER

With books closed, write the following on the board:

My Dad is the best cook in the world! I think my Aunt may have the biggest collection of cook books in the country.

Ask students the difference between the two sentences. (The first is certain or confident. In the second sentence, the speaker is 'hedging' because he or she is less certain about what s/he is saying).

Refer the students to the information box. Add that hedging is also used in academic writing to show that something is not a proven fact. Read the example and ask 'Is the writer sure that social media is having a negative effect?' (No). How would it be different to say 'Social media is having a negative effect on our communication skills'? (It sounds too sure). Elicit other ways we could show uncertainty or tentativeness, e.g. Many people feel that ..., There is some evidence that ..., It may be true that...

Refer students back to the text and ask them to find and highlight the examples of hedging.

It has been suggested that It could be argued that

2 Students work individually to recreate the sentences and then check with a partner. Ask them to highlight the 'hedging' language.

It could be argued that friends are more important than family.
 It has been suggested that friendships nowadays are less sincere than in the past.
 It is said that social media has made people feel more lonely.

Ask: Are all the 'hedging' phrases in the passive? (Yes); Which tenses/forms are the phrases in? (modal + infinitive; present perfect simple; present simple)

3 Tell students they need to come up with some reasons for agreeing or disagreeing with the sentences. Give an example, e.g. I tend to agree that friends are more important than family, because we spend more time with them and they influence us more. Pairs discuss the three sentences. Close the section by eliciting some opinions from the class.

## VOCABULARY

## **DESCRIBING YOUR FAMILY**

## WARMER

If appropriate, you could begin by talking about your family. Show some photos on your phone, if you are willing to. Alternatively, use a magazine or the internet to show photos of a celebrity's family. Remember to use language at B2 level or above to provide a rich model to the students.

Example: My family consists of my mum and dad, whose names are Pam and Alan and my younger sister, Dawn. My dad is retired, but my mum is still working as an accountant in a large company. Dad used to work at the same firm, but now he spends most of his time playing golf. Dawn is quite a bit younger than me and she's still at university doing her Master's. She's really clever.

Put students into pairs with someone they don't usually work with. If you pair them up with a friend, the information might not be new to them. Tell students that they must listen carefully and make notes as they will have to repeat the information back to their partner later. Encourage them to interact with their partner by asking questions to clarify and extend the information, e.g. How do you spell that?, What subject is she studying? Encourage students to show photos on their phones if they wish.

Make sure both students in each pair have a chance to describe their families. Give an example of repeating the information back: So, you live with your grandparents and uncle, who runs his own business. Did you say it was a car showroom or a car hire firm? This will help to encourage natural speech.

2 Give students a few minutes to study the words and phrases, checking the meaning of any they don't know in their dictionary. Give an example, such as: If you have a son and he gets married, the girl he marries is your... (daughter-in-law).

## **CULTURAL NOTE**

If your mother or father marries someone who already has children, they are your step-brother or step-sister. If your mother or father has a child with someone else, that child is your half-brother or half-sister. A godmother or godfather is a person chosen by your parents at the time of your christening or baptism. A widow is a woman whose husband has died and a widower is a man whose wife has died.

#### **ALTERNATIVE**

Play 'slap the board'. Write the words on the board, spread out. Divide the students into teams. Ask one student from each team to come up to the board. The teacher gives a definition of the word. The first person to touch the correct word gets a point for their team. If you choose this option, don't allow any time at the beginning for students to look up the words or it will be too easy. To further consolidate the vocabulary, play the game again, this time with a different student each time giving the definition.

3 Draw students' attention to the illustration of the Dumont family. Give students a few minutes to talk about the picture with their partner, making guesses about how they are related to each other. Students then read the sentences and label the picture with the names.

Back row, l-r: Sandra, Anthony, Jackson Front row, l-r: Faye, Desmond, Tiffany, Chantelle, Leonard

## **OEXTENSION**

Get students to draw their own family tree to illustrate their extended family. Give them the option of inventing a family if they would prefer not to talk about their own. A family tree is a diagram which shows how people are related to each other. Show an example on the Smartboard or computer or draw a simple one on the board. The example should include aunts, uncles, grandparents, cousins, nieces, nephews, in-laws and possibly step- and half-siblings. Explain the symbols and abbreviations used: b.-born; d.-died; = married; ≠ divorced. Pair students with a different partner to explain their extended family.



## **SPECULATING**

## WARMER

Refer students to the title, 'Speculating', and elicit the meaning ('speculate' means to make guesses based on the information you have about a situation). Explain that when comparing the pictures, they will be speculating, as they won't know for sure what is happening, how the people are feeling, why they are doing something, etc.

- 1 Draw students' attention to the photos and the question. Students can talk about all the pictures before deciding which one is most like them and their best friend. Ensure they give reasons for their choice. The aim here is for students to engage with the pictures, so don't worry about accuracy at this stage.
- 2 Students order the words individually and check with a partner.
  - They must be at a fancy-dress party.
     It looks as though the women are at a spa.
     This could be a party at someone's home.
     It looks like they are dancing to some music.
     The girl might have had an argument with someone.
- 3 Read the first sentence with the class and ask which picture it describes. Students do the same for sentences 2-5. Explain that there may be more than one correct answer.

1 B 2 A 3 B, D 4 B, D 5 C

Ask students to look at the table and the three headings.
Read out 1 and elicit that it belongs in the first column.
Tell them to write the phrases in bold in the correct category. Ask different students to come up to the board and type or write the phrases in the right place.

Almost certainly true	Likely	Possible
It's obvious that	It looks as though	I guess that
l can tell that	likely to be	might be
must be		There's a chance that

5 Give an example, e.g. They might be looking at their friend's post on social media. Students work in pairs and use the phrases to talk about the pictures. Monitor closely, helping students with any language they are struggling with. Do 'on the spot' correction of errors you hear. Note down any common errors and feed them back at the end of the activity.

## Suggested answers

Photo 1: It's obvious that they are celebrating their wedding anniversary.

Photo 2: It looks as though he is taking his child to work with him.

Photo 3: There's a chance that they have received some surprising news.



#### 5 P33

## USED TO, BE USED TO, GET USED TO

If students have not travelled or lived abroad, they can talk about another town they have lived or spent time in. Give an example based on your own experience, modelling the target language, e.g. I spent most of my childhood in Dubai because my Dad was working there. We used to go everywhere by car, but when I came back to England I had to get used to walking everywhere. Now I'm used to getting the bus to work.

## REMEMBER!

The correct negative form of used to is didn't use to as the auxiliary verb did shows that it is past. Didn't used to is commonly used by native speakers. It is technically incorrect, however, and should be avoided in the exam.

2 © 013 Ask students to read the activities. They listen and label them M or S.

1 M 2 S 3 M 4 M 5 S

3 Play the audio, pausing after each of the gapped sentences if necessary. Give students time to check their answers with their partner and ask them whether they want to hear the audio again. Play it again if requested to.

1 used to travel 2 didn't use to cycle 3 used to hang out 4 get used to eating 5 didn't use to do 6 'm used to, Did you use to do

## **AUDIOSCRIPT** 0013

Maribel: I was born in Mexico City and lived there until I was 18 years old, when my family relocated to Spain after my dad was offered a job there. I loved my life in Mexico. I remember during my early childhood, my family and I used to travel a lot around the city, exploring the beautiful parks. These are some of my earliest childhood memories. We never had bikes, so I didn't use to cycle at all back then in Mexico, whereas now in Spain I do it almost every day. I've always been really into Norteño, which is a style of music popular in parts of Mexico. And during my teenage years, I used to hang out with my friends in the local shopping mall and listen to it a lot. My life in Spain is different, but just as fun, although it took me a while to get used to eating the different types of food! We live about 30 kilometres north of Valencia, in a coastal town called Sagunto. It's close to the sea so I spend a lot of time at the beach with my friends, which is something I didn't use to do in Mexico. I'm used to my new life in Spain now and I'm very lucky to have lived in two beautiful countries. Did you use to do any of the same things as me?

### **FAST FINISHERS**

For further practice, get students to close their books and talk about Maribel's experience of living in Mexico and Spain, attempting to use the target language of *used to*, be used to, and get used to.

4 Give students time to study the grammar reference on page 209. Ask them whether they think used to or would is more common (used to because it can be used for both past states and regular actions in the past, whereas would can only be used for regular actions). Check students' understanding of the differences between state and action verbs. Say the following sentences and ask students to respond with 'state' or 'action':

I was a very fast runner. (state)
My family had pet rabbits. (state)
Our Dad gave us pocket money every Friday. (action)
My brothers helped my uncle in his shop. (action)
My aunt lived in the next street. (state)

Students complete the exercise individually and check their answers with a partner. Encourage students to refer to the information on page 209 if they disagree.

1 used to 2 used to / would 3 used to / would 4 used to 5 used to / would 6 used to

6 Give students a chance to study the examples and notice the form and consider the meaning for themselves. Try to elicit the answers from students before giving any explanations.

Write the sentences on the board. Highlight the form get used to eating. In the second sentence, elicit that used to is followed by a noun. Both be used to and get used to can be followed by either a gerund or a noun. Ask: Can I say 'I was used to getting up early'? (Yes), 'I will get used to it after a few months'? (Yes). Be/get used to can be used in any tense.

6 Tell students that in this exercise they will need to decide between be and get and decide on the tense or form the verb should take, so they should read the whole sentence carefully. Do 1 together as an example. Encourage students to do questions 2–5 individually before checking with a partner.

1 getting used to 2 to get used to 3 isn't used to 4 to get used to 5 is used to

7 Remind students of the key word transformation exercise they did in unit 1. Ask: How many words can you write? (between two and five), Can you change the meaning of the sentence? (No), Can you change the form of the key word? (No). Allow students time to complete the four sentences individually before checking with a partner.

1 to be employed as3 not used to working4 to hang out with

- Ask students which country they would most like to live in.
  Ask what attracts them about life in that country. Ask them
  if they think there would be any negative aspects to it.
  Students can write the letter for homework. In the next
  lesson, get students to exchange their letters and correct
  each other's work. Write some questions on the board,
  such as:
  - Has s/he written about all the bullet points?
  - Has s/he used the different forms correctly (infinitive or 'ing')?
  - Is the writer mostly positive or negative about the place where he/she is now living?

As they do this, students should ask you if they have any doubts about the accuracy or appropriacy of a form.

## LISTENING PART 4 TRAINING

## **OEXAM INFORMATION**

Tell students that in Part 4 of the Listening paper, the focus is on identifying opinion, attitude, detail, gist, main idea and specific information. Candidates have to answer seven three-option multiple choice questions.

1 Model the task by saying something about your own family, e.g. I am close to both my parents, but out of everyone in my family, I'm probably closest to my grandmother, because she looked after me a lot when I was little. I don't get on particularly well with my brother-in-law, that is my sister's husband. He's okay but we don't have much in common.

Students do the same task in pairs. The aim of this exercise is to generate interest in the listening, so don't focus too much on correcting errors.

2 Students match the three options (A-C) with other ways of saying the same thing (i-iii). Remind students of the importance of recognising similar ideas expressed in different ways.

A iii Bi C ii

3 014 Tell students they are going to hear the part of the audio that relates to that question and to choose the correct option.

A

## **AUDIOSCRIPT** © 014

Maya: I'm here today with Aidan Reed, who is going to

talk to us about his family, and the relationships he has with different members of his family, both past and present. Welcome, Aidan. Who would you

like to talk about first?

Aidan:

I'd like to start with my grandad. Sadly, he passed away about three years ago now. He was a great guy, and although he lived quite a long way away, so we didn't have a lot of face-to-face contact, I was always close to him. We had a great bond and I really looked up to him when I was growing up. I sort of wanted to be like him when I was older. He used to call me a lot and he always wanted to find out what I'd been up to at school, always asking lots of questions, that kind of thing.

### **FAST FINISHERS**

Read the audioscript and highlight the parts of the text that tell us the other options are incorrect.

B we didn't have a lot of face to face contact C he always wanted to find out what I'd been up to at school, always asking lots of questions

4 Tell students that during preparation time, it is a good idea to start thinking of other ways of saying the key words and phrases in the options. Point out that the synonyms they think of don't need to be the same part of speech (intelligence - noun / smart - adjective) because the whole idea might be expressed using a different structure. Students can work in pairs or groups as it is good to have more than one answer.

## Sample answers

2 optimism - positivity, sense of humour - funny, 3 is most similar to - is intelligence - smart / clever like / takes after 4 fell out - argued, moved away moved out, stopped seeing each other - stopped spending time together 5 influenced - affected

5 015 Give students a minute to read through questions 2-5 carefully as they probably only looked at the words in bold in Exercise 4. Play the audio and check answers as a class.

2 A 3 B 4 C 5 B

Refer students to the audioscript and give them five minutes to compare the wording of the options in the questions and the words spoken. Were their suggestions used? If not, what other ways of paraphrasing the question can they find?

## AUDIOSCRIPT @ 015

Maya: That's great. It sounds like you had a very close

relationship with your grandfather. Who would you

like to talk about next?

Aidan: I'd like to tell you more about Dilys. We've been

going out for just over a year and I actually proposed to her quite recently. Everyone knows how smart she is, so I'm surprised she said yes! I'm just kidding of course, but I really do think I'm the luckiest guy alive. I mean, she's such a wonderful woman. She's got a really positive attitude, she never seems to be down at all - I really envy that quality. She takes the view that worrying about things is pointless, and even when we find ourselves in difficult situations we usually manage to have a laugh together. I like to think that I'm quite a funny person, so I try to make her laugh as much as I can, not always successfully I should add, but I

think she's used to my jokes by now.

Are you and Dilys very similar? Maya:

> I'd say we're... compatible. We have the same point of view about many issues and we enjoy doing the same things. But in terms of personality, we differ a lot. Regarding my more immediate family, I'd say that I probably take after my dad more than anyone else, both in personality and appearance. With my mum, well, we both have a similar hair colour, but she's far more laid-back

than I am and never gets stressed.

Maya: Aidan:

Aidan:

And do you and your father still get along today? Well, we're still pretty close, but I think we've grown apart in recent years. It's a long story but basically my parents used to argue a lot and eventually they split up. My dad moved out of the house and, although he still lived locally, he worked evenings which made finding time together difficult. My parents managed to patch things up and they're on good terms, and even though they didn't get back together as a couple, we still all get on well when we get together.

Maya:

Overall, what effect would you say social media has had on your family relationships?

Aidan:

Well, neither my mum or dad use social media which, to be honest, is probably a good thing as I don't think they would necessarily agree with some of the things I post. I do, however, get a lot of updates from my aunt, uncle and their children who live in Australia. I can see what they're up to and even chat to them from time to time so I feel much more connected to them than I used to, all thanks to social media. As for Dilys and I, well, while we both have social media accounts, we have an agreement not to talk to each other online as we already have such a strong bond offline, which we don't want to change.



## PHRASAL VERBS

## LANGUAGE NOTE

A phrasal verb is a verb used with a preposition and/or adverb, which changes the meaning of the verb.

For example:

The boy <u>ran</u> down the road. We have <u>run</u> out of sugar.

In the first sentence, if we know the meaning of the verb run, we understand the sentence. However, in the second sentence, we may understand run but we don't understand the sentence unless we learn the phrasal verb run out of (not have any more of something).

Phrasal verbs are more common in spoken English as they are more informal. It is often possible to avoid the use of phrasal verbs by using an alternative word, but students will need to understand them. Also, phrasal verbs will be tested in the key word transformation task and students can get credit for using them in the writing paper, if appropriate. At B2 level, they are expected to know and use a range of phrasal verbs.

## **CULTURAL NOTE**

The alternatives to phrasal verbs are sometimes called 'Latinate' forms, as they are derived from Latin. This means that speakers of Latin-based languages, such as French, Spanish and Italian, find it easier to use them and thus avoid phrasal verbs.

- Give students a few minutes to discuss with their partner, sharing their experience of studying and using phrasal verbs. Next, have a whole class discussion, feeding in some advice, such as:
  - Keep a section of your vocabulary store just for phrasal verbs.

- Be aware of the different types of phrasal verbs, particularly those that are separable and those that are inseparable. Note down examples of phrasal verbs used in sentences rather than just the verb and its meaning, e.g. Separable They brought up the child/They brought the child up/They brought her up. (They brought up her is wrong.)
  Inseparable They looked after the child/They looked after her. (They looked the child after and They looked her after are both wrong.)
- Have a page or section for the verbs which are used to form a lot of phrasal verbs (get, take, go, come, etc.).
- Try to add a few new phrasal verbs to your notes every week.
- Look for new phrasal verbs in reading and listening outside of the classroom.
- Re-read notes regularly.
- Read about phrasal verbs at the back of the Student's book (page 254).
- The phrasal verbs in this exercise are all connected to relationships. Ask students to look at the phrasal verbs and say which ones they already know. They should start with those, so that there are fewer definitions left to choose from for any they don't know.

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

3 Do 1 with the class as an example. Remind students that they might need to change the form of the verb. Elicit the correct phrasal verb (grow apart) and the tense it should be in (past simple). Students do the same individually or with a partner for questions 2–7.

1 grew apart 2 getting on 3 takes after 4 fell out 5 split up 6 looked up to 7 hanging out

- Ask students to read the pronunciation tip. Model some of the sentences, ensuring the stress is on the preposition or adverb. This stress happens because it affects the meaning of the verb. You could remind students of the weak forms exercise from Unit 1 in which they saw prepositions pronounced weakly. Remind them that generally prepositions don't carry the main meaning of a sentence, but in phrasal verbs they do. This affects how they are pronounced. You could point out that if there are two particles as in run OUT of, the first one will be stressed. Give students time to practise reading the sentences in pairs, ensuring that the stress is in the right place.
- Draw students' attention to the picture. Check any vocabulary you think they will need other than the phrasal verbs (e.g. escalator, mall). Put students into groups. Tell them that their story will be more interesting if they give the people names and say where they are. Depending on your group, you can choose to do this orally or get the students to write their story down.

#### **GROUP WORK**

It is often useful to allocate roles to students within a group to ensure that everyone participates. For example, ask the group members to assign a chairperson, who encourages everyone to make a contribution and discourages anyone from dominating. One student can be the note-taker and another can monitor the group's accuracy or use of the target language. One student can be appointed to feed the group's ideas back to the class.

One way of getting students to tell their stories would be to regroup by numbering students in each group 1-4 or 1-5 and putting all the 1s together, all the 2s together, etc.

Alternatively, if students have written their stories, groups could swap papers and read the others' stories. Continue to circulate the stories until everyone has read them all. Either way, ask students to decide which story they liked best.

## WRITING PART 1: ESSAY TRAINING

SB 35

## WARMER

Elicit from students what they can remember about Part 1 of the Writing paper. (It's compulsory, you are given two ideas and have to add a third, you need to write 140–190 words, you need to write in paragraphs and link your ideas together, etc.).

Read through the essay question and notes with the class. Give students a few minutes to come up with a third point with a partner.

## Sample answer

the importance of close friends in the real word

Tell students that the focus of the next few exercises is the opening paragraph of the essay. Tell them they can choose all the answers they feel are appropriate. Students can work individually or in pairs. Check answers as a class and elicit reasons why the other answers are not appropriate.

## A and E

Reasons why the others are not appropriate:

- B This would usually be more effective in the final paragraph.
- C The word count would not allow this.
- D Students should paraphrase the question to demonstrate their writing ability and make it more interesting.
- 3 Remind students to keep in mind the advice from Exercise 2 when deciding which is the strongest. Students choose their own answer and explain it to their partner.
  - 3 It opens with a general statement of the current situation. It expresses the idea of the question while expanding and explaining this idea.

4 Ask students which of the four comments they think refers to the best paragraph (3 D). Students match comments A-C to paragraphs 1, 2 and 4.

A4 B2 C1 D3

5 Students write the essay individually either in class or for homework. Ensure individual feedback is given, particularly on the opening paragraph. Share any very good examples with the class with the students' permission.

## **EXAM FOCUS**

SB P36

## **READING AND USE OF ENGLISH PART 6**

Ask questions to review what candidates have to do in Part 6: Do you read one text or several texts? (One). How many sentences have been removed from the text? (6). How many sentences are given? (7). How do you decide which sentence goes in a gap? (Read the information before and after the gap). Refer students to the Exam facts and Exam tips. Emphasise the importance of skim reading the text first of all and re-reading the paragraph after filling the gaps.

As this is an exam practice section, don't spend too long on pre-reading tasks. You could ask the students to read the title of the text and as a whole class share a few ideas it has prompted, e.g. My friend's dog and cat are really good friends, but the dog fights with my dog whenever they meet.

Students do the exercise individually and then check their own answers.

1E 2F 3G 4C 5D 6A

## **FAST FINISHERS**

Ask the fast finishers to use their phones to find more information about 'frolleagues' and discuss what the advantages and disadvantages of having close relationships with your colleagues are.

## LISTENING PART 4

SB P37

© 016 Refer students to the Exam facts and Exam tips.
Emphasise the need to use the given preparation time efficiently by reading through the questions to get an idea of the content of the text and start thinking about synonyms for the main words. Play the audio twice with a minute or so in between, which students should also be encouraged to use wisely to highlight any questions they are not sure of to focus on in the second listening. Students check their own answers.

1 C 2 A 3 C 4 B 5 C 6 B 7 C

## AUDIOSCRIPT @ 016

You will hear part of a radio interview with Dr Narrator:

Leonora Stockley, an expert in communication, talking about her research. For questions 1-7,

choose the best answer (A, B or C).

In today's show, I'm delighted to be joined by Presenter:

Doctor Leonora Stockley, author of the new

book Human Relationships and

Communication in the 21st Century. Doctor

Stockley, welcome.

Dr Stockley:

Presenter: Now, you've been doing research into how

> technology affects human relationships. Could you tell us more about why you chose to research this and how you collected

your data?

Dr Stockley: Sure. Well, this arose out of a discussion my

colleagues and I were having at the university where I work. We already knew how we ourselves interact with our family and friends but I wanted to see how a wider sample of people reported their own behaviour, so I sent out a questionnaire to people within my own online networks. I asked them to consider how technology affects human relationships.

Presenter:

And what did you find out from the responses to the questionnaire? Was this what you were

expecting?

Dr Stockley: Well, initially, I thought people would

comment on how easy it can be to share information online which isn't always factually correct, but this wasn't one of the issues people raised. One theme that emerged repeatedly was that, while many people have an internet connection that's good enough to connect with anyone anywhere in the world, there are drawbacks. For instance, whenever someone's using an internet-enabled device, such as a phone or tablet, people in their immediate environment, like colleagues or friends, tend

not to get their full attention.

Presenter: Well, I think we've all experienced that at

some point. In the book, you give an example from one of the people you surveyed, Fred. What does he find challenging when talking

to people online?

Well, Fred explained to me that even when Dr Stockley:

he's using some form of written

communication online with people he knows really well, and has a bond with, he finds it really difficult to tell if someone is, you know, expressing admiration, despair or relief, which is something I think a lot of people have trouble with. It's interesting, though, because he also insists that he doesn't have an issue

with saying how he feels himself.

Presenter: What do you think about humour in online

communication?

Dr Stockley: Well, humour is another very interesting area.

The internet is a great way to share things that have amused us. And of course, we can respond to a friend's amusing post with a positive comment. Actually, it's always been known that sharing a laugh, I mean actually hearing and seeing people laugh, does a lot of good, in terms of lowering your blood pressure, and giving you a general sense of well-being. But we're still waiting to see if the same is true when a person is sitting at their computer watching funny videos and reading humorous articles.

Presenter:

I see. You also include an example from your interview with Josephine. What opinions did

you form from interviewing her?

Dr Stockley:

Well, Josephine was a huge fan of social media. I didn't collect enough data to know if she can be described as having an addiction though. But it's clear that conversations through social media can start to take the place of conversations in real life. In Josephine's case, she was finding that she didn't need to leave her home in order to communicate with people. So she didn't. However, the longer she stayed at home, the more she missed the company of other people. This was very much my impression, from our discussions. And so that's the reason why she decided to cut down on how much she used social media.

Presenter:

Now these days, we hear so much about people falling for someone they met online, and real-life relationships failing as a result. Would you say that social media is essentially a bad thing for romantic relationships?

Dr Stockley: I wouldn't go so far as to say that. The internet offers us so much, but I know that for the older generation at least, the thought of people getting together and breaking up, all online, is a very strange concept. What I would say is that if two people who may or may not be in love feel that there's an issue in their relationship, this needs sorting out by sitting down together in person, rather than say, finding the solution to their problem on the internet, which is what a lot of people do nowadays.

Presenter:

And finally, can you summarise what you feel online communication is most useful for?

Dr Stockley: Well, I think it's ideal for staying up-to-date

with what people are up to, you know, the people you're close to, just maintaining the channel of communication... although, I do think that it can all get very complicated when trying to organise some sort of meeting, such as a day out. And getting things done especially when other people need to know what's expected of them, that can be tricky too, because some things, practical details, often need to be checked and confirmed.

Presenter:

Dr Stockley, thank you very much for talking

to us.

## **FAST FINISHERS**

Students study the audioscript alongside the questions and make a list of examples of synonyms and paraphrases.

#### Possible answers

1 C people within my own online networks/her connections on the internet 2 A people in their immediate environment, like colleagues or friends, tend not to get their full attention/it stops people from concentrating on those around them 3 C tell if someone is expressing admiration, despair or relief/notice what someone is feeling 4 B the same is true when a person is sitting at their computer watching funny videos/watching funny things online is also good for your health 5 C she missed the com any of other people/she didn't communicate with people face-to-face anymore 6 B this needs sorting out by sitting down together in person/ you need to meet in person to discuss it 7 C staying up-todate with what people are up to/keep up with what's happening in people's lives

## WRITING PART 1

SB P37

## WARMER

Although students have had quite a lot of input on Part 1, they have not yet considered the role of the extended family. Therefore, you might like to allow time for students to share ideas. Give them time to brainstorm ideas about the role of the extended family and the effects of children spending time with relatives. Elicit ideas for the third point.

The following model essay may be given to students after they have written and had feedback on their own essays. With a weaker class, you could give it to students in advance, to help with generation of ideas.

### **ALTERNATIVE**

This option may be useful if you are unable to reproduce the essay. Use the model for a 'dictogloss': read out the essay at normal speed. Students may write down anything they feel is important but won't be able to write it down word-for-word. Read the essay a second time, again at normal speed. Put students into groups to reconstruct the essay from their notes. Tell them there are five paragraphs to the essay. The essay is based on the notes given with a third point, which is 'Family expectations in the modern world'. Obviously, the essay they produce will not be exactly the same as the model, but the aim is to use the ideas in it to write a similar one in their own words.

### Model answer

Traditionally, families were not limited to just parents and children. People lived with other members of their extended family, including grandparents, aunts, uncles and cousins. Many of these relatives shared responsibility for raising the children, which some argue was beneficial to everyone. Although many families no longer live in close proximity to their relations, having a strong connection between them is usually positive for all generations. Grandparents can help out with childcare, albeit occasionally, and family members can offer financial support as needed.

Clearly, spending time with the extended family brings benefits to old and young alike. Children may develop a wider range of interests and get more attention when they have frequent contact with grandparents, aunts, uncles and cousins.

On the other hand, nowadays people have different expectations of family relationships. Young parents may not value the advice of their elders, and grandparents now expect to spend their retirement pursuing their own interests rather than caring for their grandchildren.

Personally, I believe that parents are responsible for their children. Other family members may help but do not, in my view, have any obligation to do so.

(184 words)

The self-evaluation of the exam section should be done before any feedback on the essay is given to encourage awareness of students' own progress.

> WRITING BANK / pages 234-235

## **REAL WORLD**

## **SB P38**

- Begin by asking students to look at the photos and describe what they can see in pairs. Encourage students to make comparisons and contrasts to their own town or city.
- 2 Before reading the text, ask students if they have ever been on a language exchange or city tour. Ask them what they liked and disliked about it. Ask students if they would ever go on a virtual city tour (a tour conducted online where the 'tourist' is watching the tour from their computer). Then ask students if these are good ways of making new friends.

Ask students to read the texts. Put them in pairs and ask them to discuss the questions in Exercise 2.

3 Do 1 with the class as an example. Ask students to quickly scan text A and find a word or phrase that has a similar meaning to 'learn something new' (pick up). Then ask students to find the remaining words and phrases in the texts. Monitor and support students where necessary.

3 are held in 1 pick up 2 come across 4 benefit 5 bound to 6 tons of 7 ideal 8 hotspots 9 tip

4 017 Tell the students that they are going to listen to two people meeting at a language exchange. Ask them to put the three options in the order they think they will be spoken.

> 1 Hometown 2 Family 3 Hobbies and interests

## **AUDIOSCRIPT** © 017

Eun-ju: Hi, are you Simon? Simon: Yes, you must be Eun-ju.

Eun-ju: That's right! It's nice to meet you. Simon: Likewise. Where are you from?

Eun-ju: I'm from Seoul.

No way! I've just got back from there. Simon:

Eun-ju: Really?

Simon: Yeah, I was visiting my brother there.

Eun-ju: What does he do?

Simon: He works as a sports coach at the National Sport

University.

Eun-ju: That's incredible! I used to play tennis there. Simon:

What a small world! What other sports are you

Eun-ju: I love playing badminton but I haven't met anyone

else who does yet.

I play! We actually meet up every Thursday and Simon:

play at the sports centre. You can join us if you like.

That sounds good. Thank you so much. Eun-ju:

No worries. Just give me your email address and Simon:

I'll be in touch.

Eun-ju: Great!

5 017 Put the students in pairs. Ask them to think of one phrase that Simon might use instead of the phrases listed in Exercise 5. Encourage students to think back to the first time they heard the recording and see if they can remember any of the phrases that Simon used. Then play the audio 017 again.

1 Likewise. 2 No way! 3 What other sports are 5 I'll be in touch. you into? 4 No worries.

6 Elicit possible meanings of the phrase what a small world as a class. Help students by asking them to think about what the phrase might be in the context of meeting someone new.

Said to show surprise when someone you meet knows someone or something that you do, often unexpectedly. Do the first phrase as a class. Ask when the phrase long time, no see is used and what it means. Elicit the answer C (I haven't seen you for a while). Then ask students to match the remaining phrases.

1 C 2 E 3 B 4 A 5 D

8 018 Tell the class that they are going to listen to two British English speakers. As a class, write the phrase How are you? on the board and brainstorm the different ways this can be asked, e.g. How's it going?, What's up?, What's going on?, How have you been?, How are things with you? Ask students to read the dialogue and match the underlined sentences 1-7 with the expressions A-G.

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

## AUDIOSCRIPT @ 018

George: Hey, how's it going?

William: Good, thanks! It's been a while!

George: Tell me about it. What have you been up to?

William: This and that. I'm doing a bit of volunteering at the

George: No way! Whereabouts?

William: At the local animal shelter. It's been really

enjoyable so far.

George: I bet it has. Do you know if they're looking for any

more volunteers?

William: As a matter of fact, they are. Shall I pass your

name on?

George: That would be great, cheers!

Tell the students that they are going to watch a video about the city of Seoul. Read through the notes as a class and elicit the meaning of districts (an area of a city) and landmarks (a building or place that is easily recognised and one that helps you understand where you are). Play the video. Ask students to compare their notes in pairs then conduct class feedback.

## Suggested answers

The city of Seoul: capital city of South Korea, population of about 10 million (25 million when including the metropolitan areas as a whole)

Famous districts and landmarks: Gyeongbokgung Palace - built in the 1300s; Bukchon Hanok - shows how the city might have looked 600 years ago, variety of wildlife, including mountain goats, meerkats and bears, cherry blossom trees

Places to socialise: Yeouido Park - located in southwest Seoul, play Baduk (or Go), visit the many cafés and restaurants and try the local dishes

## LIFE COMPETENCIES

## MAKING DECISIONS, MANAGING CONVERSATIONS

10 Ask the students to work individually and go online and find interesting activities in the city of Seoul that would be suitable for a language exchange. Then put the students in small groups and ask them to compare their ideas and decide on a list of four activities. Ask each group to report back to the class and write the ideas on the board. As a class, try to decide on the top three activities.

> WORKBOOK / Unit 2, page 12

## PROGRESS CHECK 1 STARTER UNIT TO UNIT 2

### SB P40

1

1 went 2 has been 3 hasn't replied

4 Have you been running? 5 bought 6 has known

7 graduated 8 have never met / haven't met

2

1 hotter 2 good 3 easier 4 the worst 5 more difficult 6 later 7 the funniest 8 the best

3

1 shocked 2 disappointed 3 worried 4 delighted 5 upset

4

1 cut down on 2 keep track of 3 keep in shape

4 ache 5 touch and go 6 stamina

5

1 to run 2 eating 3 playing 4 to buy 5 to open 6 developing 7 to see 8 to take

6

1 rather than 2 despite 3 Even though 4 However 5 Instead of

7

1 as 2 keep 3 However 4 before 5 used 6 to 7 addition 8 more 9 only 10 Even

8

The book was written in 2009 (by James Richardson).
 The car hasn't been cleaned yet.
 My bike is being fixed (by my dad).
 The window might have been broken (by Peter).
 She has been offered a job in New York (by the company).
 Despite the good weather, the concert was cancelled (by the organisers).
 Your contact information was given to me (by a friend of mine).
 The training is supposed to be given tomorrow (by the consultant).

9

1 I used to go with my family to the park every weekend.
2 My friends and I would to meet in the shopping centre close to my house.
3 I'm not used to living in a big city as I grew up in a small village.
4 I didn't use to like mushrooms, but now I love them.
5 Did you use to have a pet when you were younger?
6 We would used to live in New York when I was a kid.
7 I am slowly getting used to my new life in Spain.

10

1 stepdaughter / stepson 2 widow

3 half-sister / half-brother 4 extended family

5 father-in-law / mother-in-law 6 niece / nephew

# 3 BEYOND THE CLASSROOM

# UNIT OBJECTIVES

**Topic:** education and study

Grammar: 1st and 2nd conditional; giving advice
Vocabulary: education and study; idioms and

phrasal verbs

Listening: Part 1: 8 extracts with multiple

choice questions

**Reading:** a new learning age; Part 5:

multiple choice questions

**Speaking:** Part 3: pair discussion task; Part 4:

discussion on topics relating to

part 3 task

Writing: understanding how you're assessed

in the B2 First writing exam

Pronunciation: consonant groups at the beginning

of words

Push yourself to C1: other conditional structures

**Exam focus:** Reading and Use of English Part 5;

Listening Part 1; Speaking Parts 3

and 4

Real world: Educating yourself in ... Toronto

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

# GETTING STARTED

SB P42

1 Give students up to ten minutes to discuss the questions in groups. You could appoint a 'scribe' to note down the group's ideas. Check students' pronunciation of some of the longer words, particularly the stress patterns:

im<u>mer</u>sive col<u>la</u>borative traditional

# Suggested answers

# Virtual reality learning

Advantages: very realistic, learners can be completely involved

Disadvantages: dependent on technology, expensive

# **Collaborative learning**

Advantages: share ideas, enjoyable, builds confidence Disadvantages: depends on the group members, difficult to evaluate your own abilities

# **Blended learning**

Advantages: you get the advantages of both online and face to face learning, online learning reinforces classroom learning (or the other way round)

Disadvantages: reliant on technology, involves travelling to class

# **Distance learning**

Advantages: you can study while working or caring for family, save on costs of travelling and living near your college

Disadvantages: isolated from classmates, lack of motivation

### Traditional classroom education

Advantages: enjoyable, make friends, direct help from

Disadvantages: depends on class members, expense of travelling/living close to college

# On the job training

Advantages: Earn while you learn, interesting, meet

people

Disadvantages: You might have to do repetitive, unskilled

tasks rather than learning new things

Assign one group to give the advantages and disadvantages of each way of learning to the rest of the class. Ask other groups to add their ideas and have a short class discussion about each way of learning.

For question 3, suggest the following uses of virtual reality if students need prompting:

### Suggested answers

Healthcare: train doctors, nurses and surgeons, walk patients through their surgery to reassure them, allow groups of surgeons/assistants to plan operations

Tourism: help tour operators to market and sell holidays, help tourists to choose their holidays

Automotive: improve driver training and safety, driving tests, vehicle design

# READING AND USE OF ENGLISH PART 5 TRAINING

SB P42

Ask students to read the title of the reading text and look at the photo. Ask them to predict what the reading text might be about. Then ask the students to read the text quickly and identify which ways of learning on page 42 are mentioned in the text.

Virtual reality learning, On-the-job training

2 Read through question 1 and options A-D as a class.

Ask students to quickly locate the first reference to Ted

Milmorrow (paragraph 1). Tell students to read through
options A-D and answer the questions. This reference
should guide them to the correct answer.

#### Option B is correct.

Option A: Ted is smiling when he says, 'Oh don't worry, it only looks realistic'. This isn't showing concern.

Option B: Ted uses the word *irritatingly* to describe how it started. This word is similar to the word *frustrated*.

Option C: Ted uses the phrase passionate about to describe the surgeon's attitude. This phrase isn't the same as worried.

Option D: Ted uses the adjective *invaluable* which means extremely useful. This word isn't similar to *being unsure*.

Remind students that they should go through this process to locate the correct answer. Also remind students of the importance of synonyms, as seen in previous units.

3 Students read the rest of the text and answer questions 2–6 individually. Encourage students to underline or pull out the relevant words and sentences of the text that support their answers. Give students time to explain their answers to each other even if they have both chosen the same option. This will help students think through the process and eliminate incorrect options.

2 C 3 D 4 A 5 C 6 D

4 Put the students into groups and ask them to discuss the questions. It is important to allocate sufficient time to this discussion. Ask one student to write down the group's ideas to share with the rest of the class.

Some groups may find the questions challenging. If they do, feed in some of the following ideas:

- According to the text, the training using 3D headsets is as effective as traditional training.
   Anything that requires hands-on training: engineering, architecture, plumbing, electricians, etc.
   The text implies that it is a useful way of learning. Remind students of some of the ideas from Exercise 1, such as driver education.
- **4** The text doesn't commit to an answer, but although virtual reality is very useful, a teacher and classmates are generally important to motivate students, give explanations and share ideas.

# **OEXTENSION**

Ask students to think of one form of teaching or training (outside of healthcare) and prepare a presentation on how it could be used. For example, children could be taught history by going back in time and experiencing battles. After all the groups have presented, the class votes on the best idea.



# 1ST AND 2ND CONDITIONAL

1 If possible, display sentences A-D on the Smartboard or project/write them onto the whiteboard.

Students answer the questions. After checking answers, elicit which sentences are  $\mathbf{1}^{\text{st}}$  conditional and which are  $\mathbf{2}^{\text{nd}}$  conditional.

1 A D (1st conditional) 2 B C (2nd conditional)

Highlight the verb forms, using different colours for 1<sup>st</sup> and 2<sup>nd</sup> conditional.

Ask the following questions:

What form is the verb in the 'if' clause in the 1st conditional? (simple present)

What form is the verb in the result clause? (will + infinitive)
What form is the verb in the 'if' clause of the 2nd conditional?
(past simple)

What form is the verb in the result clause? (would or could+infinitive)

In sentences B and C, what is 'd' short for? (would) Does the 'if' clause always come first? (No)

Draw students' attention to the fact that the one example that doesn't start with the 'if' clause (sentence B) is the only one that doesn't have a comma between the two clauses.

Refer students to the grammar reference on page 210 and remind them to use it if they have doubts. Students complete the exercise individually and then compare with a partner. If students have different answers, encourage them to explain their answer with reference to the rules they have learnt.

1 'll / will lose 2 wouldn't drop out / would not drop out 3 'd / would teach 4 'll / will graduate 5 'll / will retake 6 'd / would support

3 Put the first sentence on the board and elicit the error and two ways it could be corrected.

If I **listen** to music, it **would** distract me from my studies.

The two highlighted forms shouldn't be used together in this way.

Correction 1: If I listen to music, it will distract me from my studies. (1st conditional)

Correction 2 If I listened to music, it would distract me from my studies. (2<sup>nd</sup> conditional)

Are they both possible (Yes). What is the difference in meaning? (Correction 1 – It is possible. Correction 2 – It is possible but improbable.)

Point out that some of the sentences can be corrected in two ways with a difference in meaning. Students correct sentences 2–6 individually and then compare with a partner. Check answers as a class and elicit which sentences can be corrected in two ways and what the difference in meaning is.

1 If I listen to music, it'll / will distract me from my studies. or If I listened to music, it would distract me from my studies. 2 If the research was / were underfunded, I think it would be criticised by the academic world or If the research is underfunded, I think it will be criticised by the academic world.
3 If no formal training is given, I'll try and get on an apprenticeship scheme. 4 I'll become a fully qualified electrical engineer if I can pass the final exam. or I'd become a fully qualified electrical engineer if I could pass the final exam.
5 I'll become rich and famous if I will manage to start selling my artwork. 6 If the lessons were more interesting, I'd study / be studying a bit harder.

4 Tell students that there are some other words that can replace 'if' in conditional clauses. Elicit some of them. Point out that they all change the meaning slightly. Students complete the exercise individually and check with a partner.

1 C 2 D 3 E 4 A 5 B

Ask students which of the conjunctions could be replaced by 'if' in these sentences (as long as, provided, assuming).

Ask students to read through the questions. Which are in the 1<sup>st</sup> conditional? (question 3) and which are in the 2<sup>nd</sup> conditional? (1, 2 and 4). Ask why question 3 uses the 1<sup>st</sup> and not the 2<sup>nd</sup> conditional. (There is a good chance of it happening since they are studying in a B2 First exam class.) All the other questions are possible but unlikely.

As students discuss the questions, monitor and listen carefully to the students' use of the 1st and 2nd conditional.

# **FAST FINISHERS**

Students could write their answers to the questions after any of the exercises in the unit. Alternatively, weaker students could do this while stronger ones do the 'Push yourself to C1' exercise below.

# **PUSH YOURSELF**

CI

SB P44

# OTHER CONDITIONAL SENTENCES

Only do this exercise if your students are confident with the previous section on conditionals. Remind students of the key word transformation exercises they have done several times in previous units. Students should use between two and five words in each gap.

If you attempt this exercise with students and they find it challenging, reassure them that they do not need to be at this level to pass the exam and suggest they come back to it later in the course.

- 1 Should you decide 2 If the government reduced
- 3 unless you get 4 If you were to get / Were you to get
- 5 Should she pass

# VOCABULARY

SB P45

# **EDUCATION AND STUDY**

Tell students that if they have no idea about the meaning of a word, they should read the rest of the sentence carefully to try to work out the meaning. Remind them to read through all the sentences first and start with the ones they are most confident of.

1 B 2 D 3 E 4 C 5 F 6 H 7 A 8 G

In this exercise students use the words actively and personalise them. Give a few examples from your own experience, for example, When I was at college, I wrote a dissertation on... Elicit a suitable follow-up question, such as How long was your dissertation? Ask students to ask and answer all the questions in pairs and to ask follow-up questions. Invite them to share any interesting information from their partner with the class.

### **FAST FINISHERS**

Fast finishers can write additional questions using the vocabulary from Exercise 1, e.g. Which university campuses have you visited? What facilities did they have? Do you know anyone who has won a scholarship? What scholarships, if any, are available to students in your country? Have you ever been to a lecture in a lecture theatre?

# **OEXTENSION**

To further promote the building up of a collection of new words and phrases, you could start a class 'vocabulary jar'. After each exercise which features vocabulary, provide one group of students with some slips of paper. They write each new word or phrase on a slip of paper, with the definition on the back. When you have a few minutes free at the end of a class, you can use the jar for various activities to help student learn the words, e.g.:

- Divide the slips of paper between the groups. Spread out
  the words on the table with the words facing down and
  the meanings visible. Students take turns to choose a
  paper and guess the word. If they are correct, they keep
  the paper. The winner is the student with the most papers
  at the end. Repeat the exercise with the words facing up
  and the definitions facing down. This time, the students
  must give the definitions of the words.
- Pick out ten words at random. Read out the definitions.
   Students work as a group to write the words on a piece of paper. Collect the papers and see which group got the most right.
- Give out three pieces of paper to each group. They have to write a meaningful sentence using the words.

# P CONSONANT GROUPS AT THE BEGINNING OF WORDS SB P45

# WARMER

Start this section by highlighting some errors that your students actually make, e.g. I come from 'Espain'.

3 © 019 Tell the students they will hear five pairs of sentences. They should highlight the one they hear.

- 1 Where's the address?
  - 2 That's a slow car.
- 3 I liked the support.
- 4 I had an ice cream.
- 5 There's a spot over there.

Students work in pairs and say one or other of the sentences in each pair. Their partner has to say which one they heard.

Ask students to read the information in the Did you know? box.

# AUDIOSCRIPT @ 019

- 1 Where's the address?
- 2 That's a slow car.
- 3 I liked the support.
- 4 I had an ice cream.
- 5 There's a spot over there.

# **OEXTENSION**

Discuss other words and phrases that are different between British and American English when talking about education and study, e.g.:

# British English primary school secondary school marks CV head teacher American English elementary school high school grades resume principal



# UNDERSTANDING HOW YOU'RE ASSESSED IN THE B2 FIRST WRITING EXAM

# **©EXAM INFORMATION**

In the Cambridge B2 First writing exam, candidates' writing is marked on four criteria: content, communicative achievement, organisation and language. For each piece of writing they can receive up to five marks for each of the criteria.

Tell students that it is important to know what they will be marked on so that they give equal focus to all four areas. Students discuss the statements in pairs and try to reach agreement on whether they are true or false.

False – You are also assessed on your writing style, relevance and organisation.
 False – You must cover all the points on the exam card.
 True
 False – You must write in the correct register.

2 With books closed, try to elicit the four criteria by writing the first letter of each on the board:

CCAOL

Ask students what they think each one means. Open books and match criteria 1–4 with descriptions A–D.

1D 2C 3B 4A

Ask students whether they are surprised by the way their writing is assessed. Many students believe there is a greater emphasis on the accuracy of their language and don't realise the importance of content, organisation and register. Ask whether this knowledge will change the way they approach their writing and if so, how.

- 3 Read through the task as a class. Ask questions to check understanding of the task:
  - Who do they have to write to? (their friend, Annie Jones)
  - What is the purpose of the email? (to give Annie advice on improving her spoken English)
  - What other information should be in the email? (how they are doing with their studies)
  - What register should their email be? (informal as it's to a friend and the style of the email in the task is informal)

Tell students they are going to read Marcello's response to the task. They need to find ONE example for each of the four criteria. Ask them to highlight the relevant part of the text and label it with the criteria. Do feedback as a class as different students will have identified different examples. Remind students that the aim is to categorise the errors rather than correct them at this stage.

Dear Mrs Jones, [communicative achievement – the register is too formal]

If you **don't** like [language] watching television, I would certainly recommend it to help improve your English.

Moreover, [communicative achievement – the register is too formal – you can also] you can watch shows with English subtitles which will also help you with difficult words and phrases. My mum actually bought a new-television last week, which is great: [content – this does not connect to the task in the question]

With reference to [communicative achievement - the register is too formal] practice, I would definitely suggest sign [language - signing] up to language learning websites. They give you the chance to practice [language - practise] your listening skills through webiners [language - webinars] and check your written work with native speakers and practise your reading skills with daily articles. A friend of mine has been doing this for the past two months and she loves it! [content - this does not connect to the task in the question]

Let me know how you get on. It's great to hear from you and I'd be more than happy

to give you some <u>advise</u> [language – advice] [organisation – the second sentence should be at the beginning of the email.

**Yours sincerely**, [communicative achievement – the register is too formal – Bye for now]

Marcello Pinotti [communicative achievement – the register is too formal – Marcello] [content – the answer does not include information about

[content – the answer does not include information abou how the writer's studies are going which was asked in Annie's email.] A Point out that Marcello needs to improve in all four criteria. Some areas to highlight are that his register is too formal for a letter to a friend, he focuses more on writing and listening than speaking and he has frequent language errors. Tell students that they are now going to try and improve all aspects of the letter. Some will be minor changes, such as correcting spelling mistakes, but they will need to rewrite any parts that don't relate to the question. Students will probably need at least 20 minutes for this.

#### FAST FINISHERS

Check their work and highlight areas that still need improvement. They can then begin the writing task in Exercise 5.

You may need to clarify with the students that Adele is a native speaker of English and wants to hear about the candidates' experiences of learning English as a second or additional language. Brainstorm ideas as a class. Draw a table on the board:

Most difficult	Easiest things	Best ways to
things about	about learning	improve speaking
learning English	English	skills
•	•	•

Elicit an example of each and add to the relevant column, e.g.:

•	Words are not generally pronounced as they are written.	•	There are lots of good materials available.	•	Visit an English- speaking country.
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Students share ideas in groups and come up to the board to add to the lists.

Remind students that due to the word limit, they will only be able to choose one idea from each column. Before they start writing, ask what else they need to include in the task (they must say how their studies are going). Students write their emails either in class or for homework.

6 When all students have completed their emails, remind them of the four criteria. Tell them they are going to read their own essay through four times, each time concentrating on a different criterion. Remind them that they are aiming for B2 level. You could share with them the descriptors for B2 level, which are available for all criteria except content.

# **SEXAM INFORMATION**

# **B2** First descriptors

Communicative achievement (B2) – Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.

Organisation (B2) – Text is generally well organised and coherent, using a variety of linking words and cohesive devices.

Language (B2) – Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.

Descriptors for other CEFR levels are available in the First exam handbook.

The five marks for content are awarded as follows:

- 5 All content is relevant to the task. Target reader is fully informed.
- 3 Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.
- 1 Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.
- Content is totally irrelevant. Target reader is not informed.

Students assess their own work against the B2 criteria. Pair them up and ask them to exchange their work with a partner. They then assess their partner's work against the criteria and discuss both emails with their partner. Can they find positive examples relating to the criteria as well as negative ones?

Collect in the emails and mark in a different colour to any notes the students have made on them. When they receive their corrected emails back, ask them to compare your comments and corrections with their own and their partner's assessment of the writing.

# LISTENING PART 1 TRAINING

### SB P47

Remind students that in Part 1 of the Listening test, candidates answer 8 three-option multiple choice questions, each one based on a different 30-second extract. The extracts are monologues (one speaker) or dialogues (two speakers). The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.

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

Complain to is the person you are talking to, complain about is the topic you are unhappy with.

This exercise does not have an audio track. Read through the question with the students and remind them that it focuses on the subject of the speaker's complaint, not the person she is speaking to (who we already know is her friend). Tell the students to first choose the correct answer and highlight the words that helped them decide. Ask students to highlight (in a different colour or way) the parts of the text which tell them that the other options are incorrect.

B is correct. The word 'lecturer' is not used but we know that students have to listen to lecturers and try to follow their ideas and understand them.

A is incorrect because classmates are mentioned but the complaint is not about them.

C is incorrect because a tutor is mentioned, but Adira complained to the tutor not about her.

3 © 020, 021 and 022 Elicit what type of information students are listening for in each question.

1 a recommendation 2 a point that the two speakers agree on 3 the purpose of the call

Play the audio twice and check answers.

1 A 2 A 3 C

# **OEXTENSION**

Students highlight the parts of the audioscript which helped them identify the correct answer and reject the incorrect ones.

# AUDIOSCRIPT @ 020

Antonella: Can you help me, Frank? I need to make a

decision about my next training course.

Frank: Sure, Antonella. I will if I can.

Antonella: Well, I like the idea of studying at college,

providing I can find something suitable.

Frank: I tried that. Face-to-face interaction can be

very motivating, but it's not that flexible if

you're working at the same time.

Antonella: Hmm. What if I worked from home? Maybe

did some self-study?

Frank: You could try that, but unless you're

disciplined, it's easy to get distracted. You might want to think about something which

combines both.

# AUDIOSCRIPT @ 021

Male student: So what do you think of the university?

Female student: I really like it, to be honest, although I do

think the fees are quite high.

Male student: I actually think they're pretty reasonable,

particularly in comparison to the other universities we've seen. I'm not so keen on the lecture theatres though – I thought

they were a bit old-fashioned.

Female student: Really? I thought they were impressive

from the outside and smart and modern on the inside. I was disappointed to see that they don't have any places to stay

on campus, though.

Male student: Yes, that is quite annoying. It will take us

at least 30 minutes to walk to classes

every day, which isn't ideal.

# **AUDIOSCRIPT** @ 022

Man: Hey. So, it's graduation soon. How're you feeling?

It seems like I've been planning the party for ages!

Woman: I know. It's a bit weird to be honest. We've been

studying for three years – I can't believe it's all going to come to an end after next week.

Man: I know. As soon as it's over, I'm taking a year out.

I've already arranged it so I can't back out now.

Woman: That's brilliant.

Man: Yeah, I wanted to make sure you were still coming

on Saturday, so I can tell you all about it. You really ought to join me on my trip, you know.

I'm sure you'd love the experience.

Woman: Sounds great. I might just do that.



SB P47

# IDIOMS AND PHRASAL VERBS

# WARMER

Elicit some examples of idioms and phrasal verbs from the course so far, e.g. look up to, fall out with, hang out, touch and go, back on your feet, recharge his batteries, etc. Both idioms and phrasal verbs are phrases whose meanings can't always be worked out from the individual words. Remind students that phrasal verbs and idioms tend to be less formal and more common in spoken English.

- 1 Tell students to read the paragraphs on Phil and Ingrid's studies. Students discuss with their partners if they are more similar to Phil or to Ingrid and in what ways. Are there any ways in which they are different? Monitor and note any interesting conversations and invite students to share them with the class.
- 2 Divide the class into two. One half notes down the meaning of the highlighted phrases in Phil's text and the other half does the same for Ingrid's text, without using dictionaries. Reorganise groups into pairs (one from each group) for students to explain what they think the words mean. Do their partners agree or have any other ideas?

1 achieve high grades 2 really happy about something 3 work through the night without going to bed 4 memorise something 5 old-fashioned 6 someone who really enjoys reading 7 someone who copies someone else's work or actions 8 be better than others 9 someone who is the teacher's favourite 10 do more than is necessary

Put the first question on the board. Elicit the three idioms that would fit. Tell students that they may need to change the form of any verbs, but it is not necessary in 1. Students complete questions 2-6 and check with a partner. Emphasise the fact that there may be more than one possible answer for each question.

1 go the extra mile / learn something by heart / pull an all-nighter 2 old-school 3 the extra mile 4 with flying colours 5 bookworm / copycat / teacher's pet 6 stood-out

4 Put students into pairs to answer the questions in Exercise 3. Encourage students to expand on their answers by giving your own full answer to the first question, for example:

When I was at school I had to learn things like dates and formulae by heart. At university, we didn't have to memorise much, but I sometimes left my work to the last minute and had to pull an all-nighter to get it in on time.

Allow about ten minutes. Monitor closely, paying attention to the students' use of the idioms. Both on-the-spot and delayed correction could be used as you feel is appropriate.

5 Students write their own paragraphs with at least five of the phrases. Point out that they can use the phrases in a negative way if necessary, for example: My work never really stood out. / I could never be called a bookworm.

As these texts are fairly short, students could read several other students'. Get them to check the phrases are used correctly and find one student who is similar to them and one that is very different.

# **FAST FINISHERS**

Ask any fast finishers to write a second paragraph on what they think the ideal student is like.

# **OEXTENSION**

Play 'board Pelmanism'.

Divide the class into groups of four. Tell each group that when it's their turn, they must choose one number from 1–10 and one number from 11–20. When they have given you their numbers, you read out the corresponding words from the grid below. If the two parts of the idiom match, they get a point. They must not write anything down. Make sure all pens, pencil, paper and devices are put away. This is a test of memory but the repeated exposure to the idioms should help them remember them.

1	learn	11	the moon
2	teacher's	12	worm
3	the extra	13	school
4	over	14	pet
5	сору	15	flying colours
6	pull a few	16	by heart
7	book	17	all-nighters
8	old	18	cats
9	stand	19	mile
10	pass with	20	out



# **GIVING ADVICE**

### WARMER

Ask students who they have received advice from about their studies (teachers, parents, friends). What kind of advice did they receive? Whose advice do they value most? Why?

Refer students to the wordpool and tell them the words and phrases can all be used for giving advice. All the sentences contain advice but they will need to choose the one that fits grammatically into the sentence. Do the first one as an example. Read the sentence with different options and elicit why they are wrong:

You <u>might want</u> find someone in the same field. They'll be able to give you lots of advice. ('to' is missing after 'want') You <u>could try</u> find someone in the same field. They'll be able to give you lots of advice. (The verb would be 'finding' not 'find' after 'try')

Guide them towards the correct option (*ought to*). Students complete questions 2–6 and check with a partner.

1 ought to 2 Make sure 3 would / 'd 4 might want / like 5 recommend 6 could try

2 Ask students to read the Grammar reference on page 211. Tell them that when they change the phrase, they might need to change the verb form. Do the first one on the board as an example. Point out that the verb using changes to 'use'. Students complete the exercise and check with a partner.

You might want to use a spell checker on your report.
 You ought to specialise in a particular field of education.
 You had / You'd better check with your lecturer first.
 Whatever you do, don't / you shouldn't miss the cut-off date for your coursework submission.
 What if we highlighted the effect of using virtual reality in the classroom?

Ask which phrases are used when the speaker feels the advice is important (make sure, whatever you do).

Refer students back to the Grammar reference to the common mistakes section on page 211. Tell them that the dialogue between Isabella and Martin contains five grammatical mistakes connected to phrases for giving advice. Students work individually to find and correct the mistakes before checking with a partner.

1 Why not to create a poll ... → Why not create a poll ... 2 You ought look at ... → You ought to look at ... 3 ... made sure you don't book ... → ... make sure you don't book ... 4 ... you better ask the students... → You'd better ask the students ...
5 Should you thinking about a career ... → you should think about a career ...

4 Ask students to make a list of the different phrases for giving advice from this section so that they have them all to hand for the role play. Give students a few minutes to read through all the scenarios and ask you if they don't understand anything. Tell them that they will take it in turns to be the person with the problem and the advisor. Choose a strong student to model a role-play with, e.g.:

Student: Hi, my name's Josh. I'm a student at university and I don't have enough money to go out with my friends at the weekend. My mum suggested I get a part-time job but I don't think I've got the time.

You: Why don't you use the internet to find some fun free events to go to with your friends? You could also try making some money by selling some of your things. I don't think you should get a job because you won't have time to study for your exams.

Elicit which phrases you used to give advice to Josh. Tell students to try to use all the phrases from the section at least once. Students do the four role-plays with a partner. At the end, ask for volunteers to come to the front and act out their role-play. Don't force students to come up if they are unwilling, but praise any pair who are willing to try.

# **OEXTENSION**

Students work in groups to share a problem they have with their studies. Give them an example, such as I find it difficult to understand movies in English. Elicit advice from the class, for example You should watch movies with the subtitles on.

# SPEAKING PART 3 TRAINING

SB P49

# **SEXAM INFORMATION**

Tell students that Part 3 of the Speaking exam is a two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks. The focus is on sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.

The Check that students know something about the five options in the wordpool. Ask them to read through the text about Manuela and elicit their ideas. You could give a few examples to start them off, e.g. Well, obviously, traditional education is not going to suit Manuela as she is already working full time. As her employer is supportive, she might be able to do her training on the job and also do the academic part of her course by distance learning.

Before students start the exercise, tell them that the quality of the discussion and process of reaching agreement is more important than the answers they choose. Both candidates should ensure that they speak about the same amount. Point out that some of the phrases from the previous section might be useful (ought to, might want to, could try, recommend, etc.).

In pairs, students discuss the way of learning that most suits Manuella, Bella and Ian. Give students the option of recording their dialogue on their phones to listen to and evaluate later.

Conduct feedback with the whole class. Ask for volunteers to share their thoughts. Encourage students to improve their responses by giving reasons, using linking expressions, etc., as appropriate.

2 The dialogue between Faye and Ryan models the kind of discussion students should be having in Part 3. Students read either to themselves or aloud in pairs taking the parts of Faye and Ryan.

Distance learning

3 This exercise gets students to focus on the language and interaction between the candidates. Tell them that one of the criteria they are marked on is interactive communication. Faye and Ryan would score well on this criterion because of the questions they ask each other. Elicit or point out that the two candidates speak an equal amount.

Shall we start with this one? / Shall we move on to the next one?

Yes, that's a good point.

Q 023 Candidates listen to the audio and put the remaining options (volunteering, on the job training, traditional education and apprenticeship) in the order in which they are discussed.

traditional education / volunteering / on the job training / an apprenticeship

5 № 023 Tell students that part of interactive communication is reacting to what the other person has said, for example to agree or disagree with them. Faye and Ryan used several different phrases to agree or disagree with each other. Tell them they will hear the audio again, listening for the six phrases given and decide who said each one.

**1** Ryan **2** Faye **3** Ryan **4** Ryan **5** Faye **6** Ryan

# **AUDIOSCRIPT** © 023

Faye: Ok, so unlike the last one, this would suit someone

who preferred a conventional classroom environment. Perhaps someone younger.

Ryan: Hmm, I'm not sure I'm in complete agreement.

Provided a mature student had time on their hands, it would suit them too. For example, if they

were retired.

Faye: Yes, I take your point. What about this one? I think

someone who'd just finished full-time study but who needed experience would find this useful.

Ryan: I couldn't agree more. Although, I'd add that if it's

unpaid, the person who did this would need to have an alternative income or maybe still live at home with their parents. Ok, what's your view on this one?

Faye: Well, I'd suggest this would be brilliant for

someone who was in employment but who needed to develop new skills as they did their

work. Sort of like learning on the job.

Ryan: I think you're absolutely right about that. It would

definitely suit someone who prefers to learn from experiences. If someone were inexperienced and had to learn at the same time, this would be a great way of doing it. Ok, we're running short of time, so let's move on. This one's similar to the last

in that it's work-based.

Faye: I agree up to a point; however, it might be more

specifically suited to someone who had decided not to attend university and wanted to learn

practical skills, while getting paid.

Ryan: I'd go along with that, although the pay is typically

low, so it would only really suit someone who's just

left school.

6 © 024 Students will have gathered ideas on all five ways of learning from listening to Faye and Ryan. They should focus on ensuring they both take an equal part in the discussion, using a range of phrases to agree and disagree and to move the discussion on.

Elicit the meaning of a 'mature student' (an adult student who attends college or university some years after leaving school). Play the audio (twice if necessary) and allow students time to discuss their answers with a partner.

1 taking everything into account 2 as you mentioned before 3 why don't we agree to disagree / that makes sense / let's do that

# **AUDIOSCRIPT** © 024

Faye: So, I think taking everything into account, a mature

student would find distance learning the most beneficial. As you mentioned before, it offers a lot of flexibility for those who have jobs or families.

Ryan: I'm not so sure. I think a traditional education

would be better in most circumstances.

Faye: Ok, why don't we agree to disagree on this

occasion?

Ryan: Yes, that makes sense – let's do that.

7 Tell students that this is another example of the kind of task they might face in Part 3. Read through the question and five options with the students. They are all reasons why it is important to learn a foreign language. Remind students that there is no correct answer. They should try to discuss all the options and finally decide which they think is the most important. Remind students that they don't have to agree and the discussion process is more important that the final answer.

As students do the activity, monitor and make notes on their performance. In particular, praise students for asking for their partner's views, agreeing and disagreeing and moving the discussion on. Make notes of errors in these areas to give feedback on at the end of the activity. Try to observe whether each pair is sharing the available speaking time. If there are students who are reluctant to speak, their partner should be encouraged to ask their opinion and ensure participation.

# SPEAKING PART 4 TRAINING

SB P49

# **SEXAM INFORMATION**

Tell students that Part 4 is based on the topic of Part 3 but the interlocutor joins in and guides the candidates to give opinions and evaluations related to the topic. This final part of the test gives candidates the opportunity to demonstrate the ability to discuss the topic in-depth and show their linguistic range.

Students in their pairs decide who is Student A and who is Student B. Give students time to prepare their arguments. Check they understand that A agrees with the statement and B disagrees. Tell them it doesn't matter what their actual opinion is. After the preparation time, tell them they should discuss the statement, agreeing or disagreeing, rather than taking turns to state their points. They should suggest moving onto the next point when they are ready.

### **OEXTENSION**

This option is a fun way to extend the activity for a class who are confident in speaking.

Divide the class into two teams, A and B. You could either let the As from exercise 8 continue to be As or, for a more challenging version, swap them to Bs. Read out one of the sentences (in order or not, depending on the level of challenge required), and ask one student from each team to come to the front and have the discussion. Decide who the best speaker was and award points.

Pair students with someone they have not worked with before. Students can use their ideas from Exercise 8 to answer these questions. Tell them that they should now give their own personal opinion and may support it with ideas from their own experience, reading or viewing. During the activity, monitor, listening carefully and making notes of errors. For feedback, select only common or significant errors, particularly those related to the language focused on in this section.

# **EXAM FOCUS**

SB P50

# READING AND USE OF ENGLISH PART 5

Refer students to the Exam facts and Exam tips on page 51. The 'reference question' (tip 3) is one that asks candidates to identify who or what is being referred to by a pronoun (question 5 in this case). Emphasise tip 1 but tell students not to spend too much time on it. Ask students to look at the questions and point out that in each case the question helps them locate the relevant part of the text (a paragraph or line number). The only exception is question 4, but students can see the answer must be located between lines 23 and 27. Also, 'senior teacher' in the question helps them to identify paragraph 4 as the location of the answer.

Give students ten minutes to complete the questions individually.

1 B 2 C 3 C 4 A 5 B 6 D

# **FAST FINISHERS**

Make a list of synonyms and paraphrases used in the questions to avoid repeating the exact words in the text, e.g.:

- research findings/a study
- provide higher quality lessons improve teaching standards

Give fast finishers a chance to share what they found with other students once they have all finished.

# LISTENING PART 1

#### **SB P52**

© 025 Ask some questions to elicit what students can remember about Listening Part 1, e.g.:

How many extracts will you hear? (8)
Are they related to each other? (No)
About how long is each extract? (30 seconds)
How many options do you have to choose from? (3)
How many questions are there? (8)

Read through the Exam facts and Exam tips with the students. Play the audio twice and get them to check their own answers.

1 A 2 B 3 A 4 B 5 C 6 B 7 A 8 C

# **AUDIOSCRIPT** @ 025

Narrator: 1 You overhear two friends talking in a corridor.

What did the man find difficult when he was

studying Arabic?

Woman: You've finished your Arabic lessons now, haven't

you? How did it go?

Man: I really enjoyed it, although there was a lot of

writing to do toward the end of the course, plus it was a bit of a challenge finding enough time to

study after work.

Woman: I bet. I've heard the pronunciation is quite difficult

too.

Man: Well, there are a few sounds not made in my first

language, so it took a while for me to get used to it, but overall, I think I managed it quite well. This time though, it was the sentence structures and tenses which I didn't find clear. I only just passed

in the end.

Narrator: 2 You hear a student talking about his future

plans. What is he going to do when he leaves

university

Man: I've always wanted to work with children.

During my research, I discovered, though, that it wasn't as easy as that. I mean there was so much planning, marking and paperwork to do. I'm still interested in working with them, though, and I'm fascinated by the research I've read about human emotions and behaviours. Unless I'm prepared to do more studying, it'll be more of a hobby than anything else. My tutor suggested I gain some experience after graduation and I can see her point. Working long hours without being paid wasn't my first choice, but if I don't, I just won't get

a job in my chosen field.

Narrator: 3 You hear a man and a woman discussing the qualities of a traditional education. What does

the woman think?

Man: I think that without an educated population,

society just won't work as effectively.

Woman: Perhaps, though I disagree that the aim of school

is to set boundaries and teach rules. Providing there are close family and friends who can set a good example, children could learn those things

at home.

Man: What about getting a job?

Woman: Well, getting a good education does indeed give

people more options in life although that doesn't always come from conventional teaching methods. It's important to remember that education doesn't end after graduation, does it?

Man: I guess not.

Narrator: 4 You hear two students talking about one of

their university courses. What do they agree

about?

Man: What do you think about the course?

Woman: I'm really enjoying the course at the moment.

Man: I'm not surprised, you've been getting full marks

in every test we've done. It's not really my area

of interest.

Woman: Well, I must admit that it's a really complex topic

so I do think we need to spend a lot of time on it.

Man: That's true. I don't really get it to be honest.

Woman: Do you think it would be useful if we arranged to

meet the tutor to talk about the course?

Not really, she's always so busy. I've been trying

for months to set up a meeting now and haven't had any luck. It's probably best to keep going as

we are.

Man:

Narrator: 5 You hear two friends talking at a graduation

ceremony. Why didn't the woman want to

attend?

Man: Hey, isn't this brilliant? I never thought we'd do it.

Woman: Any excuse for a party where you're concerned!

But I know what you mean – it's been hard work

but we made it in the end.

Man: Are your parents here?

Woman: They're away for their anniversary – somewhere

exotic. They were going to cancel, you know, but

I didn't want them to miss their holiday.

Man: Unlucky timing. How are you feeling now?

Woman: Well, I am a bit stressed but that's only because

I'm not really into big social events. I'd have preferred to have just gone out for dinner with a

few friends.

Narrator: 6 You hear a woman talking on the phone to her

son. What does she suggest?

Mother: How did your lessons go?

Son: Yeah, good thanks. We got our maths

assignment back today. I got 80%!

Mother: That's great. I'm so proud of you. You must be

over the moon. I know how much effort you put

into that.

Son: Thanks, Mum.

Mother: Why don't you see what Matt and Luke are up

to? I could take you all bowling if you'd like.

**Son:** That sounds great! I'll give them a call now.

Mother: Well, I'll be back from work at 6. Remember that

you need to finish your school work before

going, though, ok?

Son: Ok, Ok.

Narrator: 7 You hear a man talking on the radio about his

job. What disappoints him about being a

lecturer?

Man: I've been lecturing for ten years now. It has its

downsides, like all jobs, but I wouldn't change what I do. Starting out, I wasn't aware just how long my working day would be. It's not just about the lectures themselves, there's all the preparation involved. Now though, it's something I'm used to. These days, I've got a different set of challenges. I mean, we're not highly paid in this profession, although that's never been my motivation! I realise things change, but it's not always for the best, is it? I've got an issue with how assignments have to be graded these days. Though I admit, the topics are far more interesting than when

I was studying.

Narrator: 8 You hear a teacher talking about a colleague

at work. What does she admire most about her

colleague?

# Woman:

I don't know how he does it. It's a challenging job but he manages to stay motivated no matter what and seems to really like his job. For one, he's really good at creating fun and exciting lessons in what seems like no time at all. The students always seem to look forward to them and I can often hear lots of laughter coming from his classroom. The other thing is that he acts fairly with the students and never makes any judgements. I think they look up to him for that and that's what I think is really impressive about him. He says he took inspiration from a tutor when he was studying at university.

Give students some time to study the audioscript for any questions they got wrong. Can they now see why the answer was wrong?

# SPEAKING PARTS 3 AND 4

#### SB P53

Elicit what students learnt about Parts 3 and 4 earlier in the unit. Read through the Exam facts and Exam tips with them. Remind them to share the available speaking time and use phrases to agree or disagree, invite their partner to contribute and move the discussion on.

You might want to pair up stronger/weaker students for this exercise. Tell them they have eight minutes for the task.

After four minutes, tell them to move onto Part 4.

After they finish, ask them to evaluate their performance as a pair. To help the students self-evaluate, put some questions on the board for discussion, e.g.:

- Did you both speak more or less the same amount?
- Did you use some of the phrases from the unit?
- Did you manage to discuss all the options/questions?
- How could you improve your performance?
- > SPEAKING BANK / pages 250-253

# **REAL WORLD**

# SB P54

- Students discuss the question in groups. Each group shares the most interesting course taken by a member of their group.
- 2 Refer students to the photos of Toronto. Ask: Where is Toronto? (Canada) Has anyone been there? What do you know about it?

Tell students that they are going to read about four different courses available in Toronto. Ask them to look at the photos and guess what the courses will be about. Students read the descriptions and rank them from 1 (would most like to do) to 4 (would least like to do). Tell them they will have to explain their order to a partner, so they think of reasons for their order.

Before putting the students into pairs, model what you want them to do, e.g.: I would most like to do the Kangoo jumping course. I try to go running and to the gym to keep in shape, but I'm getting a bit bored of it. This sounds like it would be a much more enjoyable way to keep fit, especially if you did it with a group of friends.

3 Students work individually and check their answers in pairs. Students should use the context rather than dictionaries to complete the exercise.

3 authentic 1 sign up to 2 master 4 to impress 5 workout 6 unique 7 capture 8 suitable for

4 026 Refer students to the information in the brochure. Check they know what 'coding' means. Tell them that the brochure contains some errors. Play the audio once for them to correct the errors. Students compare their corrections with a partner.

#### **CODING FOR BEGINNERS**

Start date: April 15th (3-week intensive programme) Course details

- Introduction to coding
- · Learning to build a basic website
- Introduction to Python (optional)

Location: Room 14A

Price: \$350 (price excludes lunch)

Exam: No

Accredited by the school

5 @ 026 Give students a few minutes to predict the missing words in the questions. Play the audio again for them to check.

# AUDIOSCRIPT @ 026

Student: Good morning. I've got a few questions about the coding for beginners course.

Teacher: Sure, go ahead.

Student: What's the start date of the course?

Teacher: Well, it was originally going to start on March 15th, but we've now pushed it back by a month to April 15th. It's also a three-week intensive course instead of four.

Student: Ah ok. What modules are included in the course? Teacher: We'll start with an introduction to coding and then move on to creating a basic website, using HTML and CSS. There is also a module which looks at Python, but this is optional.

Student: That sounds great. Where are the classes held? Teacher: They will be in room 14A, which is on the second floor of this building.

Student: And how much does it cost to enrol?

**Teacher:** The price of the course is \$350. The price excludes lunch so you'll need to pay for that yourself.

Student: That's good to know. Is there an end-of-course

Teacher: No, there isn't for this course as we don't want to put too much pressure on the students.

Student: I see. One last question. Will I receive a certificate at the end of the course?

Teacher: Yes, you will. It's accredited by the school and you'll receive it in the post a week after the course

has finished.

Student: Thank you! I think I'll go and sign up ...

4 enrol / enroll 1 start date 2 modules 3 held 5 end-of-course 6 certificate

- 6 Students share their opinions on the question in groups. Encourage students to give reasons for their answers. Appoint a spokesperson to summarize the views of the group for the rest of the class, e.g. In our group two people agree because... The other three disagree and the reasons they gave were...
- 7 Elicit the meaning of 'colloquial' (informal). Tell students that at B2 level they should be able to identify and use different registers for different situations. Do 1 together as an example. Students work individually on 2-6 before checking with a partner.

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

8 Tell the students that they are going to watch a short video about Toronto. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

# Suggested answers

The city of Toronto: located near Lake Ontario, population of about 2.5 million,

Famous landmarks: CN Tower - Built in 1973, 553.3 metres high; City Hall - part of the Nathan Phillips Square; Gooderham (or Flatiron building) - completed in 1892

Education: Royal Ontario Museum - famous for its art and culture; University of Toronto - established in the 19th century, birthplace of scientific research; Student Learning Centre at Ryerson - famous for its architectural design

# LIFE COMPETENCIES

SB P55

# **EVALUATING IDEAS, TAKING AN ACTIVE**

- 9 Either get all students to research a suitable course for both Davide and Julia or put them into pairs and one finds a course for Davide and the other for Julia. In either case, students should have the opportunity to describe the course they have chosen and explain why it is suitable.
- > WORKBOOK / Unit 3, page 16



# **UNIT OBJECTIVES**

Topic: holidays and travel

Grammar: articles; countable and uncountable

nouns

Vocabulary: travel vocabulary; compound

adjectives

**Listening: Reading: Velocity Valley Adventure Park Part 1: multiple choice cloze Speaking:**Part 1: conversation with the

interlocutor

Writing: Part 2: article

**Pronunciation:** stress in verb and noun forms **Push yourself to C1:** nouns that are both countable and

uncountable

**Exam focus:** Reading and Use of English Part 1;

Speaking Part 1; Writing Part 2

Real world: Travelling around ... Buenos Aires

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

# GETTING STARTED

**SB P56** 

Ask students to open their books and look at the pictures. Students discuss the two questions in pairs. Elicit feedback from the class by asking a few students to give their answers to 1. Invite others to say if they feel the same way.



# HOLIDAYS AND TRAVEL

Students write the letter of a photo next to each word. Allow them to use their phones to check meanings if necessary.

steering wheel – photo C departure lounge – photo A commuters – photos A, D, F runway – photo A handlebars – photo D cockpit – photo E motorist – photo C backpackers – photo B rush hour – photos C, F

Write the words on the board. Model the pronunciation of each word and ask students to repeat it. Elicit and mark the stress on the board. Listen to individual students to ensure correct pronunciation. Mark on the board the way the words 'rush' and 'hour' are linked: /rs/ava/ (rushour).

2 Draw a grid on the board with one of the headings in each box:

Flying vehicles	Environmentally-friendly ways to travel
Vehicles with four wheels	Parts of a car

Ask students to copy the grid into their notebooks. Add the examples to each box and give students five minutes to write as many words as they can under each heading. Ask them to come to the board and write their answers. Remind them to check what has already been written to avoid repetition. As a class, check spellings and whether any words are in the wrong category.

3 Remind students that when they learn a new word, they should also learn what words are most commonly used with that word (collocations). Students should notice the whole phrase used rather than just individual words. Students complete the exercise in pairs. Conduct class feedback.

#### Possible answers

1 aeroplane, train, boat 2 car, van 3 car, taxi, van 4 bicycle, car, taxi, van 5 bicycle

6 airplane, jet 7 metro/subway/underground, train 8 aeroplane 9 aeroplane 10 bicycle, motorbike

4 Students add the correct word to each sentence. They complete the exercise individually and check with a partner.

1 runway 2 cockpit 3 motorists 4 commuter 5 diesel 6 overtaking 7 jet lag 8 departure lounge

5 Tell students not to use their phones for this exercise because the main purpose is for them to discuss their ideas. You could suggest that they use phrases to express their ideas tentatively, e.g.:

I am not sure whether ... This one might be false. I don't think it can be correct that ...

Tell students to reach agreement with their partner. Once they have chosen the four sentences they think are factually incorrect, write each pair's answers on the board (if you have a large class, do the activity in groups of four). Tell the class which pairs or groups identified all four incorrect sentences.

The incorrect sentences are 3, 4, 6 and 7.

**3** – This is the predicted number of vehicles; the number of motorists will be higher because of car sharing.

4 - 42 hours 6 - Distracted driving is said to be the most common cause. 7 - It's worse going from west to east.

# **OEXTENSION**

Assign one of the incorrect sentences to each group. Ask them to use their phones to find the correct information and rewrite the sentences.

6 Encourage students to extend their answers as much as possible as this is what is required in the speaking exam. You could demonstrate a bad and good answer to one of the questions, e.g.:

# **Bad answer**

- A: Have you ever been in a cockpit?
- B: No.

# Good answer

- A: Have you ever been in a cockpit?
- B: No, unfortunately not, but I would love to.
- A: Why?
- B: In the past, pilots used to invite children or anyone else who was interested to come up to the cockpit, but now that doesn't usually happen for security reasons. I would love to see what a pilot actually does during the flight and also, I bet there's a brilliant view from the front of the plane.

# **OEXTENSION**

Have a whisper race, which is a kind of spelling game. Divide students into equal groups and line them up facing the board. Bring the students at the back of each line together and whisper one of the words or phrases from the lesson. They must whisper in to the person in front of them all the way down to the student at the front, who must write the word on the board with the correct spelling. A point is given to the first team to have the word spelt correctly on the board. Disqualify any group who shouts out the answer, misses out a student or cheats in any other way. After writing, that team member moves to the back of the line.

Words: cockpit, steering wheel, departure lounge, backpackers, runway, handlebars, rush hour, motorists, overtaking, jetlag, diesel, commuter



# LISTENING FOR DETAIL

# **CULTURAL NOTE**

A theme park is different from a funfair as it is permanent and based around one of more 'themes'. Parks with just one theme include Disneyland and Legoland. Typical themes in general theme parks include the jungle, space, etc.

1 Students discuss the questions in pairs or groups. If they do not have many ideas for 2, input some suggestions, such as exciting themes, fast and high rides, good variety of rides, different attractions for different age groups, well managed, new rides added regularly, other facilities such as shops and cafes, live actors dressed up as characters, entertainment, etc.

- 2 Students use the photos to predict the content of the listening. Give them time to talk about each photo with a partner, trying to describe what happens on each ride. Encourage students to look up some words in a dictionary if necessary.
- 3 @ 027 Play the audio. During the first listening, students check their ideas and write down the names of the attractions in the brochure.

The Agrojet Swoop Freefall Xtreme

# **AUDIOSCRIPT** ② 027

Jill: Hello, I'm Jill, and I'm a member of staff at the Velocity Valley Adventure Park. We're on the North Island of New Zealand in the city of Rotorua. Actually, we're just outside the city, and the easiest way to find us if you're coming by car is to come off State Highway 5 and take Paradise Valley Road. If you don't have your own transport, we can pick you up, as we have a complimentary shuttle service which transports you between Rotorua CBD and Velocity Valley. One great experience we've got is called The Agrojet, that's A-G-R-O-J-E-T. I expect you've been on a nice leisurely cruise before, but this is completely different. It's a boat ride at extreme speeds. You'll be in the capable hands of a fully trained driver who remains in control of the boat as you accelerate up to 100 kilometres an hour in a matter of seconds, and then takes you around the course with some pretty sharp bends!

Extreme speed of course features in many of our rides; Swoop, spelt S-W-O-O-P, is no exception. It's essentially a huge swing, which you and up to two friends are strapped into wearing a harness. You are then lifted up to a height of 40 metres. When you're ready, you release the cord, which sends you into a giant pendulum swing. And when you think that the speed limit on New Zealand's fastest roads is one hundred and ten kilometres an hour and yet you accelerate up to a hundred and thirty on this after about four seconds, well, that just shows how incredible this ride is!

Now, we also have Freefall Xtreme, spelt without the first letter E on 'extreme'. This doesn't have you travelling fast, although you do get the impression of extreme speed. It's essentially a flight, at least, that's what we call it, rather than a ride. It's a wind tunnel; wind blasts at you with such force that you are able to float in the air. People often wonder if you can be blown away, which of course you can't, as there's a net to keep flyers inside the wind tunnel. Of course, there are age and height restrictions on this and everything else in Velocity Valley to ensure that it's absolutely safe.

Check the names of the rides. Ask students if they were able to predict what happens on each ride.

Q 027 Ask students to look at the notes and think about what kind of information is needed for gaps 1–7. Play the audio again. Students complete the notes. Give them time to check their answers, making sure the notes make sense.

1 Paradise 2 driver 3 40 4 130 5 flight 6 net 7 height

5 Encourage students to express the reasons for their order and compare them with other members of their group. Bring the class together and ask each group whether they agreed on the order. What attracted them to certain rides more than others?

# P

# SB P58

6 © 028 Write the word transport on the board. Point out that it can be both a verb and a noun but with different stress patterns. Ask how many syllables the word transport has (2). Tell them to look at the sentence which has the word transport used both as a verb and a noun. Play the audio and tell students to mark the stress of transport/transports.

If you don't have your own <u>transport</u> (noun), we can pick you up, as we have a complimentary shuttle service which <u>trans**ports**</u> (verb) you between Rotorua CBD and Velocity Valley.

# **AUDIOSCRIPT** © 028

Jill: If you don't have your own transport, we can pick you up, as we have a complimentary shuttle service which transports you between Rotorua CBD and Velocity Valley.

Explain that there is a group of two-syllable words which are the same in verb and noun form like *transport*. When used as nouns, the first syllable is stressed, but when used as verbs the second syllable is stressed.

- 7 © 029 Before playing the audio, ask students to decide if the underlined words in sentences 1-3 are verbs or nouns. Ask them to predict the word stress of each. They listen and check.
  - 1 The travel agency has recently increased (verb) their prices. Because of this increase (noun), many people have decided to book their holidays themselves.

    2 Usain Bolt recorded (verb) a time of 9.58 seconds in the 100 metres sprint in 2009. This is still the world record (noun) today.

    3 The airport transfer (noun) costs 10€. It takes about an hour to transfer (verb) you from the airport to the city centre.

# **AUDIOSCRIPT** © 029

- 1 The travel agency has recently increased their prices. Because of this increase, many people have decided to book their holidays themselves.
- 2 Usain Bolt recorded a time of 9.58 seconds in the 100 metres sprint in 2009. This is still the world record today.
- 3 The airport transfer costs 10€. It takes about an hour to transfer you from the airport to the city centre.
- Ask students to read the audioscript and find some words and phrases that might be useful in doing the task, e.g. accelerate up to..., extreme speeds, (age and height) restrictions, sharp bends

The way you approach the task will depend on how much time you have available. Ideally, give each group a sheet of A3 or larger paper or card and some coloured pens, and give them 20–30 minutes to work on their invention. Presentations could be done as poster presentations: their rides are displayed on the walls. Students take it in turns to circulate around the class listening to other groups talking about their rides/asking questions and staying near their poster to explain their own ride. Once they have seen all the posters, you could ask them to vote on the best one.

Write the following number on the board:

#### 17.145

Invite the students to read the number out, paying particular attention to how the numbers after the decimal points are pronounced ("fourteen point one four five"). Ask the students to read the *Did you know?* box. Then write the following numbers on the board and invite students to read them out, correcting any errors where necessary.

10.56 seconds 6.25 17.923

# **OEXTENSION**

Students work in groups of 3–4. Ask them to tear up some pieces of paper (4 or 5 each) and on each one write a number with a decimal point in it. They put all the papers face down in a pile. Students take turns to pick up a piece of paper, show the group and say the number out loud. If it is correct, he or she keeps the paper. If not, it goes to the bottom of the pile. The winner is the student with the most pieces of paper when the pile is gone.



# COUNTABLE AND UNCOUNTABLE NOUNS

### WARMER

Write the words news, travel, station, and traffic jam on the board. Elicit what part of speech the words are (nouns). Tell students that two are countable and two are uncountable. Ask them to decide which are which. Ask: Can we say three travels? (No) Can we say three stations? (Yes) We need to know if a noun is countable or uncountable because it affects the grammar, e.g.: Give me some advice is correct. Give me an advice is incorrect because advice is uncountable.

- Tell students that each sentence contains an error caused by confusing countable and uncountable nouns. Students work in pairs to find and correct the errors. They may refer to the Grammar reference on page 212 if necessary.
  - 1 My advice to travellers have has always been to take out comprehensive travel insurance. 2 The last time we went away, we left it too late to find a self-catering accommodation. 3 We tried to find some a / the subway station. 4 The latest news are is that the travel company has gone bankrupt. 5 I couldn't believe it when the airline told us that they had lost our luggages luggage. 6 Our tour guide gave us an some / advice about the best places to visit.

    7 The travel Travel has always been a passion for me.

    8 There's often some a traffic jam in my neighbourhood.
- Write the headings Uncountable and Countable on the board with the examples and ask students to copy them down. Elicit the nouns from Exercise 1, sentence 2 (time, accommodation) and which column they belong in (Uncountable). Students add the nouns from the other sentences to the columns in their books. Ask students to come to the board to write them on the board. If any are in the wrong column, say, Two words are in the wrong column. Can anyone move them to the correct column? and get students to make the corrections.

Uncountable: advice, travel insurance, accommodation, news, luggage, travel

Countable: travellers, hotel, subway station, travel

Countable: travellers, hotel, subway station, travel company, airline, tour guide, traffic jam, places, passion, neighbourhood

Remind students that at B2 level it is important to have a wide range of vocabulary, which will be tested in all parts of the First exam. Ask them to look at the wordpool and find the example (congestion and traffic jam). Ask them which is countable (traffic jam) and which is uncountable (congestion). Give an example sentence such as There are always traffic jams at the time schools finish. There is a lot of congestion in the city centre. In an essay, for example, it would be useful to know and use both words to avoid repetition and demonstrate a good range of vocabulary. Students work in pairs to match the synonyms and decide which is countable and which is uncountable.

congestion (U) – traffic jam (C) scenery (U) – view (C) transport (U) – vehicle (C) money (U) – dollars (C) luggage (U) – backpack (C) advice (U) – suggestion (C)

Remind students that when learning a new word, knowing if it is countable or uncountable is part of knowing the word and should be recorded in their vocabulary notebook.

Point out that the uncountable nouns in Exercise 3 have more general meanings, while the countable ones have more specific meanings. To demonstrate, say money could be any kind of money, but dollars is one type. Euros, pounds, rupees, etc. are also countable. Remind students to also use grammatical clues, for example in the first sentence, there's a better \_\_\_\_\_. Elicit that a countable noun will go in this gap because we have the article 'a'.

Students do the exercise individually and check in pairs. In case of any different answers, get them to explain what clues helped them decide.

1 scenery, view 2 dollars, money 3 congestion, traffic jam 4 vehicle, transport 5 advice, suggestions 6 luggage, backpack

Tell students that the words in the box can only be used with either countable or uncountable nouns. Give some examples, such as How many airlines fly to Paris from Manchester? (airlines are countable) and How much pollution is created by air traffic every year? (pollution is uncountable). Students need to decide if the noun after the gap is countable or uncountable before choosing the best word.

1 much 2 several / many 3 fewer and fewer 4 less 5 many

6 Remind students that they need to use a word from Exercise 3 in each sentence. Start with an example of your own. Say: I recently went on holiday to Paris. Paris is very congested but you can avoid getting stuck in traffic jams by taking the underground. Ask students which town or city they are going to write about. They work on their sentences individually. Accuracy is important, so monitor as they are writing. After they finish, they read out their sentences to a partner or group, who should check their grammar and refer any doubts to you. Conduct class feedback.

# **PUSH YOURSELF**

CI

SB P50

# **NOUNS THAT ARE BOTH COUNTABLE AND** UNCOUNTABLE

1 This exercise is probably useful for all students as it introduces the idea of nouns that can be both countable and uncountable. You could introduce the concept with some more concrete examples, such as:

I made a cake for my brother's birthday. (A whole cake) Would you like some cake? / Cake is not very good for you. (A piece of cake or cake in general)

Read through the instructions with the students, emphasising that they may need to add 'a/an' and change the form of the words (such as making them plural). Students complete the exercise individually and check with a partner. In case of different answers, encourage them to explain their choices.

1 A business, B a business

2 A a room, B room

**3** A noise, B a noise **4** A competition, B a competition

**5** A a paper, B paper

6 A time, B times

2 Remind students that there are two ways to decide which of the words in each pair is countable and which is uncountable. They should decide which has a general meaning and which is more specific and also look for grammatical clues. Students agree on the answers in pairs.

1 A uncountable, B countable

2 A countable, B

uncountable 3 A uncountable, B countable

4 A uncountable, B countable 5 A countable, B uncountable

6 A uncountable, B countable



# Direct students' attention to the picture of a Shweeb. Students work in pairs to describe it to a partner. You could suggest some useful language, such as:

- It looks like a kind of...
- This reminds me of ...
- It's quite similar to ...
- I think it is for...ing.
- 2 Give students one minute to read the Shweeb text. Ask them if their ideas matched those in the text.
- 3 Students discuss the question in groups. They report back to the class, e.g. In our group, three said they would like to ride Shweeb, but for different reasons. One said... while another thought ...

# READING AND USE OF ENGLISH PART 1 TRAINING

SR P60

# **SEXAM INFORMATION**

Part 1 is a multiple choice cloze. Candidates must choose the correct word from four options to fill eight gaps in a text. The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, phrasal verbs and semantic precision. The exercises in this section help to develop the skills needed for this part of the text. They also raise students' awareness of the need to learn vocabulary in chunks and phrases, rather than concentrating just on individual words.

Remind students that in order to choose the correct word for each gap, they need to read the whole sentence carefully, in particular the words immediately before and after the gap. The first gap tests the phrase members of the public. If students don't know the phrase, direct them to sentence 5 in Exercise 4 of the vocabulary section on page 57, where they will find the phrase. Point out that all the options are the same part of speech (plural nouns). This is typically the case in Part 1 because the exercise focuses on vocabulary more than grammar.

# **A** Members

Students differentiate between the four options by putting all of them into sentences. They then focus in on the correct answer by noticing the collocation submit suggestions.

It might be useful to break this exercise down for the students. They match the sentence halves and check them. Then as a whole class ask for a word with a similar meaning to suggestions and the verb that is used before it.

#### 1 C 2 D 3 A 4 B

The word ideas has a similar meaning to suggestions. The verb submit collocates with the word ideas.

Briefly remind students to read the whole sentence which contains the gap carefully and decide which of the four options best fits the words around the gap. Students complete the exercise individually before checking with a partner. Play the audio for them to check their answers.

2 C 3 D 4 C 5 B 6 A 7 D 8 B

# **AUDIOSCRIPT** © 030

To celebrate Google's 10th birthday in 2008, Google launched a competition which it called 10<sup>100</sup>. Members of the public were asked to take part and submit suggestions for projects which they wanted to bring to life in order to make the world a better place. One of the winning proposals was from a company in New Zealand called Shweeb. Their aim was to combine elements of the monorail together with those of the bicycle, and to produce a clean and fast vehicle, which could reduce congestion. In the end, Google invested \$1 million in Shweeb's research and development.

The world's first Shweeb was built at the Velocity Valley Adventure Park in New Zealand. Riders sit in a capsule suspended from a rail, and pedal as fast as they can for three laps around a 200-metre track. In the past, prizes were awarded to anyone who broke a speed record, such as being the fastest rider from their country. However, the adventure park has recently stopped these records after upgrading the capsules to have electric assistance.

Shweeb has become a very popular visitor attraction and time will tell if it may also be the transport of the future for commuters, business travellers and tourists.



# ARTICLES

# WARMER

Ask students if they know what articles are and if they have ever learnt any rules about how to use them. Do students feel they have difficulty with this area of grammar?

Are articles used differently in their first language? If you have only one or two nationalities in your class, tailor your approach to their first language(s) and allocate time for the grammar point accordingly. In a multilingual class, try to provide extra practice for those whose first languages are very different from English in terms of articles.

1 Students work in pairs to match the examples to the rules. Point out that as well as knowing when to use the definite article (the) and the indefinite article (a/an), they need to know when no article is used. This is sometimes called the 'zero article'.

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

Refer students to the Grammar reference section on articles on page 213 for more information.

Ask students to read the blog quickly. Ask a few questions, e.g. Where did the writer go on holiday?, What activities did the writer do?, Who is this holiday suitable for? These questions are to encourage the habit of skimreading any text before doing any exercise based on it. Remind students to refer to the rules from Exercise 1 and the Grammar reference section before choosing a, the or no article for each gap. Students complete the exercise individually and check with a partner. Encourage students to explain to their partner which rule applies in each case.

1 a 2 a 3 the 4 the 5 a 6 The 7 a 8 - 9 a 10 - 11 the 12 the 13 -

- 3 Tell students to answer the question in pairs, giving reasons why they would or would not like to visit Cappadocia. Tell them to pay particular attention to their use of articles.
- Remind students that if a word starts with a vowel sound, it should be preceded by 'an' not 'a'. Students get confused with this point as it relates to the sound, not the spelling, of the word.

# Examples

a university /ju:nɪˈvɜ:sətɪ/ an MC. /ˌemˈc:/

Ask students to complete the sentences individually and check with a partner. If they disagree, they can work together to find which rule applies to the example.

1 the 2 the 3 - 4 a 5 - 6 a 7 the 8 -

5 Put students into pairs and tell them to ask and answer the questions in Exercise 4. Monitor for their use of articles and correct where necessary.

# **OEXTENSION**

Ask students to write a few paragraphs about the best holiday they've ever been on. Check the use of articles in their work. Ask students to make their own gap fill exercises by blanking out the articles in their writing and passing it to a partner to complete.

#### Example

\_\_\_\_\_best holiday I have ever had was the time I went to \_\_\_\_ United States. I went with \_\_\_\_ group of friends from school. We took \_\_\_\_overnight flight to New York, where we stayed in \_\_\_\_lovely hotel.



# **COMPOUND ADJECTIVES**

1 Refer students back to the text on page 61 to locate the compound adjective (line 5).

world-famous

Read through the notes on compound adjectives with the class and answer any questions.

2 Students make compound adjectives by combining words from column A with words from column B. Students complete this individually before checking with a partner. Get volunteers to feed back to the class.

air-conditioned cut-price duty-free last-minute long-distance part-time

3 Students check they have understood the meanings of the compound adjectives by choosing the correct one for each gap.

1 air-conditioned 2 duty-free 3 last-minute 4 part-time 5 long-distance 6 cut-price

4 Tell students to write questions using the compound adjectives from the previous exercises. Tell them they should be questions their partner could answer. Give an example, e.g. Have you ever had a part-time job? Students write their own questions and ask them to a partner.

### STUDY SKILLS

Students review the compounds studied as well as others they already know. In pairs, they take it in turns to say the first part of a compound, which their partner has to complete. You could ask them to give their partner five seconds to come up with the second part of the word.

Students could add a section on compound adjectives to their vocabulary books or digital records. Check they write them with the hyphen. Can they think of any others? Tell them to add any that they come across while reading.

# SPEAKING PART 1 TRAINING

SB P62

# **SEXAM INFORMATION**

In the first part of the speaking exam, the interlocutor aims to relax the candidates by asking some questions about themselves. These are questions on familiar topics, such as work, studies, hobbies, sport, travel and holidays.

Candidates should aim to expand their answers and use a good range of language.

Tell students they are going to hear two First exam candidates doing Part 1. Students match statements A-D to the two students, Anna and Olek.

Olek - A, B, D Anna - A, C

Both candidates perform well. However, Olek's answers are fully developed; Anna makes rather minimal contributions, leading the examiner to ask: Why? in order to encourage Anna to speak more.

2 @ 031 Play the audio again for students to complete questions 2-4.

> 2 way to travel to and from work or college in your home town 3 holidays do you enjoy most 4 use to have enjoyable holidays when you were a child

Put the questions on the board for students to ensure they have the exact words.

# **AUDIOSCRIPT** © 031

**Examiner:** Hello, my name is Sandra Howardson. And your

names are....?

Olek: My name is Aleksander, but everyone just calls

me Olek.

Anna: My name's Anna Kapuch.

**Examiner:** Thank you. Can I have your mark sheets,

please? Thank you. Where are you from, Anna?

Anna: I'm from Poland.

Examiner: And Olek, where are you from?

Olek: I come from Poland as well, from a small town in

the centre of the country called Pabianice.

**Examiner:** First, we'd like to know something about you.

Olek, what's the best way to travel to and from

work or college in your hometown?

Olek: The best way of getting around is definitely by

tram. It's far quicker than the bus because we don't have many bus lanes so buses tend to get stuck in traffic jams. Trams run on their own tracks alongside bus routes so they don't have

this problem.

**Examiner:** Thank you. Anna, what sort of holidays do you

enjoy most?

Anna: For me, just being on the beach is my favourite

kind of holiday.

Examiner: Why?

Anna: Well, I work hard all year, so when I get some

time off, I just like to rest!

**Examiner:** Olek, did you use to have enjoyable holidays

when you were a child?

Olek: I certainly did. My parents have always been

really into trekking in the mountains, so even when I was a child, we'd spend time in the Tatra

Mountains whenever we could.

Remind students to expand their answers. You could ask them to look at the audioscript and compare the answers Olek and Anna gave to each question. Although Anna is clearly a strong candidate, she needed more prompting, so Olek is closer to the 'ideal' candidate.

Encourage students to give each other feedback on their performance. Did they expand their answers appropriately? Was their language accurate and did they use a wide enough range?

4 Students can work with a partner to come up with two other questions on each topic. Monitor and check the questions are accurate and appropriate before students ask them to other members of the group. Remind students that each unit of this book has a topic which they may be asked to discuss in the speaking test and presents vocabulary which will help them to express their ideas on the topic. If students find it difficult to come up with questions, you could provide suggestions.

# Suggested answers Holidays and travel

What's your favourite kind of holiday? Have you ever been to ...? Do you like trying different types of food on holiday?

# **Home Daily life**

What's your favourite part of the day? Can you tell me about your house or flat? What household chores do you usually do?

# Friends and family

What kind of things do you enjoy doing with your friends?

Who are you closest to in your family? Why? Where did you meet your best friend?

### **Education and study**

What is/was your favourite subject at school? What would you like to study in the future? Can you tell me about your high school?

# WRITING PART 2: ARTICLE TRAINING

SB P63

# **⊘EXAM INFORMATION**

The input for Part 2 tasks is less than the tasks in Part 1. Each writing task in Part 2 has a context, a purpose for writing and a target reader specified in no more than 70 words. An article is usually written for an English-language magazine, newsletter or website, and the reader is assumed to have similar interests to the writer. The main purpose is to interest and engage the reader, so there should be some opinion or comment.

1 Tell the students that one of the options in Part 2 is an article. Elicit where they read articles (magazines, newspapers, websites) and why they choose to read them (interesting topic, well written, etc.). Students read through the six statements in pairs and decide which they think are true.

Do feedback as a class to ensure everyone is clear about what is expected in the exam.

# Suggested answers

Statements 1, 4 and 6 are true.

Remind students of the four criteria they will be marked on in the writing paper (Content, Communicative achievement, Organisation and Language). If it's already been covered with the class, turn back to page 46 of the Student's book to look again at how candidates are assessed in the writing exam. Explain that for each criterion they will be awarded the score for the description that most closely matches their work.

2 Tell students that the task contains three questions they should answer in their article. Students underline the three questions. Question 1 is a Yes/No question, but explain that this is where students will give the context of the holiday, e.g. Last year I went to Turkey with a group of friends. It was a beautiful resort near the beach. Everything was going well until...

# **Terrible holidays**

Have you had a holiday where something went wrong? What happened?

How can people avoid having a problem like this when they go on holiday?

We will publish the best articles on our website.

3 Ask students to raise their hand if they can immediately think of a real experience to write about. The majority may not have had such an experience or can't recall it at that time. Reassure them that it doesn't have to be true but should be believable. They can also think about books they have read or films they have seen for inspiration. Brainstorm some of the things that might go wrong on holiday, e.g. missed flight, lost baggage, dirty accommodation, facilities not as advertised, poor food, bad weather, etc. Give students time to make some notes about a real or imagined experience. Students then explain their ideas to a partner.

### **⊘EXAM INFORMATION**

Tell students that the time they have in the exam (1 hour 20 minutes) gives them time to make a brief plan for both essays. Time spent writing a plan will help them get an improved score, especially for organisation, but also for communicative achievement and content.

4 Tell students to read Alex and Georgina's plans and compare them with the task. Which one is better? How could the other be improved?

# Suggested answer

Georgina's plan is better as it addresses the questions more fully. Alex should rewrite his plan to ensure that he addresses each of the questions in the exam task, rather than just discussing and describing holidays in general terms.

5 Students match the two parts to make sentences. Tell students that this exercise provides some example sentences that they could use in their articles. These sentences demonstrate a good range of language.

1D 2A 3B 4C

6 Tell students that the four sentences from the previous exercise would be suitable topic sentences, i.e. the first sentence of a paragraph which sums up the main idea of the paragraph. Students match sentences to the purpose of the paragraph.

All sorts of things can go wrong when you're on holiday.
 Some of my holidays have been fantastic; others have been a disaster.
 It's always worth doing thorough research before you book a holiday.
 It's vital that you have the chance to take a break from your work or studies.

7 Students write their articles either in class or for homework. They can use the introductory sentences from Exercise 5 if they wish. Do self/peer feedback focusing on the following questions:

Have they answered the three questions?

Have they stayed within the word limit?

Is the article interesting to read?

Is there a good range of vocabulary and sentence structure?

How accurate is the language?

Collect articles in to add your own feedback.

The following model essay can be used in different ways:

- Give students a copy and ask them to use it to write the plan the candidate worked from.
- Ask students to highlight examples of the following: impersonal 'it' (it is easy to, it is vital to), compound adjective (long-awaited), adverbs showing attitude (unfortunately, finally), modals in the past (could have) and present (might say), time references (last year, for 3 days, 3 more days), different tenses (it is, booked, have never bothered, will make sure), verb followed by 'ing' (end up) and infinitive (decided).
- Ask students to highlight examples of B2 or higher level vocabulary, including phrases and collocations, e.g. underestimate, cruise, vital, the stresses of modern life, unwind, long-awaited, holiday of a lifetime, baggage handlers, go on strike, due to, bad timing, compensation, bothered with, travel insurance, covered, disaster strikes.

 Copy and cut up the sentences for students to put into order and decide how the article should be divided into paragraphs (use the grid below). This activity focuses their attention on the number of sentences (10), number of paragraphs (3) and number of sentences per paragraph (3 or 4). These numbers are not prescriptive, but it gets students to see how an essay could be structured within the word limit.

#### Model answer

It is easy to underestimate the importance of holidays. Whether you can afford a Caribbean cruise or just a camping holiday, it is vital to get away from the stresses of modern life and unwind. When a long-awaited holiday turns into a disaster, you can end up returning to work or school more stressed than when you left. Last year my family and I booked a 'holiday of a lifetime' to Australia. Unfortunately, the airport baggage handlers decided to go on strike the very day we were due to travel. We camped at the airport for 3 days and finally had to take 4 different flights to get to Melbourne. It took 3 more days so we lost almost a week of our holiday. You might say we were just unlucky and it was a case of bad timing. There was nothing we could do to get back that awful week but we could have got compensation to pay for another trip. I have never bothered with travel insurance but after that experience I will make sure I'm covered in case disaster strikes.

(183 words)

It is easy to underestimate the importance of holidays.

Whether you can afford a Caribbean cruise or just a camping holiday, it is vital to get away from the stresses of modern life and unwind.

When a long-awaited holiday turns into a disaster, you can end up returning to work or school more stressed than when you left.

Last year my family and I booked a 'holiday of a lifetime' to Australia.

Unfortunately, the airport baggage handlers decided to go on strike the very day we were due to travel.

We camped at the airport for three days and finally had to take four different flights to get to Melbourne.

It took three more days so we lost almost a week of our holiday.

You might say we were just unlucky and it was a case of bad timing.

There was nothing we could do to get back that awful week but we could have got compensation to pay for another trip.

I have never bothered with travel insurance but after that experience I will make sure I'm covered in case disaster strikes.

# **EXAM FOCUS**

SB P64

# READING AND USE OF ENGLISH PART 1

Ask students if they can remember what they need to do in Part 1 of the Reading and Use of English paper. Refer them to the Exam facts and Exam tips. Ask students to read the heading 'Staycations'. What other word does it sound like? What do they think it means? They read the first two lines and check. Before they start, remind them to read the whole text quickly before attempting the questions. Tell them not to get distracted by unknown words that are not necessary in order to fill the gaps. An example is the word 'neologism'. Some may not know the word but they don't need to. Some students might find it helpful to make a guess as to what goes in the gap before checking the options. Remind them to think about how each word is used in a sentence, for example which preposition follows the word.

Students complete the exercise alone to check their own ability in this task. Get them to mark their own answers. It might be useful for you to make a note of each student's marks so you can monitor their progress as the course continues.

1 C 2 C 3 D 4 B 5 A 6 B 7 C 8 A

# **FAST FINISHERS**

Write similar sentences using some of the other options, e.g.: It continues to be a popular choice for people not wanting to spend their time away...

# SPEAKING PART 1

# **SB P65**

Read through the Exam facts and Exam tips with the students. Emphasise the importance of extending examples with reasons and examples. You could get students to ask you one of the sets of questions to model appropriately extended answers. Students work in pairs to ask and answer the questions.

# **ALTERNATIVE**

Arrange the students in either two lines facing each other or two circles with the inner circle facing out and the outer circle facing in. In both formations, the idea is to allow frequent quick changes of partner. Give a few minutes for each question, giving both students the chance to ask and answer. After two minutes, shout 'Change!' and one line or circle moves one place to the left. If students are in lines, the student at the end will have to walk down to the end of the line. They ask and answer the second question with their new partner.

> SPEAKING BANK / pages 244-245

# **OEXTENSION**

Before starting, get students to write a few more sets of questions on the topics from Units 1–3 (health and fitness, family and friends, education and study). You can then get them to stay with one partner for the three questions on a topic, extending the time to five minutes.

Whichever way you approach this activity, encourage students to reflect on their performance. Did they extend their answers? Were they happy with their use of language? How could they improve?

# WRITING PART 2: ARTICLE

#### SR PAS

Get students to do this exercise after they have received feedback on their first article so that they can improve on their previous effort. Read through the Exam facts and Exam tips with the class. Draw their attention to the second tip and elicit some descriptive adjectives and adverbs which could be used to describe holidays. These should be B2 level words or higher so replace *nice* with *stunning*, *blue* with *turquoise*, etc.

# **OEXTENSION**

Create a class mind map on the board. The centre says *Great holiday* and the categories are *Sea*, *Hotel*, *Food*, *Scenery* and *People* (or others suitable for describing holidays). Students come to the board and add words and phrases which could be used to describe each, using B1/B2 or above level words where possible. The words should be positive in meaning.

#### Sample words:

Sea: azure, calm, smooth, jade green, wavy, sparkling Hotel: luxurious, relaxing, five-star, world-class, amazing facilities, perfectly-located

Food: delicious, tasty, mouth-watering, lovingly prepared, prepared to order, locally-sourced, organic

Scenery: breathtaking, stunning, majestic, rolling hills, snow-capped mountains

People: delightful, hospitable, welcoming, open-minded, helpful

# Model answer

Last summer, my family and I broke with our usual tradition of taking beach holidays to have a more cultural, city-based vacation. We chose the Hungarian capital, Budapest, and it turned out to be one of the best trips of my life.

Budapest is an absolutely stunning city, divided into two parts by the majestic River Danube. The city is steeped in history, crammed full of breathtakingly beautiful buildings in different architectural styles. I was pleasantly surprised by how much there was to do. We took a relaxing river trip to Margaret Island, where we hired bicycles for a leisurely ride around. We saw a couple of classical music concerts at the opera house, which we loved.

What I enjoyed most about this holiday was that every day was different. We went to the public spa baths to relax, went sightseeing, visited art galleries, shopped and ate food from all over the world. The people were friendly and helpful, and our hotel was spectacular. All in all, it had all the elements needed for a perfect getaway.

(177 words)

The model essay can be used for vocabulary building or in any of the ways suggested earlier in the unit. Give feedback on students' essays, suggesting better vocabulary where necessary.

⇒ WRITING BANK / pages 240-241

# **REAL WORLD**

# SB P66

- Ask if any students have visited Buenos Aires. What do they know about it? Remind students they could use language of speculation, such as It looks (like), people might enjoy ..., this could be a kind of... You could brainstorm language to describe the photos, e.g. colourful, multicoloured, views over, palace, towers, balconies, arches, etc.
- Ask students to read the blog. Ask questions about the register of a blog. (It is quite informal and seems like spoken English.) Find examples of informal language, e.g. I can't believe, I've got to say, awesome, jumped on, hard to miss, a handful of, amazing, got chatting, bumped into. This task is a multiple-matching task, similar to Part 7 of the Reading and Use of English paper. Remind students that they will need to look for synonyms and paraphrases in the text rather than the exact words of the questions.

1 C (Casa Rosada)

2 B Caminito Street)

3 A (Palacio Barolo)

4 C (Casa Rosada)

5 A (Palacio Barolo)

6 B Caminito Street)

3 Students work in pairs to give a personal response to the question. Remind them to give a reason for their answer.

4 Remind students about the informal style of a blog. The words in italics represent more neutral, less colloquial ways of saying the same thing.

1 trouble 2 jumped 3 hard to miss 4 a handful of 5 got chatting 6 bumped into

5 © 032 Draw students' attention to Maddie's boarding pass. Elicit the information that can be found on a boarding pass (flight number, seat number, date, class, gate, etc.). Tell students they will hear four announcements at the airport. They must decide if they are relevant to Maddie or not. If they are relevant to her, what does she need to do? Play the audio and ask students to complete the table.

Announcement	Maddie / someone else	Maddie needs to
1	someone else	-
2	Maddie	proceed to Gate 14.
3	someone else	-
4	Maddie	make herself known to a member of staff as soon as possible.

6 © 032 Tell the students that the language of the announcements is more formal than in sentences 1-4. Play the audio again, telling students to listen for the actual words used.

1 announce, make your way 2 passengers 3 seated 4 special

# AUDIOSCRIPT @ 032

- This is an announcement for passengers on flight FA6590. We regret to announce that this flight has now been cancelled. Please make your way to the check-in desk for further information.
- 2 This is an announcement for all passengers on flight FA6509 to Santiago. Please proceed to Gate 14.
- 3 Calling all passengers on flight FA6509 to Santiago. We are pleased to announce that this flight is now ready for boarding. Could passengers seated in rows 15–30 please come to the desk with your boarding passes and passports open at the photo page.
- 4 This is a special announcement for passenger Maddie Jones, travelling to Santiago on flight FA6509, that's Maddie Jones travelling to Santiago. Please make yourself known to a member of staff as soon as possible.

7 Tell students that they might hear the phrases in 1-6 at an airport. They should match them to phrases with the same meaning in A-F.

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

### **FAST FINISHERS**

Write the procedure of going through an airport when departing or arriving, e.g. You check in for your flight online. If you have checked baggage, you go to the bag drop at the check-in desk. They check your baggage is not too heavy. You then go through immigration, where you show your passport and pass through security, and where your bags are checked. You can then browse the duty-free shops or have something to eat in one of the restaurants in the terminal building. You need to check the monitors and when your departure gate is announced, you go to the departure lounge. At the gate, your boarding pass and passport are checked and you board the plane.

Briefly recap what students already know about Buenos Aires. Tell them to write the five headings in their notebooks with plenty of space for notes. They watch the video and make notes. Remind students to write key words rather than full sentences.

# Suggested answers

The city of Buenos Aires: capital city of Argentina, over 2 million tourists per year

9 de Julio Avenue: one of the widest streets in the world Teatro Colón: famous for its classical music and opera Palacio del Congreso: home to Argentina's parliament, dome weighs about 3,000 tonnes

La Boca: home to Caminito, famous for its bright, colourful buildings and Boca Juniors football stadium

# LIFE COMPETENCIES

SB P67

# UNDERSTANDING CULTURES, PARTICIPATING WITH CONFIDENCE

- 9 Ask students what makes a good trip to a city (balance of activities, lots to do but time for relaxation too, meeting locals, seeing the important sights but also seeing some less commonly visited sights, a good place to stay, good food, etc.). Students work in groups to plan a three-day visit to Buenos Aires. Students can present their ideas using PowerPoint or similar, if facilities allow. After the presentations, students vote on the most interesting trip.
- > WORKBOOK / Unit 4, page 20



# UNIT OBJECTIVES

Topic: the arts

Grammar: past simple, past perfect simple and past

perfect continuous

Vocabulary: books and reading; positive and

negative adjectives

**Listening:** Part 3: multiple matching

Reading: going to the movies, Part 4: key word

transformation

Speaking: reaching agreement

Writing: Part 2: review
Pronunciation: connected speech

**Exam focus:** Reading and Use of English Part 4;

Writing Part 2; Listening Part 3

Real world: Making arrangements in ... Bristol

Remind your students to watch the Grammar on the move video before the grammar lesson in this unit.

# GETTING STARTED

SB P68

# WARMER

Elicit the difference between art and the arts (art tends to refer to visual forms of expression such as painting and sculpture; the arts refers to all forms of creative expression, including dance, music, theatre, painting and literature). Ask students what their favourite form of art is.

1 Demonstrate the 'find someone who ...' activity by turning the first item into a question: Do you play a musical instrument? Ask a student the question. If s/he says No, move onto another student. Keep doing that until a student says Yes. Ask a few follow-up questions to get extra information, e,g, Which instrument do you play? | How long have you been playing the ...? Make a note of the name of the student and his/her replies to the questions.

Elicit the correct question for the second one. Ask: What do you do if the person you ask says 'No'? (Move on to someone else). What do you do if they say 'Yes'? (Write down their name and ask follow-up questions). Tell students they must have six different names and extra information for each one. Students must stand up, taking their books and a pen/pencil and move around speaking to different students. Conduct feedback as a class.

# **OEXTENSION**

Students write a few more questions related to the arts to add to the 'find someone who...' activity.

- 2 Elicit different ways of listening to music (live at a concert or club, on the street, at home, while out and about, while studying, at the gym, in the shower, etc.). Where do they listen to music? Students talk about the pictures in pairs, giving their ideas about why the people are listening in those ways. Suggest that they use language of comparison, such as the quality of music is better at a live concert, working out is less boring if you listen to music. Feed in any vocabulary students need.
- 3 Give students time to read and think about the statements independently and note down their reasons for agreeing or disagreeing. Put students into groups of three or four to compare and explain their answers. Round off the section by asking students which questions their group disagreed about and what arguments each side put forward.

# LISTENING PART 3 TRAINING

SR P68

# **©EXAM INFORMATION**

In Part 3, the focus is on the skill of listening for general gist, detail, attitude, opinion, etc. Candidates will hear five short extracts which are related in some way. Students match each extract to one of eight options.

1 Students read the task in Exercise 3 and answer the questions 1–3.

1 music 2 the benefits of listening to music

3 three – you don't need to use two letters

2 Remind students that they will probably not hear the exact words in the options so it is useful to think of synonyms or paraphrase for the key words before listening. Students work in pairs to identify the key words and think of at least one synonym/paraphrase for each.

# Sample answers

A It has <u>increased</u> (improved, raised) my <u>creativity</u> (imagination). B It has <u>improved</u> (made better) my <u>concentration</u> (focus). C It has <u>made</u> me (I have become) more <u>content</u> (happier) with my life. D It has <u>helped</u> (encouraged) me to <u>make more friends</u> (get to know more people). E It has <u>reduced</u> (decreased) my <u>stress levels</u> (tension).

3 @ 033 Play the audio for students to complete the multiple matching task.

Speaker 1: E Speaker 2: C Speaker 3: B

Ask students to evaluate the strategy suggested in this section. Provide some language to help them, e.g.:

It is very useful/helpful to ...

Brainstorming possible synonyms is ...

This sort of preparation for the task is ...

# **OEXTENSION**

Students study the audioscript and identify synonyms and paraphrase of the options which helped them to choose the correct option and reject the incorrect ones.

# **AUDIOSCRIPT** © 033

Speaker 1 I'm lucky with my job because I can do the majority of tasks independently, which means I can listen to a lot of music while I work. I can't say it's actually made me a more creative person or anything like that though. Friends tell me listening to music will enable me to not lose concentration while studying, but I've found the opposite to be true. I actually think the more I listen to music, the less worried I am about things. That doesn't mean to say that I don't work as hard on a particular project, it's just that I tend to feel more relaxed about the work I'm doing, which keeps me, and my boss, very happy.

Speaker 2 If you've ever met someone from another country you'll know that, more often than not, you'll probably end up talking about the different kinds of music you like. In the job I'm currently doing, I've been fortunate enough to make many friends from around the world – we spend our evenings introducing each other to the music we like, and it's a great way to discover new music from other countries! I think music has helped me to be a more cheerful person. I just hope music can have the same effect on more people in the future.

Speaker 3 I'm currently in my final year at university and I must admit that it's been one of the most difficult years of my life. One of my friends suggested that I try listening to classical music to reduce stress while studying. I was a little pessimistic at first because I always thought it would be more distracting than helpful. What I did find though was that I was much more focused on my work. I mean, I'm still stressed about my end-of-year exams but at least I feel better prepared for them now.



# **GOING TO THE MOVIES**

Ask students if they watch a lot of movies and elicit different genres (action, comedy, romance, horror, cartoons, documentary, crime, historical, drama, science-fiction, fantasy, westerns, etc.). Give students sufficient time to ask and answer all five questions with their partner. Elicit students' answers to 5 as it links to the next exercise.

2 Refer students to the title of the article, 'Cinema, but not as we know it'. Elicit that the article is going to be about a different kind of cinema. Give students a minute to read the first paragraph. What clues does the paragraph provide about the type of cinema the text is about? (the unusually high cost, 'personalized character').

The writer will go to a type of cinema where the audience also participate in the film.

Tell students that when they are reading they will often come across unknown words. If they are in an exam, they won't be able to look up the meaning, but even outside of an exam it will be too time-consuming to look up every unknown word. They should therefore develop the skill of working out meaning from context and/or clues within the words themselves. Tell students to read the sentences the words in bold are in. They may also need to read the sentence before and after. They note down what they think the word means. Tell them not to use dictionaries.

the big screen – the cinema blockbuster – a film that is very successful cast – the actors and actresses in a film remake – a new version of an old film non-refundable – money that you pay that you cannot get back set – the place where a film is performed or recorded outfits – a set of clothes worn by actors and actresses roles – the actors' and actresses' parts in a film

Remind students that the multiple-choice questions follow the order of the text. They will generally be told which paragraph the answer can be found in. Ask students to read paragraph 2 carefully and choose an answer. They share their answer with a partner. If they have different answers, they should explain their choice and try to reach agreement. Confirm the correct answer (C) and point out the antonym of a key word in the question (optimistic/pessimistic) and the paraphrase (was new to acting/had never acted before). Students may have chosen B because of the reference to 'going out and buying a costume' but there is no reference to the cost of that nor does she say she dislikes dressing up.

Students answer 2 and 3 individually. Check answers and get them to explain why the answer is correct.

1 C 2 B 3 A

Before students answer these questions, you could get them to explain the experience, as outlined in the text, in their own words. This will help them to consolidate their understanding before reacting to the text. Remind students that giving full answers to this kind of question is good practice for the speaking test as well as helping them clarify their ideas about the reading text. Whole class feedback is optional.

# READING AND USE OF ENGLISH PART 4 TRAINING

**SB P70** 

6 Remind students that they have already practised key word transformations several times in the book. However, this example is more similar to the exam as it tests a range of language structures, all of which are commonly tested in this part of the exam. Read the first sentence out to the class and draw their attention to the tip. Elicit the answer 'the passive' and how the second sentence should be completed (was recently asked by a). Ask students to complete 2 and 3, making use of the tips. Remind students to use between two and five words.

1 was recently asked by a 2 'm/am used to spending

3 'd/would rather watch films than

7 Students work independently on questions 1-5 before comparing answers with a partner and making changes if necessary.

1 even though the weather was / even though it was
2 looked up to 3 was better than 4 prevented us
(from) going 5 anyone came to / anybody came to

### **FAST FINISHERS**

Can they think of tips like the ones in Exercise 6 to help other students complete the sentences in Exercise 7?

# VOCABULARY

SB P70

# **BOOKS AND READING**

1 Students discuss questions 1-3 with their partner. For 2, tell them to give reasons for their answer. For 3, they should describe the content of the book and say why they like it. After the pair discussion, bring the class together and ask for a show of hands between paper and e-books. Both sides share their reasons. Get a few students to talk about their favourite books.

2 Tell students to read the book review and underline any unknown words and phrases. Read through the example question together. Students complete questions 2–9 and compare their answers with a partner.

2 from cover to cover 3 best-selling 4 a pageturner 5 had me in stitches 6 heavy-going 7 to flick through 8 hooked 9 bed-time reading

3 Students check their understanding of the words and phrases presented in Exercise 2 by using them in the gapped sentences.

1 to flick through 2 had me in stitches 3 heavygoing 4 best-selling 5 from cover to cover 6 page-turner 7 hooked 8 bed-time reading 9 I couldn't put it down

# **OEXTENSION**

Play board noughts and crosses. Copy the grid onto the board.

b t	h m- i-	l c'-
r	s	p i- d
h	h	p
f c	t- f	b
t- c	t	s

Put students into two teams, Xs and Os. Flip a coin to see which team goes first. The first team chooses a square. They can either give the word or phrase from the section or ask for the definition. If requested, give the definition to the relevant phrase, e.g., if they choose the middle box, say: difficult or boring to read. If they get the answer (heavygoing) and can spell it correctly, give them a X or O in the square. Play passes to the next team. The object is to have a line vertically, horizontally or diagonally of noughts or crosses.

# P CONNECTED SPEECH

### **SB P71**

Read through the information in the box. Model the pronunciation of sentences with connected words. Repeat the connected words several times (said it, not only). Show that the first words (said and not) end with consonant sounds while the second (it and only) begin with vowel sounds. Get students to practise saying the sentences, making sure they connect said it and not only.

4 Encourage students to read the text out loud, looking for words that can be connected and marking their books in pencil.

# **Suggested answers**

I'd wanted to read some of the author's best-selling work for a while, so when I came across a little bookshop on holiday, which had a reasonably priced signed copy, I bought it immediately. I hadn't thought it'd make great bedtime reading - my friend said it was heavy-going when she'd read her copy on holiday recently, but not for me. I found it to be such a thrilling page-turner, I couldn't <u>put it</u> down. I <u>remember I'd</u> gone to <u>bed at</u> 10 pm, intending to flick through a magazine for 30 minutes, but once I'd picked it up, I was hooked. I read it from cover to cover, turning the last page at 3 am! I couldn't believe it! I had no idea I'd been reading for so long and it was so late - or early! The book has it all. It's not only exciting, it's sensitively written and funny too: the humour had me in stitches at times. Having said that, make sure you have plenty of tissues handy: the ending is a real tearjerker.

This exercise can either be done in class or for homework. If students have not read any books in English, they can write about one they read in their own language. Encourage students to use the new vocabulary from this section. After all students have completed their reviews, arrange to share them in some way, such as on the class notice board.

This would be a good time to talk to students about using graded readers. Share with them some information about the series that are available in your school library or local book shops. Tell them that graded readers are available in all levels and they can choose B1, B2 or C1 depending on how confident they are in their reading. There are both classic and modern stories available. If students are going to buy copies, encourage them to set up a mini library in the class to exchange titles.



# PAST SIMPLE, PAST PERFECT SIMPLE AND PAST PERFECT CONTINUOUS

# **SEXAM INFORMATION**

Students may be tested on the past perfect simple and continuous in the key word transformation exercise. They can also get credit for using it correctly in the writing or speaking tests. These are typically the most challenging tenses for students and learning to use them correctly will be a gradual process.

- 1 Put the sentence up on the Smart or white board. Elicit the meaning of a 'main verb' (one that carries meaning, not an auxiliary verb like be, do, have used with a main verb and performing a grammatical function). Students underline the main verbs and label them with the correct tense.
  - (A) I'd wanted to read some of the author's best-selling work for a while, so when (B) I came across a little bookshop on holiday, which (C) had a reasonably priced signed copy, (D) I bought it immediately.

A past perfect simple **B** past simple C past simple **D** past simple

Ask students if they have seen timelines before. If some of them haven't, explain that they are a way of helping them to understand tenses. Show the timelines on the board and label the 'end' of the line (on the left side of the board) 'NOW'. Students read the sentence again and match it to one of the timelines.

Α

2 Refer students to the Grammar reference on page 214. Tell them we sometimes want to talk about two different past events. If we mention them in the order in which they happened, the past simple is usually the tense to use. However, we can use the past perfect to show that an event occurred before another event if they are not mentioned in order.

Display the extract on the board and ask students to read it. How many events were there and what were they? (5: I was bored, went to supermarket, cleaned the house, cooked lunch, went for a walk). Did the events happen in the order they were mentioned? (No). Students complete the timeline in their books to show the order they actually happened.

### Order of events:

1 I had already been to the supermarket the house 3 cooked lunch 4 I was bored yesterday 5 I decided to go for a walk around afternoon the park

Ask a student to come up and highlight the verb form that tells us the events occurred in a different order from the order in which they are mentioned (had already been).

- 3 Write an example of the past perfect simple and past perfect continuous on the board, using different colours if possible, e.g.:
  - When we got to the theatre, the play had already started.
  - I'd been dancing for several hours when the music stopped

Ask students what tense the verbs got and stopped are (past simple). Tell them that the other verbs are the past perfect simple and past perfect continuous. Ask them which is which (1 is past perfect simple and 2 is past perfect continuous). Remind them that the past perfect simple and continuous are usually used with another verb or verbs in the past simple. Tell the students that one of the tenses emphasises a completed action while the other emphasises an ongoing action. Ask which is which (past perfect simple emphasises a completed action and past perfect continuous emphasises an ongoing action). Refer them to the example sentences. In 1, the starting of the play is complete. In 2, dancing was going on over a period of time. It might or might not have stopped when the music stopped. Tell students to keep this in mind when doing the exercise.

Do 1 together as an example. Elicit the correct form of both verbs (had...been, went). Ask: Is the first verb past perfect simple or continuous? (Simple). Why? (Because it emphasises a completed action).

1 had never been, went 2 had been thinking, bought 3 arrived, had already started 4 discovered, had thought 5 had been waiting, started 6 (had) recommended, had already read 7 got, had been cycling

After checking answers, point out that the verbs that are in the past perfect continuous are actions that often occur over a period of time (think, wait, cycle). Some verbs, due to their meaning, are less likely to occur in a continuous form (discover, arrive, start).

4 Remind students that, as with any gap fill, they should read through the text quickly first, ignoring the gaps. They then work individually to identify the correct verb for each gap and put it into the correct tense. Give students time to compare answers with a partner and discuss any differences, correcting any errors in the process.

1 had sold out2 had booked3 managed4 had been reading5 started6 had been

# **OEXTENSION**

Get students to note down in their vocabulary records any words, phrases, phrasal verbs or collocations from the text that are new to them, e.g.: classic novel, tragic tale, forbidden love, sell out, turn up, allocated, interval, adaptation, set design. If you are using the vocabulary jar idea, add the words to the jar.

- Elicit the word adaptation and some famous examples, e.g. Harry Potter, Lord of the Rings, Roald Dahl books, etc. If your class is not too large, this could be done as a whole class discussion in case there are students who have never seen a film based on a book they have read.
- 6 Ask students to read the opening lines of the two short stories and highlight examples of the past perfect simple. (1 I'd just been, I'd never been afraid. 2 I'd never been, We'd left early.) Tell them that using a variety of tenses helps make a story interesting but they need to make sure they are using them correctly. The past perfect simple and past perfect continuous are much less common than simple past, for example.

Students choose one of the story openings and finish the story. This exercise could be done for homework. You can choose a word limit, such as the First writing exam limit of 140–190 words.

# WRITING PART 2: REVIEW TRAINING

**SB P73** 

# **CULTURAL NOTES**

In the past book and film reviews were the main type of reviews. With the internet, people are frequently asked to review a wide variety of products and services. Some even give incentives for writing large numbers of reviews. People are most likely to review something they loved or hated, rather than something they considered average.

- 1 Students read the reviews. Tell them to ignore any unknown words at this stage. Ask: How many stars did each review get? (5 and 1). Put students into pairs to share their own ideas about the questions.
- 2 Elicit some words that students would expect to find in a five-star review (great, wonderful, etc.) and a 1-star review (terrible, disappointing, etc.). Tell students that 1 is about the first (5-star) review, so focuses on words meaning very good. Questions 2-4 are about the second (1-star) review so focus on words with negative meanings.

Students read the reviews carefully and find the words.

1 best, perfect, spectacular, first-rate, marvellous
2 monotonous
3 frustrated
4 absurd

3 Draw students' attention to the Part 2 review question.
Point out that there are three bullet points which must all be covered. Say they are going to read a model answer and consider the different parts of the review. They match parts of the review (A-D) with descriptions (1-4).

1D 2A 3B 4C

4 Only one of the 4 sentences is grammatically correct. Students identify the correct sentence and correct the others.

Sentence 3 is correct.

1 I suggest you go out and see the film. / I suggest that you go out and see the film. 2 I would highly recommend this book to anyone who enjoys thrillers.

4 I advise you to go and watch the play.

5 Students prepare for writing in class to ensure they have a plan which covers all the bullet points. As a class, brainstorm some good films or plays that have been on locally recently to generate ideas. Tell students to write each bullet point in their notebook with space for notes. Give them time to complete their notes and check they are well prepared for writing. The review can be written for homework if you prefer.

You might want to do the following section on positive and negative adjectives before students write their reviews so that they can use some of the vocabulary presented. If students write before doing that section, they could later edit their own work, adding some of the new words.

# VOCABULARY

SB P74

# **POSITIVE AND NEGATIVE ADJECTIVES**

Remind students of the importance of using a good range of vocabulary in a review. They complete the tables in their books. Put the blank table up on the board and get students to come up and write one word each in the appropriate column.

**Positive**: appealing; delightful; entertaining; gripping; hilarious; impressive; informative; stunning

Negative: average; confusing; dense; predictable

Draw the stress patterns of a few of the words, showing the number of syllables and the stressed syllable:

o O o appealing
O o stunning

You could draw the 'bubble families' on the board and get students to match them to the words:

- O o (appealing, delightful, impressive, confusing)
- O o (average but also pronounced O o o, stunning)
- O (dense)
- O o o (informative, predictable, hilarious)
- o o O o (entertaining)

Remind students to make a note of pronunciation as part of their vocabulary record.

Ask students to read the Did you know? box. Conduct a class discussion, asking students to name films or books that have sequels and prequels and whether or not these are as good as the original film or book.

2 Students complete the exercise alone and check with their partner.

2 dense 3 predictable

4 average 5 gripping

6 informative 7 hilarious 8 confusing

9 impressive

# **FAST FINISHERS**

Choose some of the words from Exercise 1 not covered in Exercise 2 and write sentences which clearly demonstrate the meaning of the word. The words are delightful, entertaining and stunning.

# PUSH YOURSELF

SB P74

# BUILDING YOUR VOCABULARY

1 Remind the students that part of 'knowing' a word is knowing what other words it collocates with. Tell students that they will be able to develop their knowledge of collocation by extensive reading and listening in English in addition to the exercises done in class. Complete the first sentence as a class. Then ask students to complete sentences 2-8.

1 film 2 feel 3 imagination 4 nove 5 personal 6 at the end 7 article 8 complicated

2 Students match definitions 1-8 with the words in bold from Exercise 1. Tell students to use the context as well as any clues within the words themselves to work out the meanings.

1 tragedy 2 plot 3 centres around 4 must-read 7 absorbing 8 vivid 5 twist **6** contemporary

3 Put students into groups of four or five. Ask one student to be the 'scribe' and write down the ideas the group has agreed on. If needed, appoint one student to ensure all students participate. One or two students volunteer to share the group's story with the rest of the class.

Alternatively, regroup so that new groups are made up of one member from each of the original groups. This means all students will have a chance to retell their story. Students could vote on which story they would most like to see turned into a film or book.



# REACHING AGREEMENT

Although students don't have to reach agreement in Part 3 of the speaking exam, it is useful for them to learn some phrases they could use during the process of trying to make a decision together.

- Ask students to look at the four images. Elicit or feed in some relevant vocabulary, e.g. modern art, impressionism, landscape, abstract, child-like, etc. Students work in pairs and describe all the pictures, saying what they like or dislike about them and choosing their favourite. Bring the whole class together and ask whether they agreed with their partners or not.
- 2 @ 034 Tell students they are going to listen to two friends making a decision about which image they are going to buy from the art gallery gift shop. They are choosing between the pictures in Exercise 1. Play the audio once for students to decide which picture they chose.

D

# AUDIOSCRIPT @ 034

- It's almost closing time. We need to reach a decision about which one to buy.
- It's hard now we're standing in the gift shop. We've seen some really creative pieces of art today. I thought I'd made up my mind but I'm no longer sure.
- A: Really? It's getting late, so we've got to be quick. You've changed your mind several times. What's the problem?
- I don't know. I'm stuck between these two. What do you think about that one? What's that in the foreground?
- A: I'm not sure, but I like the contrast between the colours.
- B: I agree. I think the landscape is quite complex but it isn't really that contemporary. What about this one?
- A: Well, I must admit that it is distinctive, though I'm not in favour of that one because the colours are too vibrant for my taste and it's far too abstract. And, as it's a limited edition, it's quite expensive.
- I disagree with you about the colours I think they're really nice, but I'm with you on the price.
- So should we forget about that one then? A:
- B: Yes, I think so.
- A: I know you ruled this one out, but I think it's an incredible piece. The fact that the artist isn't human makes it unique.
- B: That's true. It also says here that with every purchase, a donation is made to the wildlife trust, which is really nice.
- A: So, we're settled?
- B: Yes. Let's go for that one. I think it'll look great on the wall at home.

5 agree

3 @ 034 Give students time to read through the nine sentences from the audio and think about what type of word or words go in each gap. Play the audio again, pausing after each of the sentences if necessary. Ask students if they need to hear it again. Give them time to compare answers with a partner.

1 reach a decision 2 made up my mind 3 changed your mind 4 stuck between

6 in favour of 7 with you 8 about that one

9 settled

4 Read the first phrase to the class and ask them which of the phrases (A-H) has a similar meaning (G). Alternatively, contextualise the phrase by using it in a sentence, e.g. I've made up my mind. I'm going to buy this painting instead of the other one.

1 G 2 A 3 F 4 C **5** B 7 E 8 D 6 H

Tell students that some of the phrases are more formal than others. However, all of them are suitable for using in the speaking exam, with the possible exception of I have formed a new opinion, which doesn't sound very natural in spoken English.

5 Tell students that the speakers used some B2 (+) level vocabulary to describe the pictures. Students match the words with their definitions. They may refer to the audioscript for context if they need to.

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

6 Tell students that they are going to attempt to reach agreement in groups of four or five on a piece of art to hang in their classroom. Tell them to try to use language from Exercises 3, 4 and 5. You could appoint one student to monitor the group members' use of the language by putting a tick next to the words and phrases every time they hear it. If you feel it will work with your group, appoint a chairperson to ensure all members' voices are heard. Give at least five to seven minutes for the discussion. Bring the whole class together and get one student from each group to report back on the group's decision, giving reasons for their choice. Vote on the best choice.

# **EXAM FOCUS**

SB P76

# **READING AND USE OF ENGLISH** PART 4

Read through the Exam facts and Exam tips with the students. Do the first question together, with reference to the tips. Ask students which part of the first sentence they will underline (He sings). When they see the key word only and that the sentence starts with Not, they should start thinking of the emphatic structure Not only ... which uses inversion of the subject and verb. This kind of structure is commonly tested in Part 4. Elicit the answer only does he sing. Ask students to work individually to complete questions 2-6.

1 only does he sing shown around by

2 used to write better than 4 the only/one person who did 5 one of the hardest

3 were

6 reminded her to pick up

# WRITING PART 2: REVIEW

Read through the Exam facts and Exam tips together. Read through the review question. What are the questions students must answer in their reviews? The writing can be done in class or for homework. The model answer below can be used as you wish, either before or after students write their own reviews. One idea is to match the exam tips to parts of the model essay. Use them for self and peer evaluation of students' reviews too.

#### Model review

Recently, my friends and I were lucky enough to get tickets to see an Ed Sheeran concert at the Manchester Arena. Ed is our favourite singer, so we were thrilled to be seeing him live at last, and he didn't disappoint. The Arena is an iconic venue, having hosted all the most talented music stars of our time, and it is always a delight to be there, soaking up the atmosphere.

What I loved most about this concert was that Ed appeals to young and old. It was a real mix of people, from mums and grandmas to teenagers and younger kids. He performed songs from all his albums, including my absolute favourite, 'Perfect'. Everyone was swaying and singing along with the lights on their phones shining in the darkness.

Even if you are not usually a concert-goer, I would recommend going to see Ed Sheeran live. Whoever you are, if you love romantic songs with meaningful lyrics, try to catch Ed on his next tour. You won't regret it! (170 words)

⇒ WRITING BANK / pages 238–239

# LISTENING PART 3

SB P77

© 035 Ask students what they can remember about Part 3 of the Listening exam. Refer them to the Exam facts and Exam tips. Read through the instruction with the students. Ask them what the purpose of the extracts is (to give advice on how to be successful in the film industry). Ask students to read through the eight pieces of advice. Point out that all of them sound like advice an actor might give in this context. All the options will be plausible, but three of them are distractors and not needed.

Play the audio twice. After the first listening, students should review their answers and note any they are not sure of to focus on during the second listening.

Speaker 1 - C Speaker 2 - D Speaker 3 - G

Speaker 4 - A Speaker 5 - E

# **AUDIOSCRIPT @ 035**

Speaker 1 The first thing you often learn in any acting class is that acting isn't just about learning your lines. I actually didn't take many classes myself, but I know a lot of people who did and put much of their success down to having taken these classes. More useful, I found, was meeting with as many people as possible who shared my passion for acting. It was actually through a friend that I got my first job in acting, after he recommended me to the director. Some people find this quite difficult to do, so work hard at it and I'm sure you'll be a star in no time.

Some people think that the life of a professional actor is only about attending film premieres and hanging out with celebrities at parties. People don't really understand how difficult the job is and how much stress and disappointment an actor goes through, particularly at the beginning. It's important to understand that you won't always be successful at your first attempt. I was turned down twenty times before I landed my first role, and I even started to question my choice of career, but I stuck with it and I'm pleased to say that all that hard work is now paying off.

Speaker 3 In my opinion, becoming a successful actor isn't necessarily something that can be achieved by spending lots of money. Of course, there will be things you need to pay for along the way, such as acting classes, and don't forget that your agent will take a share of your fee. I've always thought that it's more important to focus on yourself. Think about the kind of films you want to star in and the parts in films that might be of interest to you. Once you've figured this out, you'll be much more focused and this will really help you in the long run.

Speaker 4 I remember a good friend of mine telling me about a time he was asked to play a role that he didn't feel entirely comfortable with. He ended up turning it down and felt much better because of it. I realised that I wasn't alone and that there were plenty of other actors out there with stories to tell. I found a lot of online articles written by actors which went into a lot of detail about how they achieved success in the film industry. I strongly recommend doing this as I found that the advice was invaluable.

Speaker 5 When I was starting out, I spent a lot of time researching how to make a living as an actor online. I was always keen to find out more about other actors' experiences, especially how they supported themselves when there wasn't much work. I then went on to email some of the directors I particularly admired to get a different perspective on life in the film industry. I was a little nervous at first because I didn't think they would appreciate being contacted directly, but it turned out to be one of the best decisions I ever made. They were really supportive and I really learnt a lot from them.

# **REAL WORLD**

#### **SB P78**

Ask students if they have heard of Bristol. Can they find it on a map of the UK? If possible, show them its location on a map. Draw their attention to the photos and information about Bristol. You could model some ways of comparing it to their own cities. Students share ideas in pairs.

### Possible answers

Bristol has two universities while my city has only one.

It is not as big as my home town.

The quality of life in Bristol seems to be much better than in my city.

Bristol has a harbour, whereas my city just has an airport.

- 2 Tell students to read the three texts quickly, ignoring any unknown words. Give two or three minutes for this and then ask them to tell their group members which activity sounds most interesting for them and why.
- 3 Tell students they should now read the texts more carefully and finds words for definitions 1–7. They should use the context rather than dictionaries. They can also try to work out the meanings of any other unknown words.

1 must-see 2 annual 3 world-famous
4 picturesque 5 spot 6 numerous 7 lively

# **OEXTENSION**

Tell students that the three texts are from a guide book on things to do in Bristol. The aim is to attract visitors and therefore they use positive language and some interesting structures. You could point out, for example, how some sentences start with extra information rather than the usual subject + verb (A must-see for anyone wanting to visit Bristol, this annual event ...). There are also imperatives (sit back, don't forget ...), which speak directly to the reader and relative clauses to pack in more information. Ask students to find examples of these (summer months when ..., boat tours available on which ..., balloons, which come ...). Tell students that the texts are a mix of fact and opinion. Can they find examples of both in each text?

# Suggested answers

Balloon Fiesta

Fact: There are over 130 hot air balloons.

Opinion: The nightglow display is magnificent.

Clifton Suspension Bridge Fact: It is 101 metres high.

Opinion: It has some of the most picturesque views of Bristol.

The Harbourside

Fact: There are galleries, restaurants, shops and hotels.

Opinion: The festival is a lively celebration.

4 © 036 Students complete the gaps with their own ideas before comparing their answers with a partner. Can they find any mistakes in their partner's answers? Tell students there may be different ways of completing the questions.

Play the audio. Students compare their own ideas with what they hear.

2 plans for 3 in mind 4 Are you sure 5 say

Ask students to tell you if they have got any different answers. Check if they are possible as alternatives.

# **AUDIOSCRIPT** © 036

Joe: Hey Olivia, what are you up to this weekend?

I thought we might do something.

Olivia: Yes, that would be great - though I'm tied up on

Friday night. It's my sister's birthday, remember?

Joe: Ah that's right. Have you got any plans for

Saturday? I thought we might go to the balloon

fiesta. I've always wanted to see it.

Olivia: I've got a few things planned but I'm sure I could

make time for it. What did you have in mind?

Joe: I wanted to see the nightglow.

Olivia: What's a nightglow?

Joe:

Joe: It's where a lot of the hot air balloons turn on their

flames at night. It's supposed to be quite spectacular, with a really vivid display of colour.

It starts at 9 pm.

Olivia: It sounds amazing, especially against the night

sky, but I'm afraid I've got something on between 8 and 8:30 pm so I don't think I can make it for 9.

Ah, that's a shame. I guess I could go with Tom.

Are you sure you can't get out of it?

Olivia: Well, if I can, I'll let you know. Otherwise, I can

meet you there a bit later, say 9:30?

Joe: Ok. That would be great. I'm sure you won't have

missed much by then.

Draw students' attention to the example sentence. What is the literal meaning of I'm tied up? Mime being physically tied up. Is that what she means? (No). She means she is busy and so can't do what Joe is suggesting. This is an idiomatic expression, most likely to be used in conversation between people who know each other. Tell students that Olivia and Joe have used several other idiomatic expressions in the conversation. Students match the expressions from the audio with their meanings.

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

6 By now, students will be familiar with note-taking on the video. Ask them to look back on the notes they made in previous units and consider whether they could be improved in any way. Do the notes look clear to them now? Suggest the following note-taking strategies:

- Write only key words and avoid unnecessary grammar words like articles and prepositions.
- Use abbreviations, especially for words likely to be repeated. How would they abbreviate Bristol, harbour, festival? (Sample answers: Br. hbr. fvl.) Point out that an abbreviated word is followed by a full stop.
- Use symbols to show relationships between ideas for example: → leads to, = is the same as, ≥ is bigger than.
- Use capital letters and underlining for important points.

After watching the video and making notes, give students some time to add colour, underline, etc. They then pass their notes to their partner. They must use their partner's notes to retell the information from the video. They then give their partner feedback on their notes.

# Suggested answers

The city of Bristol: located in South-West England, population of about 400,000, largest manufacturer of hot air balloons Famous ships: The SS Great Britain – first steamship to cross the Atlantic in 1845, now a museum

The Clifton Suspension Bridge: crosses the River Avon, took

111 years to build

Festivals: Harbourside – takes place every year, celebrates the city's connection to the sea

Music and art in Bristol: Victoria Rooms – built in the 1800s, home to Bristol University's music department; famous for organised street art

# LIFE COMPETENCIES

SR P70

# CREATING NEW CONTENT, RESPONDING CONSTRUCTIVELY

Tell students they can look for special events coming up this weekend as well as the permanent attractions and activities. Give them time to research and make a list of things they definitely want to do and others they might like to do. Tell them not to complete the table yet as making arrangements involves other people, so they will need to fit in with what other classmates want to do.

Once they have finished their research, tell students to stand up and mingle, taking their books with them. You could teach them the expression to pencil something in, which means to make a tentative plan that is not yet confirmed. This means they can change their plans, but they might need to go back to the person they have the arrangement with and rearrange. Tell them they have six slots and could be doing six different activities with six different friends or groups over the weekend. Remind them to use the phrases from Exercise 5. Monitor the activity by moving around and suggesting people they might like to talk to.

When all students have completed the table, they return to their groups. In their groups, they share their arrangements, saying what they are doing and who they are doing it with. Who do they think has the most interesting plan?

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# PROGRESS CHECK 2 UNIT 3 TO UNIT 5

# SB P80

# 1

1 will not / won't graduate 2 had 3 would join 4 will / 'll come 5 will / 'll go 6 will not / won't be able to

# 2

You ought to ask your teacher for advice.
 You could to try doing an online class for extra practice.
 He have had better arrive soon or we'll be late for the seminar.
 Whichever Whatever you do, don't cheat in your exam.
 You might want to try using a spellchecker to check your spelling.
 I wouldn't to ask him, if I were you. He's in a bad mood.

# 3

1 over the moon 2 dissertation 3 tutor 4 pull a few all-nighters 5 graduation ceremony 6 lecture theatre 7 campus 8 volunteering

# 4

We had a really great trip to Prague last month.
 Dubrovnik is a beautiful city, located in a the south of Croatia.
 Correct 4 An The advice the tourist guide gave us was really useful.
 My city has a big problem with the congestion.
 Correct 7 I've been thinking about starting an ice-cream business.
 Spanish is one of the most widely spoken languages in the world.

# 5

Countable: backpack, traffic jam, vehicle, view
Uncountable: advice, luggage, money, scenery
Both: business, competition, congestion, noise, paper

# 6

# Across

1 jam 7 helmet 8 departure 9 rush hour 10 cockpit

# Down

- 2 motorist 3 announcement 4 commuter
- 5 steering 6 jet lag

# 7

1 arrived / had already started 2 had never been /
was / bought 3 had been sleeping / woke 4 told /
had seen 5 were / had been cancelled 6 were / had
been helping out 7 visited / had told 8 became / had
been working

# 8

1 best-selling 2 hilarious 3 confusing 4 set 5 compelling 6 awful 7 contemporary 8 twist

# 9

- 1 cast = line-up 2 costumes = outfits
- 3 critics = reviewers 4 entertaining = enjoyable
- 5 lead = main



# UNIT OBJECTIVES

**Topic:** animals and nature

Grammar: prepositions; relative clauses

Vocabulary: the natural world; commonly confused

words

**Listening:** listening for attitudes and opinions

Reading: Part 2: open cloze

Speaking: Part 2: describing photos

Writing: Part 2: report
Pronunciation: compound nouns

**Exam focus:** Reading and Use of English Part 2;

Writing Part 2; Speaking Part 2

Real world: Going into the wild in ... Florida

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

# **GETTING STARTED**

SB P82

# WARMER

Ask students if they like animals and nature. What are their favourite wild animals? Do they spend much time outside in the countryside and if so, doing what?

- 1 Draw students' attention to the photos. Elicit a few key items of vocabulary, such as hawk, waterfall and solar panels. Ask students to describe each one with a partner. Monitor and help with any more vocabulary they may need. Write new words on the board. At the end of the activity, get students to note them in their vocabulary records. Give a few students the chance to explain why a particular photo is their favourite.
- 2 Students read through the book titles and match them to the photos. Tell students there may be more than one possibility for some of the titles.

# Suggested answers

1 B 2 C or A 3 D 4 A, D or E 5 F

**6** A or E

3 Tell students to work independently to rank (1–6) the books, thinking about reasons why they are or are not attracted to them. They work in pairs to compare lists. You could provide students with some useful language to do the exercise, e.g.:

Personally, I feel that X sounds more interesting than Y. I'd rather read X than Y because ...

I think the one that sounds the most fascinating is X. I wouldn't really be interested in a book about X.

X is my second choice because ...

# READING AND USE OF ENGLISH PART 2 TRAINING

SB P82

# **SEXAM INFORMATION**

Part 2 of the Reading and Use of English paper is an open cloze, which is a text with eight gaps. The focus of the gapped words is either grammatical, such as articles, auxiliaries, prepositions, pronouns, verb tenses and forms, or lexico-grammatical, such as phrasal verbs, linkers and words within fixed phrases. The answer will always be a single word. In some cases, there may be more than one possible answer and this is allowed for in the mark scheme.

- Students discuss all three questions in groups of four or five. One person from each group can give a summary of the group's ideas to the whole class.
- Tell students that whatever the task, it is always a good idea to predict the content of a text from the title and any visuals provided. Model the pronunciation of anemone (/əˈnɛməniː/). Students write sentences about what they think the sea anemone is. Students compare with a partner and check if their ideas are similar or different.
- 3 Students check their ideas by reading the text, ignoring the gaps.

#### Suggested answers

A sea anemone is an animal that looks like a plant. It can grow up to two metres in diameter. It is found in shallow coastal waters and above water level at low tide.

Students may use their phones to find additional information about sea anemones.

Read through each clue with the students and guide them towards the correct answers. Point out that the clues all refer to grammar (preposition, relative pronoun, correlative conjunction) and that these clues demonstrate the kind of items that are tested in the open cloze.

1 between 2 where 3 only

5 Students complete gaps 4-8 individually then check with a partner.

4 though 5 to 6 up 7 spite 8 for

#### **FAST FINISHERS**

Students can write clues like the ones in Exercise 4 for gaps 4–8, e.g. Gap 5: Which preposition follows attach + object?

# **OEXTENSION 1**

Ask students if they know of any other unusual plants or animals. For homework, ask them to research one and make some notes on where they live, what is unusual about them, what they eat, etc. In the next lesson, students present their plant or animal to their group, showing pictures of it on their phone if possible. You could ask students to make notes as they listen to each other. Which do they feel is the most unusual?



# THE NATURAL WORLD

# WARMER

Ask students if they know what a compound noun is and if they can think of any. Give some examples related to the theme of the unit, such as sea horse, house plant, climate change, etc. Ask them to read the box and study the example words. Are they noun + noun or adjective + noun? How does the first word change the meaning of the second? (If possible show a picture of a sea horse and a horse to illustrate how different they are.)

1 Students match the words to make compound nouns. Are they noun + noun or adjective+ noun? (adjective+ noun). Ask questions to check students' understanding of the words: What is the natural habit of a camel? (the desert) Can you name some endangered species? (tiger, elephant, rhino, etc.). Are there many of them in the world? (No). If possible, show students a picture of a coastal path.

1 B 2 C 3 A

2 Ask students to look at the words in bold in questions 1–6. Which are adjectives and which are nouns? (environmental, global and renewable are adjectives; carbon, wildlife and mountain are nouns). Students choose a word from the wordpool which forms a compound noun with the words in bold. Check they have the correct answers before they match them to the photos.

1 issue C2 footprint A3 warming B4 energy E5 documentaries F6 range D

# **OEXTENSION 1**

Use the photos to practise Speaking Part 2. Students work in pairs and each chooses two of the photos to talk about. They could also do a Speaking Part 3 type activity by choosing which represents the most serious environmental issue (photos B, C, D and E).

# **OEXTENSION 2**

Get students to make a set of cards with the first words on one colour card and the second words on another, e.g.:

Make a set of yellow cards with one of the following words on each: natural, coastal, endangered, environmental, carbon, global, renewable, wildlife, mountain.

Make a set of blue cards with one of the following words on each: species, habitat, path, energy, footprint, documentaries, issue, range, warming.

Students can play pelmanism with their set of cards. Put all the cards face down and students take it in turn to pick up one card of each colour and see if they match.

# P COMPOUND NOUNS

#### SB P83

Read through the information on pronunciation with the class. Get them to repeat the correct pronunciation of the compound nouns in the examples.

3 As the main focus here is on pronunciation, students should use the compound noun when answering the question as well as when asking it. Model a conversation with a student, e.g.:

Student: What do you think is currently the biggest environmental issue in the world?

Teacher: Well, there are many **environmental issues** facing our world, but I think climate change is the most serious, because it affects humans, wildlife and the environment.



# **PREPOSITIONS**

# WARMER

Choose a paragraph from a text in the book or display one from a current news story, and ask students to count the number of prepositions. Point out that prepositions often stand alone and have an independent meaning (on the table, under the table) but sometimes they are used as part of a phrase. Remind students of the role of prepositions in phrasal verbs. There are also 'dependent prepositions', which is when a word always 'needs' a particular preposition. Some of these can be found in this section (depends on, look forward to).

Tell students that each sentence contains an error with a preposition. Ask them to find the error in 1. At night is a set phrase. In the night is also possible but at night works better in this example. Students correct the errors in sentences 2–6 and compare with a partner.

Bats are nocturnal, which means they only come out in at night.
 The scientists have now arrived to at the venue for the annual conference.
 We travelled across the mountain range with by train / in a train.
 The seminar on animal welfare will be held in at 32 Main Street.
 We are planning to go back in to the beach next week.
 When you walk through over / across the bridge, you get a better view of the river.

Ask students if the errors change the meaning of the sentences. In these examples they don't and the speaker would be understood. However, these are basic errors, which examiners would not expect to see at B2 First level.

Give students some time to study the grammar reference section on page 216.

This exercise deals with dependent prepositions. This means that the same preposition always follows the word. Ask students to look at the words in bold and decide which part of speech they are (all of them are verbs except 'capable', which is an adjective). Verbs are the most common type of word to have a dependent preposition. Do 1 together as an example and ask students to choose the correct preposition for 2–8.

1 approve of 2 depends on 3 capable of
4 insist on 5 regarded as 6 enquire about
7 looking forward to 8 succeeded in

Tell students that when they come across a new word which has a dependent preposition, it is important to record and learn the preposition as part of the word. Give students time to add any vocabulary they were not sure of to their personal vocabulary records.

Write the first set of words on the board and elicit the word order, re-writing each word in the correct sequence. Highlight and label the verb, object and dependent preposition:

The visitors **congratulated** the guide **on** a very informative tour.

Students complete questions 2–5 individually and compare with a partner. Get one student to come to the board and write/type the correct order of each. Ask other students to come up and highlight the verb/object/preposition.

The visitors congratulated the tour guide on a very informative tour.
 The closure of the lion exhibit hasn't prevented people from visiting the zoo.
 The guide has warned visitors against taking photographs of the animals.
 The security guard stopped everyone from entering the museum.
 The researcher was accused of stealing the money from the office.

#### **FAST FINISHERS**

Fast finishers make cards with the verbs/adjectives from Exercises 2 and 3 on them. Put them face down in a pile. In groups of three, students take it in turns to pick up a card and make a sentence with the word on the card which must include its dependent preposition and an object if required. If the other students deem the sentence is correct, the student keeps the card. If not, it goes on the bottom of the pile. The winner is the student with the most cards at the end.

#### **PUSH YOURSELF**

CI

**SB P84** 

#### **COMPLEX PREPOSITIONS**

Write Complex prepositions on the board and elicit the meaning of complex (opposite of simple). Refer students to the example. Tell students that complex prepositions are groups of words that function as a preposition.

#### **OEXTENSION**

Give students the opportunity to think of other complex prepositions they know, using their phones or looking back through their books.

#### Suggested answers

due to, because of, apart from, according to, in spite of, such as, thanks to, on top of

2 Refer students to the photo. In whole class, ask what students know about dolphins. Would they like to swim with dolphins? Why / Why not? Give students one minute to read the text and elicit a few of the points made in the blog. Students should now read the text more carefully to identify the five complex prepositions.

with the exception of Ahead of in the event of in the hope of along with

Point out that these complex prepositions range from one to four words.

#### **OEXTENSION**

How else might these complex prepositions be expressed?

ahead of – before in the event of – in case in the hope of – hoping to alongside – next to along with – with

3 Tell students to read the sentences and think about the relationship between the parts of the sentence, before and after the gap, before deciding which complex preposition fits.

1 in the hope of 2 in the event of 3 ahead of 4 with the exception of 5 along with

4 Give students time to plan their talk and decide how they can fit one or more complex preposition into their story. You could model an example of your own (or use the example below) before putting them into groups to share their own stories. Each groups chooses the most interesting story to share with the class and the class decides on the most interesting story.

#### Model answer

When I was a child, I went to a pet shop <u>along with</u> my parents and brothers <u>in the hope of</u> getting a pet rabbit or guinea pig. However, the shop had a sale on and all reptiles and their tanks were half price. <u>With the exception of</u> Mum, everyone was enthusiastic and that is how Iggy the Iguana joined our family.

#### **OEXTENSION**

Get students to write their stories and add a picture. Make a wall display and invite other classes to come and view it.

## SPEAKING PART 2 TRAINING

SR DRS

#### **SEXAM INFORMATION**

Remind students of what they have to do in Part 2 of the Speaking exam (compare and contrast two photos on their own and comment on their partner's pair after his or her long turn).

- Depending on the confidence levels of your students, you might want to give students a few minutes to think about the questions before they ask and answer them with their partner. You might also want to get students to change partners between the two sets or repeat both sets with a different partner.
- 2 Draw students' attention to the four photos. Elicit briefly what they show and what A and B / C and D have in common (A and B show people working with animals; C and D show people enjoying the natural world in their leisure time). Direct students to the model answers, pointing out the words in bold. These words are the key vocabulary in the pictures. If possible, put the pictures up on the board and have a student come up and point out the objects in the photos.

guide – picture A camels – picture A desert – picture A crops – picture B hikers – picture C mountain range – picture C waterfall – picture D

3 The words and phrases which are the focus of this exercise are all ones that will be useful to students when comparing any pair of pictures. Students complete the gaps in the model answers with words from the box.

1 similarity 2 In the same way 3 in this case 4 obvious 5 In contrast 6 safe to

Make it clear to students that though they don't know what photos/topics will come up in their exam, they can predict that certain words and phrases, such as these, will be useful in doing the task.

This exercise focuses on vocabulary used specifically in this example. The purpose here is both to build students' vocabulary and to raise awareness of the appropriate range of vocabulary which makes this a 'model' answer. Ask students to match the phrases in the model answers with the correct phrases individually then check their answers in pairs. Conduct class feedback.

Student A:

A depends on **B** earn (a living) **C** transporting Student B:

D huge E magnificent F presumably

5 Remind students that in Part 2 they will be asked a question about the pictures rather than just being asked to compare and contrast them. For each of the model answers, they are given a choice of two questions the candidate is responding to.

Student A:

2 How do these people feel about the animals they are with?

Student B:

- 1 Why have these people chosen to visit these places?
- 6 Put students into pairs. Give enough time for each student to talk about each photo, answering the questions Why is it important to look after these animals? (Pictures A and B) and What are the people enjoying about being in these places? (Pictures C and D). You could ask the listening student to note down which phrases from previous exercises in the section their partner uses. Suggest to students that they record themselves on their phones in order to evaluate and improve their performance.
- With a different partner. Depending on numbers, you might want to put students in groups of three and have one student act as the interlocutor. In that case, make sure the role is rotated so that each student has a chance to do the task. Remind them that at the end of their partner's task, they will be asked a question related to their partner's task. These are usually Yes/No questions. Students are not expected to give very extended answers, but they should say more than just a few words. Model an answer to the question Do you spend much time with animals?, e.g. Yes, I have a pet cat at home and I enjoy spending time with her every day after school.

Make sure students have the time and opportunity to reflect on their performance after the task is complete. They should comment on how they think they did in terms of the speaking criteria (grammar and vocabulary, discourse management and pronounciation – interactive communication is not relevant to this task). They should also give peer feedback and before you give feedback to the class as a whole based on notes taken while monitoring the activity.

UNIT 6

Use the model answers if needed.

#### Model answers

#### Student A

Both these photos show people enjoying spending time with animals. They are probably their pets and they seem to have a close relationship with them. In the first picture, the woman is grooming her horse. She seems to find this relaxing and the horse also appears to like the attention. She might be getting him ready for a show and she wants him to look his best. The main difference between the two photos is that in the second one, the people are at home, just petting their dog. The woman in picture A might be working whereas in picture B, the father and son are definitely just relaxing with their pet. In both cases, the animals are enjoying the interaction with humans.

#### Student B

The main similarity between these photos is that they show people spending time in a natural environment. The people are enjoying themselves in different ways. In the first picture, the man is sitting calmly, absorbing the peaceful atmosphere. He must be feeling relaxed and far away from the stresses of normal life. The second photo is quite different because it shows a man and boy having fun together in a natural environment. I think they are excited and maybe a little bit scared. The main thing is they are bonding with each other and creating memories.



#### LISTENING FOR ATTITUDES AND OPINIONS

#### WARMER

Tell students that in the listening exam, they sometimes have to listen for facts and sometimes for attitudes and opinions. This can sometimes mean listening for clues because they might not state their opinion directly. Point out that people often have very different attitudes to animals and how they should be treated. Give a few examples like vegetarianism, whether animals should be used in medical experiments, or whether animals should be kept in zoos. Hold a class discussion. Exercises 1 and 2 provide examples of how animal-related issues can be viewed very differently by people.

1 Ask students to look at the two photos and answer the question. If they both agree, can they think of any points in support of a different point of view?

#### Suggested answers

Picture A - In a zoo the giraffes will have a constant supply of the right food and access to clean water. They have medical care and are protected from predators. However, they are not free and may have limited space to roam and express their natural behaviour. Being constantly in the public eye may cause them stress.

Picture B - In the wild the giraffes can move freely in big open areas and live a natural life. However, they are likely to be caught by predators and human activity may have limited their food source.

#### **CULTURAL NOTE**

Orcas, also known as killer whales, are actually dolphins. They are found in every ocean in the world. Since 1961, orcas have been captured to be displayed in marine parks for the public's entertainment. Research has shown that being in captivity is extremely stressful for orcas and it lowers their life expectancy. Many countries abandoned the practice and currently there are about 60 orcas in captivity in eight countries. Several organisations across the world work for the protection of orcas and other whales and dolphins.

- 2 Share the information in the cultural note with students and ask them to read the title and introduction to the article. Tell them that this article was posted online with a comments section. They read the three comments and tell their partner which one they most agree with. Remind students to give reasons for their choice.
- 3 @ 037 Check that students know which speakers are male (Joey and Isaac) and which is female (Liz). Give students time to read through the opinions 1-5. Students listen and mark each opinion with the name of the person who expressed it. Play the audio twice if necessary.

1 Liz 2 Joey 3 Isaac 4 Liz 5 Isaac

4 In this exercise students make a careful study of the audioscript in order to identify phrases used to ask for or give opinions. These phrases could be useful both in the listening test and for active use in the speaking test.

#### **AUDIOSCRIPT** (2) 037

Hi.

Presenter: And now, in the final two minutes of the Breakfast Show here on Radio Talk FM, I'd like to tell you about a news story that's just coming in. In France, researchers claim that they have trained an orca to copy the sound of a human. Isn't that amazing? Apparently, the orca can say several words, which is just unbelievable! And the orca has also been able to mimic various sounds that it hears, like the howl of a wolf. Well, I'd love to hear from our listeners. Call in now on the usual number if you'd like to take part in the show. And now we can go straight to our first caller, Joey.

Joey:

Presenter: Hello Joey, thanks for speaking to us today.

So, what do you make of it?

Joey: Well, we've always known that animals like

orcas, you know, whales and dolphins, are

really smart.

Presenter: Sure.

Joey: And this makes me think that with this orca,

there must be something that she's desperate

to get across to people.

Presenter: Go on.

Joey: And in the future, I mean with science, and all

the stuff they can find out, <u>I bet people will be</u>
<u>able to</u> interpret most of the sounds that
animals make. It's just that we haven't quite got

there yet.

Presenter: I see. Well, thanks for your call, Joey. Next on

the line we have Liz.

Liz: Hello there.

Presenter: What would you like to say?

Liz: Well, it's certainly an intriguing story. But

I think we need to be sensible, and not jump to the wrong conclusion. It's very easy to believe that we have an orca that can actually hold a conversation with a human. It would of course be wonderful if that were true but, in reality, I don't think the orca has really accomplished

anything particularly remarkable.

Presenter: How do you mean?

Liz: Well, lots of animals, and parrots are a good

example, can imitate people's speech reasonably well, which is certainly a

remarkable achievement.

Presenter: Sure.

Liz: The whole question of how other species

communicate is something we're only just beginning to understand. And we don't really have enough evidence yet, but hopefully this

will come in time.

Presenter: Ok, great, Liz, thank you for calling. Our next

caller is Isaac. What are your thoughts on this?

Isaac: Well, to consider whether an orca making a

few noises, and then being rewarded by a trainer... I mean, does that count as actually trying to express some sort of meaning, a message for another individual to receive?

I would argue that it doesn't.

Presenter: Right, well, in the recording you can hear the

trainer saying her name, and that has the effect of making the orca say the same thing ... at least, that's what it sounds like to me.

Isaac: But there's no indication that the orca has any

idea of what the trainer is saying. And I find it

highly unlikely that she does.

Presenter: Isaac, thank you for joining us. It's been really

interesting, but that's all we have time for

this week.

1 Liz 2 Isaac

5 Lead a discussion on the ideas already discussed with relation to the article.

#### Summary of ideas:

- Orcas are very smart and the orca in the study was clearly trying to communicate something (students might speculate on what it was trying to communicate).
- In future, people will be able to interpret what orcas and other animals say.
- The sounds the orca made are not really communication so the story is not particularly remarkable, especially since other creatures can also imitate speech, e.g. parrots.
- The orca is motivated by the reward and doesn't know what it is saying.

What other ideas does the article generate? Give students time to share their ideas. They can write their personal response either in class or for homework. Remind them to use phrases from the audioscript where appropriate.



#### **RELATIVE CLAUSES**

#### **©EXAM INFORMATION**

Relative clauses are a key grammar point at B2 level. They may be tested in the open cloze and key word transformation parts of the Reading and Use of English paper. In writing and speaking, using relative clauses accurately and appropriately will help students demonstrate a B2 level.

1 Read through the box with students. Ask if they have come across the terms defining and non-defining relative clauses before. Tell them that a relative clause provides extra information either about a noun or a whole idea. Ask them to look closely at the relative clauses in the example sentences A and B from the radio programme. What noun or idea is each relative clause providing extra information about?

A) Relative clause – The clause which is just unbelievable! gives further information about the idea the orca can say several words.

B) Relative clause – The clause that animals make gives further information about the noun the sounds.

Ask students to circle the relative pronoun in each of the two sentences. (A – which, B – that). Which of the two sentences contains a comma? (A). Where is it located? (before the relative pronoun). Ask what happens if we remove the relative clause from the sentences:

A: Apparently, the orca can say several words. This is fine and still a complete sentence.

B: I bet people will be able to interpret most of the sounds. Although this is a grammatically correct sentence, it is not complete because the listener will not understand which sounds the speaker is referring to.

defining: B non-defining: A

2 Students should try to work out from the examples and explantion in Exercise 1 which type of relative clause the rules apply to. Tell students they should use the Grammar reference section on page 217 only if there is anything they are not sure of.

1 D 2 ND 3 D 4 ND 5 ND 6 D

3 This exercise has three things for the students to do, so it is important to do the first one together as an example. First, ask students to read 1 and decide which relative pronoun is needed (which). Ask whether that is also possible (No). Read out the sentence without the relative clause (Giraffes are able to run up to 55 kilometres per hour.) and ask if it makes sense (Yes). Elicit that this means it is a non-defining relative clause. The commas also provide a clue. Tell students that the other non-defining relative clauses in the exercises do not have commas and they will need to decide if they need to be added.

Before students start the exercise, remind them to do all three parts of the task. Students complete questions 2-7 and compare answers with a partner.

- 1 Giraffes, which are the tallest mammals on earth, are able to run up to 55 kilometres per hour. (ND)
  2 Edmund Hillary and Tenzing Norgay were the two explorers who / that first climbed Mount Everest back in 1953 (D)
  3 The scientist Stephen Hawking, whose work greatly enhanced our understanding of the universe, died aged 76. (ND)
  4 The North Pole is the one place where you can go 1km south, 1km east and 1km north, and be back at your starting position. (D)
  5 That's the book which / that / I was telling you about last week. (D)
  6 1752 was the year when / that the world's first zoo opened in Vienna. (D)
  7 There's a river in Peru where the water is so hot that any animals which / that fall in are quickly killed. (D, D)
- 4 Tell students that in this exercise they have to choose an appropriate relative pronoun and also decide on the preposition that is needed in the sentence. Read through the first one together. Ask them to highlight the whole relative clause (which I received funding for) and point out that it ends with a preposition. Students complete questions 2–6 and compare their answers with a partner.

2 who ... from 3 that / which ... to 4 which ... about 5 who / whom... with 6 that / which ... on

Ask students to look at the box above this activity. It is important to provide examples here, such as:

I have two cats, both of which are female. There are only two vets in our area, neither of whom treats exotic pets.

Sarah has three sisters, all of whom work with animals. We have five apple trees in our garden, only one of which bears fruit. Point out that to use these phrases students need to think about these questions:

- How many are in the group (two or more than two)?
- Are they people or things? (Animals can be considered as either – some people would use who/m for their pets, but which for animals in general).
- Is it positive or negative?
- Does it apply to all or only some members of the group?

#### **BACKGROUND INFORMATION**

Whom has become much less common than it was in the past. Students might hear To whom do you wish to speak? in older movies, for example. They are unlikely to hear this nowadays. The phrases in this exercise are examples of occasions when whom is still used. It is also used in a limited number of set phrases, such as To whom it may concern, which is used as a heading for an open letter, such as a reference.

Read through the first sentence. Ask: How many in the group? (five) Are they people or things? (Animals but not pets) Is it positive or negative? (Positive) Does it apply to all or only some members of the groups? (All) Tell students they can use these questions if they have any difficulties with any of the questions. Ask them to complete questions 2–6.

2 both of whom 3 neither of which 4 all of which 5 one of whom 6 most of which

6 Before doing this exercise, you might want to do a brief recap of the points in this section. If you do so, it is better to elicit the information rather than just tell students. Ask them questions, such as Which type of relative clause needs commas?

Depending on how much class time is remaining, this exercise could be done for homework. Encourage students to use the type of relative clauses presented in Exercises 4 and 5 for one or two of their sentences. If this exercise is done for homework, make sure you provide an opportunity for students to share their ideas in the next class. Also, make sure their answers are checked for grammatical accuracy.



#### COMMONLY CONFUSED WORDS

#### REMEMBER!

Students' first language will often influence which words they confuse. As a teacher, you may wonder why students of a particular nationality confuse two words. If you teach a lot of students of that nationality, it is often useful to consult someone who speaks both English and your students' L1 to understand the root of the confusion. Words such as sensitive/sensible are sometimes called 'false friends' because learners assume it has the same meaning as a similar word in their own language when it doesn't.

1 Students have probably seen this kind of ambiguous image before. Tell them to report the first thing they see. If they keep looking, can they see the 'other' image? How many first saw the duck? How many first saw the rabbit? How many can see both? Do a quick tally on the board.

If students are interested, you could look up some more. Do they think it is significant that they see one or the other first or that they can only see one while others can see both?

Read through the *Did you know?* box. If your students' first language is Latin-based (French, Spanish, Italian, Portuguese, etc.), they will probably be familiar with the *sensible/sensitive* example.

2 The words students have to choose between in this exercise are all commonly confused pairs. Sometimes the confusion arises from the part of speech of the words (advice is a noun and advise is a verb, for example). Another type of easily-confused words are homophones (words which are pronounced the same, but have different spellings and meanings). In this exercise, site and sight are homophones (also cite).

Students complete the exercise and compare answers with a partner. If they have different answers, they should try to explain their choice to their partner.

1 trip 2 lend 3 sensible 4 loose 5 advice 6 choose 7 sight 8 rise 9 affect 10 Tell

When checking answers, get students to explain their answers. Suggest that students create a section of their vocabulary record for easily confused words and add these and others they find. Can students think of any 'false friends' between their language and English?

#### **OEXTENSION**

Give two or three of the 'wrong' words to each pair or group. They make a sentence showing the meaning of the word. Get them to write or type their sentences on the board and compare them with the examples from the text.

The words are: travel, borrow, sensitive, lose, advise, chose, site, raise, effect, say

- Tell students that when discussing 1, they can think about different kinds of safari and extend their answer by explaining what type of safari they would like to do. Give students a few minutes to look up some options on their devices or give them a few questions to consider:
  - What do you want to see? (elephants, whales and dolphins, birds etc.)
  - How do you want to travel? (camel/elephant/ horseback, jeep, canoe, etc.)
  - Where do you want to stay? (tent, lodge, etc.)
  - Who do you want to go with? (large group, friends, etc.)

Refer students to the 'bucket list' box. If students are not familiar with the idea of a bucket list, you could give some examples. Tell them that everything on the bucket list does not have to be connected with travel. For example, write a book or appear on TV might be on the list. Do they plan to write a real bucket list one day? Why/why not?

### **WRITING PART 2: REPORT TRAINING**

**SB P89** 

#### WARMER

Ask students if they can remember the types of Part 2 writing they have already covered (articles and reviews). Tell them that in this section, they will be looking at writing reports.

- In this exercise, students are encouraged to start thinking about the topic of the report in this section. They share their experiences of visiting zoos. Put students into pairs and ask them to discuss the two questions.
- 2 Draw students' attention to the task and read through it with them. The questions get students to identify the reader and purpose of the report.
  - 1 for the teacher 2 what the zoo is like; what students can learn from a visit; whether you would recommend it

3 Remind students of the importance of keeping the question in mind at all times and avoid going into details that might be relevant to the topic but irrelevant to the question. This issue can happen particularly when students already have strong views on a subject or if they have done a different task related to the same topic in class. For example, they might have written a 'for and against' essay on zoos in class. This question, however, is not focused on zoos in general, but on a particular zoo and what people can learn there. Ask students to work with a partner and put a tick or cross next to points 1-7.

relevant = 2, 4, 7

4 Tell students that reports differ from some of the other types of task in the exam in that they are typically divided into sections with headings. For the purposes of the exam, these headings could reflect the three points the question asks them to cover. Ask students to read the three sections of Lucinda's report and choose an appropriate heading for each.

#### 1B 2C 3E

Point out that some of the headings are in the wrong style for a report. A (Danford Zoo – an ideal day out), for example, would be more suitable for a review. D (We really must go to the zoo again) is also an inappropriate style. F (What I learnt about penguins when I visited Danford zoo) is too long and contains too much information for a heading. Students will need to choose an appropriate heading for each section of their report.

5 Explain to students that these phrases can be adapted for use in their own reports. Students identify the phrases for each purpose.

A The aim of this report is to ... B In order to prepare this report ... C They described the facilities of the zoo as ... D For these reasons, I am certainly in favour of ...

6 Check that all students have a specific zoo in mind to write about, preferably one they have visited. If any of them have not visited a zoo or can't remember visiting one, they can use the website of a zoo they have heard about to gather information. In that case, they must write as if they have actually visited it. The writing can be done at home, but give time in the next class for students to peer review each other's reports. They should focus on whether all parts of the question have been addressed, whether headings are appropriate and whether the phrases from Exercise 5 (or similar) have been used.

#### **EXAM FOCUS**

SB P90

## READING AND USE OF ENGLISH PART 2

Remind students of what they have to do in Reading and Use of English Part 2 and elicit the term open cloze. Read through the Exam facts and Exam tips with the students. Emphasise that the focus of the open cloze is mostly grammatical but some items like dependent prepositions are also partly vocabulary. Stress the importance of reading through the whole text once they have added their words to check that it makes sense. Get students to do this individually so that they can assess their own progress. Ask them to mark their own answers and write the number they got correct in pencil in their books. You should put the key up on the board and tell them to check their spellings as an incorrect spelling means a wrong answer (no half marks). Although these are often short, simple words, words like which are often misspelt. Go round and make a note of each student's score.

1 when / that 2 on 3 by 4 with 5 which 6 terms 7 fact 8 like

### **WRITING PART 2: REPORT**

#### SB POO

Read through the task, Exam facts and Exam tips with the students. Elicit what kind of facts may be included in their reports (what animals there are, cost, location, etc.) and what kind of opinions (what is good and bad). Ask how many sections they will have in their reports (either three or four – one for each bullet point and possibly a short introduction, stating the purpose of the report). Tell students that they can use the internet to research an actual wildlife park if they like, but remind them that they would not be able to do this in the exam, so they will have to be creative.

The following model report may be used in any way you find useful.

#### Model answer

#### <u>Purpose</u>

The aim of this report is to evaluate the Animal Kingdom Wildlife Park and make recommendations as to how it could be improved.

#### Attractions

The Park is home to a range of animals, including penguins, lemurs, wallabies, zebras and giant tortoises. There are several 'walkthroughs', which enable visitors to get close to the animals. There are also 'be a keeper' experiences, for both adults and children, where guests can see what it is like to work at a wildlife park.

#### Evaluation

The Park has excellent enclosures, where animals can live in an environment which is as close as possible to their natural one. It provides a very educational experience for visitors of all ages. While the price of admission is reasonable, the 'experiences' are a little over-priced, as are the cafes and gift shops. The population of some of the species has diminished in recent years.

#### Recommendations

- Introduce a breeding programme to maintain animal populations.
- Review pricing to make it affordable for all visitors.
- Consider introducing 'family tickets', off-peak discounts and special offers.

(174 words)

Students can do their reports at home or you might want to start monitoring how they perform under timed exam conditions. In the exam they would be allowed 40 minutes per question. However, if you are allowing them to use the internet for ideas, you might want to give them 45. In either case, make sure feedback is given on content, style and accuracy.

⇒ WRITING BANK / pages 242-243

### SPEAKING PART 2

#### SR POT

Remind students that Speaking Part 2 is where they have to compare and contrast two photos. Read through the Exam facts and Exam tips with the students. Ask students why they think the examiner asks them about their partner's pictures (to give them a reason for listening to their partner and make them feel included in the discussion).

Put students into pairs. Tell them that while their partner is talking, they should listen and note down any language of comparing and contrasting and topic-specific vocabulary they use. They should also note down whether their partner hesitates or makes any errors. If the speaker wishes to be recorded, they should ask their partner to do so and also to time them and stop them after one minute. The speaker then asks their partner the follow-up question.

Make sure all pairs have sufficient time for both students to speak and for each student to give feedback to the other. Tell students to listen to themselves at home and re-record themselves doing the task.

> SPEAKING BANK / pages 246-249

#### **OEXTENSION**

Regroup students so that they are working with a different partner. They should then compare the set of photos they didn't do before, again recording themselves if they want to.

#### **REAL WORLD**

#### **SB P92**

- 1 Students work in pairs to describe and react to the photos. As they do so, put useful vocabulary on the board, e.g. scuba diving, reef, kayak, etc. Encourage students to expand their answers. If they have done one of the activities, they should say where, when, what it was like, etc. If they would like to do one of them in the future, why would they like to? If none of the activities appeal to them, they should say why not.
- 2 Get students to do this exercise as quickly as possible to encourage them to adopt the most appropriate reading style for the task. Students don't need to read every word to match the photos to the texts.

1 C 2 A 3 B

3 Give students a few minutes to read the three short texts more carefully. Ask them to highlight any unknown vocabulary and use a dictionary or ask you for the meaning. They find words and phrases with the meanings given in 1-4.

1 a whole host of / a wide variety of2 in advance of3 a popular spot for4 from far and wide

- 4 Students work in pairs to decide which place is suitable for each family and explain the reasons for their choices.
- Give students a minute to look at the information in the table. Ask them to predict what kind of information will go in the gaps. Play the audio and give students time to compare their answers with their partner before playing it again.

Spring / manatee / swim turtle / moonlight

#### **AUDIOSCRIPT** 3 038

Jack: Hello.

Matt: Oh hello, are you enjoying your stay with us so far?

Jack: Yes, thanks. Actually, I was wondering if I could ask you a few questions about the different things we can do here.

Matt: Sure.

Jack: We want to make sure we get to see some of the wildlife while we're here. I mean, I know you guys here have animals that we never see in England.

Matt: Ok.

Jack: I was hoping you could recommend somewhere we can see some of the animals up close. Matt: No problem. There are various wildlife reserves around the state. There's one called Blue Spring quite close to here, for example.

Jack: Right, I'll just make a note of that. Am I right in saying it's on the coast?

Matt: No, it's inland, and the freshwater habitat is ideal for one of Florida's best-known species, the manatee.

Jack: Oh – sorry, would you mind spelling that for me?

Matt: M-A-N-A-T double E.

Jack: That's the animal also called the sea-cow, isn't it?

Matt: That's it. And visitors always love seeing them.

Jack: I'm sure. I've always wanted to see them myself.

Matt: Well, you should get a pretty good view of them, because although you can actually swim there some of the time, it's not allowed at the present time because the manatees are around. But they do come right up beneath the wooden platforms you'll be on. So you'll get a good view. And it shouldn't be too hard to photograph them.

Jack: That sounds excellent. Is there any particular animal that we should try and see on the coast?

Matt: Well, one obvious one, which you should be able to catch sight of on several of the beaches throughout Florida, is the turtle.

Jack: Right, I don't think I've ever actually seen one. Aren't they endangered?

Matt: Yes, I believe they are. But you still have a chance of seeing quite a large group if you're there at the right time.

Jack: So I suppose you have to get up at dawn, do you?

Matt: Well, apparently, although I haven't done this myself, they say the ideal time to see them is in the moonlight, when they come to lay eggs.

Jack: That sounds amazing! We'll definitely make time to go and see them.

6 © 039 Give students time to read through the questions. Before they listen to the extracts, can they think of another way to express the parts of the question in italics? Students listen and check. If their ideas were different, check if they were also correct.

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

#### **AUDIOSCRIPT** (2) 039

- 1 Actually, I was wondering if I could ask you a few questions about the different things we can do here.
- 2 I was hoping you could recommend somewhere we can see some of the animals up close?
- 3 Right, I'll just make a note of that. Am I right in saying it's on the coast?
- 4 Oh sorry, would you mind spelling that for me?
- Is there any particular animal that we should try and see on the coast?
- 6 So I suppose you have to get up at dawn?

Explain that the questions the speaker asks are indirect questions. Some of them are not actually question forms (1, 2, 4 and 6). Indirect questions tend to be more polite. Jack might have decided to do this because he is asking lots of questions and wants to be polite as he is taking up Matt's time.

7 Students match the phrases 1-6 to the simpler alternatives A-F.

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

Tell the students that they are going to watch a short video about Florida. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

#### Suggested answers

Cities in Florida: Orlando – theme park capital of the world; Miami – one of the USA's most visited cities Land animals: butterflies, rattlesnakes and flamingos Underwater animals: manatee (or sea-cow) – grow to around 3 metres long; alligators, turtles Diving in Florida: divers can explore the wrecks and reefs and see the clownfish and the sea anemone

## LIFE COMPETENCIES

SB P93

## CONTRIBUTING TO GROUP TASKS, SYNTHESISING IDEAS

- Tell students to choose a location where there are several different attractions related to animals and nature. Students work together to decide on the location and make a list of attractions. They can then divide up the attractions so that each student has one to research. Give each group a poster board, coloured pens, etc. and ask them to design their poster. In a later lesson, they can present their poster to the rest of the class.
- ⇒ WORKBOOK / Unit 6, page 28



#### UNIT OBJECTIVES

Topic: food and drink

wish and if only; third and mixed **Grammar:** 

conditionals

describing food; prefixes Vocabulary: Part 2: sentence completion Listening: Part 3: word formation Reading:

Speaking: describing a restaurant experience

Writing: Part 2: letter/email Pronunciation: word stress in adverbs

Exam focus: Reading and Use of English Part 3;

Writing Part 2; Listening Part 2

Real world: Dining out in ... Athens

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

## GETTING STARTED

SB P94

#### WARMER

Ask students what comes to their minds first when they read the topic of this unit. Ask a few general questions to get them thinking about the topic, e.g. What have you eaten/drunk today? Is anyone planning to eat out today?

- 1 The first part of the warmer mimics a Speaking Part 2 task. Tell students to use language of speculation such as modals (might, may, could), adverbials (possibly, probably) and tentative language (it's possible that, it looks like, they appear to be) and give reasons for their answers to both questions. Share some personal responses to 2 as a class.
- 2 Ask students to complete the quiz in pairs. Encourage them to discuss the options with their partner. Suggest they use language of deduction, e.g. It can't be A because ..., I think it must be C. Once they agree on the answers to all six questions, they check their answers on page 200 and discuss their reactions. As a class, discuss which answer was the most surprising.

1 A 2 C 3 C 4 B 5 A 6 A, B and C

3 @ 040 Play the audio for students to select the topic from Exercise 2 that is being discussed. After checking the answer, ask what they can remember about what the speaker said.

3

#### **AUDIOSCRIPT** (2) 040

Speaker 1: I love my food, but I was worried about food miles - you know, how far food has travelled before it reaches my plate, especially things like meat and cheese. It's great that nowadays most things are available on supermarket shelves, but that comes at a cost to the environment, right? Now, I mostly eat what's in season - either I've planted it myself or I buy it from a nearby market. It's hard sometimes because I can't always have what I want, when I want it, but I'm pleased I'm doing my bit to save the planet, and I'm sure I'm eating more healthily too.

Ask students to listen to the five speakers. Before listening, conduct a quick spot check of the words in the questions to make sure the students understand what they mean.

1 F 2 E 3 C 4 B 5 G

#### **AUDIOSCRIPT** © 041

- Speaker 1: I love my food, but I was worried about food miles - you know, how far food has travelled before it reaches my plate, especially things like meat and cheese. It's great that nowadays most things are available on supermarket shelves, but that comes at a cost to the environment, right? Now, I mostly eat what's in season - either I've planted it myself or I buy it from a nearby market. It's hard sometimes because I can't always have what I want, when I want it, but I'm pleased I'm doing my bit to save the planet, and I'm sure I'm eating more healthily too.
- Speaker 2: I remember my mum would always give me large plates of food. At least I thought she did, but when I went to university and compared what I was eating to my friends' portion sizes, I realised they hadn't been big after all. For me, it was more about having a small appetite. I had some problems with my health and I found out I was lacking in certain vitamins because I wasn't eating enough oily fish. I'm changing my diet slightly and, in the meantime, my doctor has recommended some tablets to help with nutrition.

Speaker 3: I used to be a food critic so I was eating out in expensive restaurants on a regular basis.

Of course, it was great as I was eating good food – most of the time – without having to pay for it, but it can get rather tedious after a while. For example, I've never been keen on rich, cream-based food, and I had to eat a lot of that. I'm retired now and I'm happy about this because I was having too many sweet things, like pastries, at the end of meals. I've cut those out of my diet completely now and I feel much better for it.

Speaker 4: I used to eat out a lot because of my job as a salesman. It was fun to start with; my expenses were paid for by the company so I ate in highend restaurants. But even though I tried to eat a balanced diet, with lots of vitamins and minerals, and limit the number of savoury snacks I consumed, I still started to gain weight. A close friend, who works at my local market, told me she eats smaller portions, but I'm not sure I could do that. Instead, I finish eating before I'm full because I know it can take up to thirty minutes for my body to realise I'm not hungry anymore.

Speaker 5: I used to have some difficulties swallowing because of a problem with my throat. It meant that for a while I hardly ate anything that needed a lot of chewing and had to stick to soft things, like potato and eggs. I was worried I'd go off my food. I've actually been told that I should eat bigger portions because I've got a fast metabolism and burn off a lot of calories. I invested in a blender and made a generous amount of healthy soup which I had about four or five times a day. It was a bit boring, but at least I could consume the quantity my body needed, without it being in too much pain.

5 Ask the students to discuss their ideas in pairs. Encourage students to give reasons for their answers.



#### **DESCRIBING FOOD**

1 Ask students to look at the words in the wordpool. Tell them that they all come from the listening extracts they just heard. Check meanings of the words, for example by asking: Can you think of another way of saying gone off? (become bad) What's the opposite of savoury? (sweet). Students then match the definitions with the words and phrases in the wordpool.

1 savoury 2 full 3 in season 4 vitamins 5 appetite 6 gone off 7 stick to 8 portions

2 Elicit advice you would give someone related to the topic of food and drink, e.g. Don't drink a lot of sugary drinks, Eat a balanced diet. This can either be done in whole class or in groups.

Students then complete the sentences giving advice with one of the words in the wordpool.

1 gone off 2 vitamins 3 savoury 4 appetite 5 stick to 6 portions 7 full 8 in season

3 If possible, put Exercise 2 up on the board.

<u>Avoid eating</u> food which has gone off. Always check the best before date on the packaging.

It's important to eat a lot of food rich in vitamins and minerals.

<u>Try not to eat</u> lots of savoury snacks, such as crisps and chips. <u>One of the effects of</u> stress is a loss of appetite, so <u>make sure</u> you always find time to eat.

As you get older, it's important that you stick to a healthy, balanced diet.

If you want to lose weight, <u>try eating</u> smaller portions of food. You should avoid doing exercise on a full stomach.

If you want your diet to be more organic, <u>try only eating</u> fruit and vegetables when they're in season.

Tell students to use the <u>underlined</u> expressions in their own sentences. They can use some of the ideas they came up with at the beginning of the section.

Read through the *Did You Know?* section. What do they call *crisps* and *chips* in American English? Model the pronunciation of *crisps* (/ˈkrɪsps/) as students often find it difficult.

#### **CULTURAL NOTES**

- There is no English equivalent to the French bon appétit, so some English speakers use the French term. Some people just say Enjoy or very informally, Dig in!, although this is giving guests permission to start. In the UK, it is polite to wait until everyone is served to start eating.
- Foods that people are commonly allergic to include shellfish, wheat, nuts and dairy products. Allergens such as those mentioned above are typically highlighted in bold/colour/underlined on packaging.
- 4 Before students start discussing the questions, get them to read them through and ask you for clarification if necessary. Share the cultural information above, if appropriate.

#### **ALTERNATIVE**

This exercise can be done as a class survey. Give each student one of the six questions. All students stand and move around the classroom, asking their question to all the other students and making a note of their answers. After they have asked everyone the question, they get into a group with all those who had the same question and compare their results. Each group reports to the whole class on the class's answers to their question.

#### **OEXTENSION**

As a homework assignment, students could write up the results of the survey in a report.



#### WISH AND IF ONLY

#### WARMER

Write I wish... on the board. Ask students to complete it in any way they like. Tell them to write their sentence in their notebook to come back to at the end of the section.

Ask students to look at the three pictures and work with a partner to make a sentence about each one starting with *I wish...* 

1 Ask students to match the pictures with the sentences 1-3. Students then compare their sentences with sentences 1-3. Tell them that they will be able to decide if their sentences were correct at the end of the section.

1 B 2 C 3 A

2 Put the three sentences on the board and ask a student to come up and underline the verb forms in each sentence in a different colour and name the tense or verb form.

1 I wish I could go to the restaurant tonight (could + infinitive) 2 I wish I didn't have so much washing-up to do (simple past) 3 I wish I hadn't eaten all that chocolate (past perfect)

Tell students that they will be able to complete the rules and match them to their functions by studying the three example sentences carefully.

1 the past perfect (B) 2 the past simple (C) 3 could (A)

Give students time to read through the grammar reference on page 218.

- 3 Students read the rules and match each one to one of the example sentences A-D.
  - A I wish you would stop borrowing my clothes. = Box 2
  - **B** I hope the food will be good tonight. = Box 4
  - **C** I wish I were a famous chef. = Box 1 **D** I regret not going to the restaurant last night. = Box 3

As you go through the answers, provide and elicit further examples:

Ask students to think about something annoying someone they know does and make a sentence of their own. Your example could be something like I wish Juan would come to class on time, or something pertinent to one of your students, if appropriate.

- Explain here that wish is often used for things which are not very likely to happen. When there is a real possibility of something happening, we use hope instead. Give a positive and a negative example, e.g. I hope (the local football team) wins the match tonight. / I hope it doesn't rain on the day of our class trip.
- 3 Get students to express something they wish about the present (so something that is not the case). Explain that both I wish I was taller and I wish I were taller are correct. It is also possible to replace was with were in the third person singular, e.g. I wish my brother were here. This is the subjunctive mood, which will be understood by speakers of languages such as French and Spanish.
- 4 How would sentence D be expressed with I wish ...? For example, I wish I had gone to the restaurant last night. Elicit examples with I regret + ing from students, e.g. I regret not studying hard in school.
- 4 Tell students that this exercise is an opportunity to see if they have taken in what they have learnt so far in this section. Read through the example together. Ask why came is wrong (because the past perfect is needed to talk about past regrets). Ask students to correct the errors in sentences 2–7, referring back to the rules presented in the section and the Grammar reference. Students complete this exercise individually and compare their answers with a partner. If they have different answers, they should refer to the rules together and try to reach agreement.
  - 2 It was great seeing you yesterday and I wish hope to see you again soon.
    3 I not regret not choosing the pasta dish. It looks delicious.
    4 I wish I would could come to dinner with you tomorrow but I already have other plans.
    5 I really wish that person at the other table talking would talk more quietly. It's driving me up the wall.
    6 I was in Venice last week and had trouble ordering in a restaurant. If only I would could speak Italian.
    7 I wish I pay had paid more attention to the teacher yesterday. I don't understand any of this.
- 5 Get students to do the exercise on their own and compare answers with a partner, referring back to the rules to settle any differences.

1 wish I had done 2 I had applied for 3 regret not learning 4 If only I was/were 5 wished they hadn't tried 6 I had eaten less

6 Read through the first scenario and response together. Students work in pairs to write sentences based on scenarios 2–5. Advise students to vary their sentences and use wish, if only and regret at least once. Share students' sentences in some way. If possible, get each pair to put one or more of their sentences on the board. Alternatively, each pair writes their sentences on a piece of paper, which are put up around the classroom walls. All students circulate, reading other pairs' sentences and underlining any errors they see. Pick out some sentences which contain errors and put them on the board for all the students to correct.

Students then use the target language in a role play situation. Get students to pair up with someone different and decide who is Jake and who is Kristi. Refer them to the appropriate page number to read through the story relating to each character. They prepare for the role play by making notes on the issues they feel they need to discuss with their friend. You could get all the 'Jakes' and all the 'Kristis' together at this point to share their ideas before they re-join their partner for the role play.

During the role-play, monitor all pairs and note down any errors you hear. Don't interrupt the role play to correct students. At the end, write any common errors you have heard related to the target language on the board for students to correct. You could ask for a pair to volunteer to perform their role play for the class, but don't pressure students to do so.

#### **Example answers**

Jake: I regret not saying anything, but I thought the

aubergine was too salty. I'm sorry. I didn't want to upset you. Not only that but the oil was rancid.

Kristi: You should have told me. I wish I hadn't given

you the oil. I thought it was off but thought you

wouldn't notice.

Jake: Why's that?

Kristi: Well, I wish I'd mentioned it earlier, but I don't

think you're a very good cook.

## READING AND USE OF ENGLISH PART 3 TRAINING

**SB P97** 

#### **ØEXAM INFORMATION**

In Part 3, Word Formation, students will be tested on their knowledge of word families. They must change the root word by using a suffix, prefix or making an internal change to the root word (e.g. deep = depth)

#### WARMER

Write the words ABLE and HOPE on the board as headers of two columns. Ask what parts of speech they are and add that information. Ask students to come up to the board and add all the words based on these root words with the part of speech in brackets. The completed table should look similar to this:

ABLE (adjective)	HOPE (noun and verb)	
unable (adjective)	hopeful (adjective)	
ability (noun)	hopefuls (noun, plural)	
abilities (noun, plural)	hopeless (adjective)	
inability (noun)	hopefully (adverb)	
inabilities (noun, plural)	hopelessly (adverb)	
disability (noun)	unhopeful (adjective)	
disabilities (noun,	unhopefully (adverb)	
plural)	hoped (verb, past tense)	
ably (adverb)	hoping (verb, present participle)	
	hopes (verb, present, 3rd person)	

In this part of the test, students will need to choose the most appropriate word from the word family, based on part of speech and meaning. Write the following sentences on the board:

- Some people have the \_\_\_\_ to follow a recipe but are \_\_\_\_ to create recipes of their own.
- 2 My cooking is \_\_\_\_ but | \_\_\_\_ to improve as | get more chance to practise.

Ask students to choose a word from the table for each gap. Ask students to come to the board to complete the gaps:

- Some people have the **ability** to follow a recipe but are **unable** to create recipes of their own.
- 2 My cooking is <u>hopeless</u> but I <u>hope</u> to improve as I get more chance to practise.
- Refer students to the photos and questions 1 and 2, which they discuss in pairs. Ask for students' ideas about what the photos have in common, and elicit some examples of strange things students have eaten.

The photos all show poisonous plants or animals.

Remind students that when they have to complete any exercise based on a text, they should read through the whole text quickly to get the general idea. Give students a minute to read and get the answer to the question to encourage an appropriate reading style.

The writer feels nervous about eating pufferfish.

3 Read through the first sentence of the article with the students. Ask what part of speech particularly is (adverb). Point out that for each of the first three gaps, there is a tip to help them find the answer. Remind them that as with any kind of gap-fill activity, they should read the part of the sentence immediately before and after the gap particularly carefully. Students complete gaps 1–3 and compare their answers with a partner.

#### Answers to tips

1 -ly 2 adjective 3 -less

#### **Answers to gaps**

1 Recently 2 enthusiastic 3 harmless

4 Tell students to consider which part of speech is needed in each gap and whether they need to make the word negative. Students work alone to complete gaps 4–8 before comparing their answers with a partner.

4 noun - ability 5 noun - length 6 adverb - widely 7 adjective - unaware 8 noun - ease

#### **FAST FINISHERS**

Write clues to help weaker students with gaps 4-8.

5 Wrap up the section by getting students to reflect on what they would have done in the writer's position. How many would have refused to try the pufferfish? Have they ever refused to try something while visiting another country? Share any experience you have had trying or being offered unusual foods.

#### **PUSH YOURSELF**

C1

**SB P98** 

#### USING ADVERBS AS MODIFIERS

Tell students that they probably already know several adverbs and modifiers for attitude and opinion. Elicit some of them, such as fortunately, surprisingly, obviously and hopefully. Point out that these help the reader or listener understand how the writer or speaker sees the situation.

- 1 Read the example sentence with the class and ask the students to decide why the writer has chosen to use the adverb undoubtedly.
  - something is true
- 2 Students read sentences 1-5 and match them to the meanings of the adverbs A-E.

A inevitably **B** apparently C ultimately **D** remarkably E supposedly

- 3 In this exercise students must choose between two adverbs. Tell them to refer back to the meanings from Exercise 2 to decide which one is more suitable. Read through the first question together. Ask students if the information in the sentence is doubtful (No - the first part is a fact and the second part is a prediction that follows logically from it.) Ask whether supposedly is appropriate here in that case (No). Based on the adverb that is required here (ultimately), what does the writer or speaker feel about his or her statement? (That it is the most important fact in a situation.)
  - 1 Ultimately 2 Apparently

3 Remarkably

4 Supposedly

5 Inevitably

### P WORD STRESS IN ADVERBS

**SB P98** 

4 042 Model the pronunciation of the words in the box. Show where the stress falls either by clapping the word (a soft clap for each unstressed syllable and a loud clap for the stressed syllable) or by banging the table when saying the stressed syllable. Get students to practise saying the words. Students then work with a partner to take turns saying the sentences from Exercise 3, focusing on saying the adverbs correctly. Students should get feedback on their pronunciation from their partner. Play the audio for them to check. Stop after each sentence and get the students to repeat the sentence together.

#### **AUDIOSCRIPT** 4 042

- Ultimately, it's the food industry who have the money and who will therefore drive the development of genetically modified food.
- Apparently, the colour of your plate influences the amount of food you put on it and therefore eat. While I can see this might be the case, I won't be convinced until I see more evidence.
- Remarkably, I actually lost weight when I started eating dessert from a spoon made with zinc. I'd been doubtful at first but realised after a while, I'd cut down on sugar consumption.
- Supposedly, the new chef is a scientific genius, but I can't see how combining sweet ice cream with a savoury meat pie is ever going to work!
- Inevitably, the government will have to tackle growing concerns over the link between processed food and obesity. Rising rates of related illnesses simply cannot be ignored.

## LISTENING PART 2 TRAINING

#### **SEXAM INFORMATION**

This part tests candidates' ability to listen and locate specific information and stated opinion, from a single long text, and to produce written answers by completing gapped sentences. Texts may be broadcasts, talks or classroom presentations. The ten questions in this part of the paper take the form of incomplete sentences. The questions follow the order of the information in the listening text. Candidates need to listen to the text and complete the sentences. Answers will not exceed three words in length. The word, number or phrase required will be heard on the recording and will not need to be changed in any way. Minor spelling errors are not penalised, but the candidate's intention must be clear and unambiguous. Candidates will not be asked to spell words which are above Cambridge English: First (B2) level.

- 1 Students look at the photo for inspiration and share their ideas about what a food scientist does.
- Students check their ideas with the introduction to the audio.

#### Possible answer

Lucy studied the effect different cocoa beans had on the overall taste of chocolate.

- 3 Remind students to look back at the audioscript because they need to write a word, phrase or number they have actually heard in the recording.
  - 1 waitress is incorrect because this was Lucy's job during her studies. 2 analyst for a global chocolate company is incorrect because it exceeds the word limit.
  - 3 analyser is incorrect because it doesn't use the same word as in the recording.

4 Students write their own answer to question 1. Ask them to compare their answers in pairs before feedback back as a class.

analyst

5 Tell students that it is very important to use the preparation time given to think about what kind of information is needed in each gap. In some cases, they might be able to predict the word, but they should listen carefully to make sure their prediction is correct. You could give an example by asking them to read question 5. What words could go in the gap? (difficult or a synonym)

#### Suggested answers

2 a negative aspect of Lucy's job
3 a positive aspect of Lucy's job
4 a person / group of people
5 something negative about the information on food packaging
6 Lucy's attitude to processed foods
7 a negative aspect of the production process

6 © 043 Play the audio. Students check their answers with a partner. Ask whether they want to hear it a second time, and if so, play it again.

2 processes 3 technology 4 scientists 5 complicated 6 avoid 7 soil

#### **AUDIOSCRIPT** © 043

In addition to developing flavours, which can be unbelievably difficult to get right at times, there are a range of issues relating to processes that I have to work on every day. Occasionally, there are a few problems with suppliers but, as we've developed good working relationships with them, these are rare.

People often ask me about the perks of being a food scientist. They presume that, as a food scientist, I get to eat lots of delicious food but we actually have a group of taste testers who do this for us. For me, it's more about the technology, which makes all the difference when analysing food. There's quite a lot of travelling involved, visiting clients, and I really enjoy that aspect of the work too, though it's not what motivates me

Speaking of travel, our department is embarking on a three-week worldwide research trip in September. A few people I work with are travelling to Asia to speak to the cacao farmers there and find out more about how they grow and harvest their crop. I'm off to South America to meet scientists and discuss new ways of working, which I hope will be really beneficial. I'm also hoping to visit North America as part of the trip to meet suppliers, although this hasn't been confirmed yet.

Next year, I'm moving more into the nutritional side of things and I'm really looking forward to the challenge. For this, I'll need to analyse the content of food to establish its nutritional value so that it can be included on food labels. I know not everyone looks at these when buying food in the supermarket as they can seem a little complicated, but I think it's important to display the information.

I'll also be working with a range of processed foods and researching ways to make them healthier. Generally, as I prefer to cook everything fresh, I avoid eating processed food as much as I can but I've tried one or two things I really like and my flatmate adores those ready-made soups you can get in the supermarket.

One of my colleagues works on the agricultural side of things. We always joke about it being a dirty job, but it's very important. He spends a lot of time analysing different chemicals and how they affect crop growth. He recently found that, as a result of a strong chemical substance used by a crop grower, there was an issue with the soil. As a result of this, production had to be stopped for six months. I think what he does is closely related to conservation and environmental science. It's not an area that I want to get into at the moment but in the future, who knows?

You might want to get students to discuss these questions with a different partner as it is a good idea for them to talk to as many different people as possible. You could also ask students to do this in groups of three or four to give them the opportunity to practise making their voices heard in a group. Circulate around the class listening to the discussions and noting down any interesting ideas that you hear. These could be followed up with further research, debates, etc.

#### **OEXTENSION**

Have a debate on a food-related issue such as the benefits of organic farming, genetically-modified foods or vegetarianism/veganism. Give students time to research the arguments on both sides in advance.

## VOCABULARY

## PREFIXES

Ask students to think about foods from other parts of the world. Have they ever tried something that they didn't like? Have they ever refused a type of food they have been offered? How would they feel if a guest refused a dish they had made? After students have discussed the questions, ask them to find a word with a prefix in the rubric to this exercise (impolite). Elicit the function of prefixes (to change the meaning). Compare this with suffixes, which usually change the part of speech.

2 Tell students that words with prefixes are very common and they probably use lots of them. This exercise presents some commonly used ones. Students match the words in bold from the sentences with their meanings.

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

Point out that each prefix changes the meaning of a word it is affixed to in a specific way. Several different prefixes change the meaning from positive to negative while others change it in other ways (re- = again, pre- = before). There are some prefixes which are only used for words beginning with a particular sound (ir- for words beginning with r; il- for words beginning with l; im- for words beginning with p or m.)

3 Students complete the questions with prefixes from the box.

1 dislike 3 irresponsible 2 replaced 4 unacceptable 5 illegal 6 impolite

4 Students work in pairs to ask and answer questions. The questions all require a Yes/No answer; however, they should be encouraged to expand their answers. Model an answer to one of the questions to demonstrate this, e.g. I think it depends on the age group. My parents definitely think it's very impolite to use your phone at the table, but most people my age just think it's normal.

#### **OEXTENSION**

Students make a list of words with the prefixes in the exercise. Give one or two prefixes to each pair and ask them to look up the words from their list in a dictionary. What part of speech are they?

#### Possible answers

dis-: agree, respect, like, regard (verbs) honest, obedient (adjectives) il-: logical, legal, literate, legitimate (adjectives) im-: proper, patient, perfect, possible (adjectives) ir-: responsible, respective, rational, relevant (adjectives) re-: write, read, do, create un-: usual, common, acceptable (adjectives), do, wind (verbs)



#### **DESCRIBING A RESTAURANT EXPERIENCE**

#### WARMER

Start by putting the students into pairs or groups of three. Students take it in turns describing their favourite restaurant. You could also start by talking about your favourite restaurant as a model answer. Encourage students to give reasons for why it is their favourite. If possible, encourage students to show pictures of the restaurant on their phones or tablets. Elicit key sentences or ideas that relate to the words in the box in exercise 1.

1 Take one of the sentences or ideas presented in the warmer and write it on the board. As a class, ask students to think about which of the criteria it relates to. Ensure that students understand the remaining words in the box and ask them to complete exercise 1.

4 location 2 value for money 3 service 5 decor 6 ambience 7 hygiene

- 2 Ask students to order the criteria in Exercise 1 from most to least important. Then put students into pairs or groups to compare their lists. Encourage them to give reasons for their answers.
- 3 Find the first phrase as a class. Give students the phrase and ask them to find which word or phrase in the text is similar. Then ask students to complete the rest of the exercise.

2 reasonably priced 1 the interior 3 specialises in Mediterranean food 4 efficient 5 situated

4 Encourage students to ask follow-up questions so that it's more of a natural conversation. Monitor the discussions and provide feedback on common language errors.

#### **CULTURAL NOTE**

'Dark dining' is a form of restaurant experience where the inside of the restaurant is completely dark and you cannot see what you're eating. More often than not, the waiters and waitresses are blind and the idea is to replicate what it's like to eat food that you cannot see.

5 If possible, ask students to find the website restaurant on their phones, tablets or computers to help support the discussion.



#### THIRD AND MIXED CONDITIONALS

1 The true/false questions help students understand the precise meaning of the conditional sentences for themselves. It is important to let the students work the answers out for themselves, so avoid beginning the section with explanations of the grammar. Refer students to the Grammar reference on page 219 to check their answers. After they have had sufficient time to process the meaning of the sentences, elicit that sentence 1 is a third conditional and sentence 2 is a mixed conditional.

#### Sentence 1

**B** True A False C True

#### Sentence 2

B False A True C False (first part is in the past, second part is in the present)

2 Tell students that there is not only one correct way to rewrite the sentences. Do the first one together on the board. Weaker students may prefer to work in pairs, while stronger ones might want to do it on their own. Get one student or pair to write/type their answer to each question on the board for others to give feedback on. Encourage them to identify and correct any errors.

#### Suggested answers:

1 If Tonya were a better cook, she would have attempted to make a dessert. / If Tonya hadn't been (such) a terrible cook, she would have attempted to make a dessert. 2 If Rebecca hadn't been in Japan, she wouldn't have tried the pufferfish. 3 If Peter didn't have/hadn't had an allergy, he would have eaten the nut cake. 4 If Kim had realised the meat was off, she wouldn't have used it to cook with. 5 If Leonardo hadn't eaten so much ice cream, he wouldn't feel sick.

3 Tell students they can talk about the ideas in the list or something else, but they must be past decisions. Give an example of your own, e.g. I decided to come to live in Spain. If I had stayed in England, I wouldn't be teaching this lovely class. Ask whether your example is third or mixed (mixed because the result is present). Ask if it could also be expressed as a third conditional (Yes - If I had stayed in England, I wouldn't have met these lovely students). Give students time to make notes on their three decisions before discussing them with a partner. Ask two students to read out the parts of Student A and Student B in the example. Encourage them to respond to their partner's ideas in a similar way.

# WRITING PART 2: LETTER/EMAIL TRAINING

1 Draw students' attention to the photos. Elicit the words graduation and anniversary. Put students into pairs to discuss the questions. As a class, discuss types of food you might have for a special occasion. The following words/phrases might be useful: sit-down meal, 3-course meal, buffet, canapes (small snacks typically passed round by a waiter during a drinks reception), picnic.

#### **CULTURAL NOTE**

It is more common in some cultures than others to invite people to your house for a meal. It is common to do so in the UK. In American culture, a 'pot luck supper' is a gettogether either at someone's house or a hired space where everyone brings a home-cooked dish. The dishes might or might not complement each other, which is why it's 'pot luck'. This practice has become more common in the UK in recent years. In the UK, it is common to bring something to drink or some snack food when you are invited to a party.

Tell students that the letter or email they write in Part 2 of the Writing test will usually be a reply to someone else's letter or email. They need to start by deciding on the appropriate style of their response (formal or informal) and the content. Ask students to read Sarah's email and decide whether the response will be formal or informal and how they know. (Informal. We know this because of the informal language in Sarah's email: Hi!, my Mum, dad, thanks, Sarah.) There will typically be three questions to answer. Students underline the points they need to address.

What kind of restaurant did you go to? What was the food like? Who did you invite and how did it go?

3 Tell students to read through the email ignoring the gaps. Does it answer all the questions and is the style appropriate? (Yes). Students must choose from three options for each gap. This exercise tests grammar, vocabulary and appropriacy (formal or informal). Tell students that they can pencil in an answer of their own before looking at the three options if they would like to. Alternatively, they can go straight to the options and choose the correct one.

1 A 2 B 3 B 4 C 5 B 6 A 7 A 8 C 9 B 10 C

#### **FAST FINISHERS**

Ask them to choose a few of the wrong options and write a sentence with them. Suitable words/phrases would be: reserved, unavailable, option, value for money, hygiene.

4 Tell students that formal and informal letters or emails begin and end in different ways. Looking at the beginning or end is often the quickest way to decide if a letter/email is formal or informal. Students match the formal and informal expressions and decide if they begin or end a letter/email.

1 G 2 E 3 A 4 B 5 C 6 D 7 F Used at the beginning: 2/E, 4/B, 5/C, 7/F Used at the end: 1/G, 3/A, 5/C, 6/D 5 Elicit that this is also an informal email. Elicit the three points they must cover (the name of the restaurant, why they like it, any problems). How should they start? (Hi Joanna, Hey Jo, etc.)

The following model answer can be used if required.

#### Model answer

Hi Jo

Great to hear from you and I'm delighted that you will be coming to Mayfield soon. We have plenty of good restaurants here and it really depends on your taste, but my favourite is Spoons. I suppose you would describe the food as fusion because it is a mix of east and west with lots of original dishes.

What I like most about Spoons is that they change the menu every month, according to the vegetables that are in season. Whatever they have on offer, you can guarantee it will be really tasty, fresh and different from other restaurants. It is a cosy little restaurant with excellent service and it is really good value.

There are a couple of issues, though. The main one is that you need to book a couple of days in advance as it is very busy, but that shows how great it is. The other one is that parking is very limited and you will probably need to park a few streets away. Several buses pass that way, though, so that might be easier.

Give me a call when you're in town.

Rosie

(189 words)

#### **EXAM FOCUS**

SB P102

## READING AND USE OF ENGLISH PART 3

Read through the Exam facts and Exam tips with the students. Remind them to quickly read through the whole text before they start. Remind them that prefixes change the meaning of a word and suffixes change the part of speech. Students complete the exercise individually.

1 throughout 2 originally 3 poisonous 4 unlike 5 illnesses 6 rapidly 7 dishonest 8 growth

## WRITING PART 2

#### SB P102

Read through the Exam facts and Exam tips together. Elicit some of the words and phrases that you would typically find in an email or letter (Formal – I'm writing to ..., I look forward to hearing from you, etc. Informal – Let me know, write soon, etc.). As a class, get students to identify the style (informal) and three points they have to write about (type of restaurant, reason for choice, worries).

Once students have completed their emails, whether at home or in class, do peer feedback and use the correction code to highlight errors for students to self-correct. Ensure they receive feedback on content, organisation and style as well as language.

> WRITING BANK / pages 236-237

## LISTENING PART 2

#### SB P103

• 044 Tell students to read through the Exam facts and Exam tips. Give them time to study the gaps carefully to identify what kind of information they are listening for. Play the audio twice with time in between for students to check their answers and decide which answers they still need to find.

1 geography
2 charity
3 villagers (preparing food)
4 retired
5 delicious
6 doctor
7 November
8 unhealthy eating
9 In Season
10 recipes

#### **AUDIOSCRIPT** © 044

Narrator: You will hear a chef called Tobias Stewart

talking about his career and new book. For questions 1–10, complete the sentences with a word or short phrase.

Tobias: Hi.

Hi, my name's Tobias Stewart and I'm here today to talk about my experiences as a chef and to talk a little bit about my new book. It all started when I was choosing what to do at university. I'd intended to study history, having always loved how the past influences the present. I decided to go for geography in the end though – my uncle was an environmental consultant and he got me interested in the importance of conservation.

As part of my course, I'd taken an internship in Hungary and was planning to go back after I'd graduated but it wasn't to be. I looked for opportunities closer to home but I couldn't find anything paid at the time, so I offered my support to a charity that sent me to Africa where I stayed for six months.

There, I helped local farming communities with new farming techniques. I spent quite a bit of time with a local guide. He was really knowledgeable, and I learned a lot from him about harvesting fruits. We picked papayas together when they were ripe. In the evenings, I used to watch the villagers preparing food and was fascinated by their understanding of flavours and ingredients. It was then that I realised I wanted a change of career.

When I returned home, my cousin put me in

When I returned home, my cousin put me in touch with a chef he knew and I begged him to give me a job in his new restaurant. Initially, I found it exhausting – I hadn't realised he'd want me there at 7 am, hours before the restaurant actually opened. But I'd found my passion and took over from him seven years later after he retired to spend more time with his family.

I remember not long after that, a food critic arrived during a busy service. He was fierce – his last review had closed a restaurant because he'd reported that the starter had been too salty, and that the meat in the main course was too tough. I was nervous; however, on the night we pulled it off and the opinion he gave in one word was 'delicious'.

As I said, the hours are long, and some friends find it hard to understand that I'm not available in the evenings or at weekends. Luckily, I married a doctor who accepts that being a chef isn't a nine to five job, but I know another chef, whose partner is a finance manager, and for them it's a real struggle.

It was following my trip to Thailand to research the latest menu for my second restaurant,
The Spices of Life, that I decided to write a book about the different cuisines I'd been exposed to there. The trip lasted for about three months and I started writing when I returned in February. If it hadn't been for the opening of my restaurant, I'd have completed it by August. Finally, though, I got it done in November, exactly a year after my trip.

The book centres around dishes which are both full of flavour and healthy. I think chefs have a responsibility not to go on reality TV which is all about ratings in my opinion, but instead to fight the problem of unhealthy eating at all costs. I know many disagree and think it's about making money, but I don't go along with that line of thought at all.

Originally, I wanted to call my book Good Taste, but there was already a cookery book with the same name. I ended up calling it In Season, which I think is a really nice title. My publisher wanted me to call it Green Food, because I use a lot of that in my cooking, but the sound of that wasn't very appealing, I thought. At the book signing we're giving away three signed copies to three lucky competition winners. To be in with a chance, simply sign up for my weekly blogpost which you can find on my website. You can also find the latest recipes, which are available to download for free.

#### **REAL WORLD**

#### SB P104

#### WARMER

Ask students if any of them have been to Athens. If possible, open a map of Europe and ask them to find Greece and Athens. What do they know about Athens and Greek food?

- 1 Ask students to look at the photos and captions. Ask what they notice about the captions (words beginning with the same sound, which is known as alliteration). Ask them to talk about all three pictures with their partner and say which they would prefer to do on holiday. Would it be different in their home town? Share a few of the students' ideas with the class.
- 2 Give students a time limit (perhaps two minutes) to read through the three texts quickly. Tell them not to worry about unknown words at this stage. At the end of the time, they explain to their partner which they would / would not like to try, giving reasons.
- 3 Students read the text in more detail with particular focus on the vocabulary. Tell them to highlight any new vocabulary and try to work out the meanings from the words around it. Students find the words whose definitions are given.

#### Text A

1 mouth-watering cuisine 2 generous portions

#### Text B

3 breathtaking views 4 foodies

#### Text C

**5** being (incredibly) hospitable **6** genuine dining experiences

Point out that the phrases in 1, 2, 3 and 6 are collocations (pairs or groups of words frequently used together). Foodies is colloquial but a common way to describe people who are interested in food.

4 Tell students that these phrases are polite or less direct ways of expressing functions. Ask students to match the extracts to their functions.

#### 1 C 2 D 3 B 4 A

5 @ 045 Before you play the audio, give students time to read through the dialogues between Marianne and the waiter and predict what could go in each gap (2-3 words). Ask students to either pencil in their ideas or write them in their notebook. They then compare their ideas with a partner. Does their partner agree that their ideas are possible? Play the audio for them to write in what Marianne and the waiter actually say.

Part 1 1 of us Part 2

2 the sound of 3 of the house 4 not allergic to

Part 3

5 I ordered 6 same again

Part 4

7 credit card 8 tip included

#### **AUDIOSCRIPT @ 045**

Narrator: 1 Asking for a table

Waiter: Good evening, madam. Have you already

booked a table?

Marianne: No, I haven't but I was wondering if you could

squeeze us in?

Waiter: How many of you are there?

Marianne: There's four of us.

Waiter: Yes, of course. Follow me. Is the table next to

the window ok?

Narrator: 2 Talking about a dish
Waiter: Are you ready to order?

Marianne: Almost. I like the sound of the Moussaka, but I

wanted to know if it's suitable for vegetarians?

Waiter: I'm afraid not but the Briam is. It's an oven-

baked dish of mixed vegetables which I highly

recommend.

Marianne: Is that a speciality of the house?

Waiter: Yes, it is and very delicious. Do you have any

allergies?

Marianne: No. I'm not allergic to anything but my friend is

gluten intolerant. He can't eat wheat.

Waiter: Right. Well, for your friend I can recommend

the ...

Narrator: 3 Making a complaint / request

Marianne: Excuse me, I think this might be someone else's.

It's not what I ordered.

Waiter: Oh, I'm very sorry, madam, let me take it back

to the kitchen and change it.

Marianne: Thank you. Oh, and I'm sorry, but my cutlery is

a little dirty. Could you bring me a clean knife,

please?

Waiter: Yes, of course. Is there anything else? Would

you like any more drinks?

Marianne: Yes. The same again for me, please. Plus, a jug

of tap water.

Waiter: Certainly, madam, I'll be right back with the

correct dish, a clean knife and the drinks ...

Narrator: 4 Asking about payment
Waiter: Can I take your plates away?

Waiter: Can I take your plates away?

Marianne: Yes. Thank you. The food was excellent.

Could we pay separately, if that's ok?

Waiter: Of course. I can bring you separate bills if you

like? How do you wish to pay?

Marianne: Is it possible to pay by credit card?

Waiter: Yes, we accept all major credit cards ...

Here you go, madam.

Marianne: Thank you. Is the tip included?

Waiter: No, it isn't. It's up to you how much you would

like to leave.

Marianne: OK, thank you very much ...

6 Ask each pair to decide who will be the waiter/waitress and who will be the customer. Give students a few minutes to prepare for the role-play. Their role-play should be based on the menu given. Tell them to change roles when they are ready. Encourage them to act out the parts of waiter/customer (the 'waiter' is standing and hands the 'customer' a menu).

Students prepare for watching the video about Athens by writing the headings with enough space for their notes. Play the video. Students use their notes to prepare questions for another group to answer.

#### Suggested answers

The landmarks of Athens: Temple of Hephaestus,

Parthenon, the Acropolis

Shopping: Monastiraki Flea Market – visitors can buy

shoes, puppets and jewellery

Food markets: visitors can buy fresh fruit, nuts, coconuts,

Gyros and Koulouri

Restaurants: huge variety of local dishes and restaurants The Athens Street Food Festival: attracts thousands of

visitors, includes food from around the world

## LIFE COMPETENCIES

#### TAKING PART IN CREATIVE ACTIVITIES

8 Explain that 'food experiences' are not just going to a restaurant. They could include cookery classes, tasting, picking or hunting for food, etc. Ask if students have ever taken part in any food experiences. Each student researches one experience to present to their group. The groups decide which one sounds most interesting. Each group presents to the whole class.

> WORKBOOK / Unit 7, page 32



#### UNIT OBJECTIVES

**Topic:** science and technology

Grammar: direct and indirect objects; modals of

speculation and deduction

Vocabulary: compound words; idioms for science

and technology

Listening: Part 3: multiple matching
Reading: Part 6: gapped text
Speaking: Part 1: interview

Writing: formal and informal writing

Pronunciation: short and long vowels; linking words in

connected speech

**Exam focus:** Reading and Use of English Part 6;

Listening Part 3; Speaking Part 1

Real world: Getting to grips with technology in ...

Singapore

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

## GETTING STARTED

#### SB P106

#### WARMER

Draw a picture of a paperclip on the board. Put students in pairs and get them to come up with as many practical uses as they can. Tell them to think outside the box. Start the conversation off by giving them a few ideas, e.g.

as a bookmark

to remove hair from a hairbrush

to clean your nails

as a guitar pick

- Ask students to open their books and look at the pictures and captions. Students work with a partner to discuss all the pictures and agree on the three most important. Put each pair with another pair and as a group of four they compare their choices. If their choices are different, can they persuade the other pair to change their ideas so that they all agree? Can they arrive at consensus for the class?
- 2 Consider the best way of dividing students up for this activity. Those who are reluctant to speak might do better in a pair with a more outgoing student. More confident students will probably generate more ideas in groups of three or four. Give students sufficient time to discuss each point and come up with reasons why they agree or disagree with it.

#### **ALTERNATIVE**

Do the exercise as a revolving discussion, where the class is set up to make changing partners easy (either two rows of students facing each other or two circles, one facing in and the other facing out). Give a time limit of two minutes per question. Shout 'change' and one row or circle move one space to the left. They discuss the next question with a new partner.

#### **OEXTENSION**

Students choose one of the questions to research a more considered response to present/discuss in the next class.

## LISTENING PART 3 TRAINING

#### SB P107

#### **©EXAM INFORMATION**

Remind students that in Part 3 of the listening paper, they will hear five speakers talking about different aspects of the same topic. Students choose one of eight items for each speaker.

- Discuss the question as a whole class or break into groups if your class is large. Students talk about personal experience of online learning.
- 2 Ask students to read through sentences A-H in Exercise 3 and match them to the words 1-5.

1 economical (H) 2 schedule (B) 3 individual needs (G) 4 assistance (E) 5 boosted; developed (C, F)

3 @ 046 If your class is weak at listening, you might want to play the audio of Speaker 1 and pause while students choose their answer, before continuing with Speaker 2. Otherwise, play the whole audio twice, giving students time in between to review their answers and decide what to focus on in the second listening.

After the second listening, give students a minute to check their answers with their partner and, if they differ, read the audioscript together to identify the correct answer.

1D 2H 3G 4B 5F

#### **AUDIOSCRIPT (3)** 046

- I work as a sales manager for an international company, so learning a language was vital for me to do my job properly. I decided to learn Chinese online having spoken to a friend who was telling me about how much she improved her language skills after doing a 4-week intensive course online. I thought it would be difficult to find a good teacher, but I was really surprised to see just how many there were. This meant that I could select the teacher that was right for me and I ended up having over 30 hours of lessons.
- 2 I have always struggled with languages and I was worried that I would end up failing my French exam. My teacher suggested that I try doing extra classes online to help with the preparation. I thought it was a great idea, even if I'm not very good at using computers. Being a student, I wasn't sure if I could afford it, but it turned out to be much less than it would have been if I'd gone to the language centre in town. In the end, I passed my exam, so it was definitely worthwhile.
- 3 I've always been passionate about learning languages. I'm fluent in English, Spanish, French and Italian, and I've just completed a one-to-one German course online. I really enjoyed the fact that during the lessons we were able to work on the problems that were specific to me, rather than more general issues. I still go to language classes at the local college close to where I live. These are great because you have the chance to meet and interact with other language learners, which I think is important for developing language skills.
- 4 One of the best things about learning a language online is how convenient it is. I found a really good Italian teacher who was based just outside Naples in southern Italy. As a full-time teacher myself, it was always difficult getting to classes. This isn't an issue with online learning as I'm able to book lessons at a time when I'm not teaching. It was quite expensive, though. It worked out at around 30 euros per lesson, but I learned a lot from my teacher so it was certainly value for money. I just need to build up my vocabulary more.
- I recently retired from my job as a doctor and I was looking for a new hobby. I have a few Brazilian friends and so I decided to learn Portuguese online. I was a little nervous at first as I'm not exactly an expert in using technology. It was interesting the more I learned the language, the better I became at getting my laptop to do what I want it to! My friends in Brazil have been really supportive, too, and I can now write them an email telling them all about my day. They write back to me in English so I guess it's a kind of language exchange.
- 4 Put the students in groups of three or four and ask them to discuss the items in the box. Encourage students to give extended answers by asking them to consider what the speakers in the listening said.



#### DIRECT AND INDIRECT OBJECTS

1 Write the sentence on the board with the gap:

My dad \_\_\_ me a tablet.

Elicit one verb that can go in the gap (e.g. *gave*). In pairs, students have a minute to find as many different options as they can.

#### Sample answers

offered, bought, brought, lent, threw, passed, found, ordered

There are two objects (one direct and one indirect).
The order can be changed but the sentence will change, as follows:

My dad gave a tablet **to** me/bought a tablet **for** me, etc. **2a** If possible, display the table on the board. Point to the verb, indirect object and direct object while reading out the two examples. Students match the rest of the verbs with a direct object. They can draw lines in their books or write the phrases in their notebooks, as they prefer.

#### Suggested answers

2 lend someone some money 3 buy someone a present 4 cook someone a meal 5 tell someone a story 6 sing someone a song 7 do someone a favour

2b Write the following on the board:

forward someone

Elicit the words that go in the gaps (an email, to).

Ask students to make similar phrases by changing the order of the objects and adding either to or for.

#### **FAST FINISHERS**

Ask students to turn some of the phrases into sentences by adding a subject and a different verb and object, e.g. Sarah lent £20 to James. They could make sentences that are true for themselves.

phrases with to	phrases with for
forward an email to someone lend some money to someone tell a story to someone sing a song to someone	buy a present for someone cook a meal for someone do a favour for someone

3 Tell students that they will need to change the form of the verb to the appropriate tense, so they need to look for the time references in the sentences. They also need to choose between to and for.

#### Suggested answers

- 1 bought, for 2 lent, to 3 pre-ordered, for
- 4 forwarded, to
- 4 Tell students that four of the eight sentences contain an error, which they should find and correct. Students do the exercise individually and check with a partner.
  - 2 Is there any chance you could lend me your mobile phone for me? / lend your mobile phone to me?
     3 I can't believe you cooked that meal to for me using only a microwave it was really good!
     4 ✓
     5 I downloaded the instruction manual for my grandfather.
     6 ✓
     7 ✓
     8 My phone tells to me the temperature inside and outside my home.

By now students probably already know something about each other (who likes a sport or singer, who likes coffee or a particular kind of food, etc.). They go around the group, saying what they are going to do for that person. Encourage students to try and come up with a better idea each time. At the end of the activity, ask if any group would like to share their ideas.



#### **TECHNOLOGY**

047 The aim of this listening is to present compound nouns in a meaningful context. However, at this stage, just ask students to listen and answer the gist question.

#### Suggested answer

Aziz's boss may have been delighted that Aziz's screenshot helped the engineer to solve the problem. However, they may also have been puzzled as to why Aziz made screenshots of company data in the first place.

2 @ 047 Students use a combination of memory and previous knowledge to make compound words by matching words from the two columns. Play the audio again for them to check. Ask them to tick off the compound words as they hear them.

backup breakthrough filename screenshot spreadsheet upgrade

#### **AUDIOSCRIPT** © 047

A few years ago, I got a job during the summer holidays while I was a student. It was doing some office admin work, basically filling in spreadsheets and that kind of thing. It was a really small company, and maybe just to save money, the boss didn't always upgrade the software. Anyway, one day the inevitable happened, the office's computer system died, and all the files you know, customer contact details, invoices, etc. - it all went. They got an engineer in to see if he could get it back, but the problem is that no-one ever made backups of all the files. And so he didn't even know the names of the files he needed to find. But a breakthrough came when I realised that I might be able to help. When I started at the office, I had taken a screenshot of loads of the filenames in a list, just to learn my way around. For some reason I'd emailed it to myself, so I still had it. Anyway, to cut a long story short, the engineer was able to use my list and get at least some of the data back. It just goes to show - always back your files up!

3 Students complete the sentences individually to check their own learning.

1 upgrade 2 spreadsheet 3 screenshot 4 breakthrough 5 backup 6 filename

4 Read through the Did you know? box with students. Can students identify any other ordinary words that now have a different meaning in the context of new technologies? Students match the pairs/groups of definitions with the words.

1 bug 2 icon 3 browse 4 run 5 bookmark 6 network 7 crash

5 In this exercise, students check each other's memory of the words from 4. Do the first question with the students as an example. Elicit the answer (icon) and that it is the 'old' meaning. Write 'old' at the end of the sentence. Students do the same for questions 2–10 and check their answers with a partner.

#### **ALTERNATIVE**

This could also be done as a game involving the whole class.

Back to the board: Students sit in groups; one student has his or her back to the board (so they can't see the board). He or she is the 'guesser'. Write up one of the words from Exercise 4. Those who can see it give the definitions they can remember. A point is given to the first group whose guesser says the word first.

1 icon (old) 2 bookmark (new) 3 crashed (new)
4 network (old) 5 icon (new) 6 browsing (new)
7 bug (old) 8 run (old) 9 bookmark (old)
10 bug (new)

Ask the two example questions to a few of the students. Make sure the answers they give demonstrate understanding of the questions. Tell students to choose three words and make questions which can be answered by other students. As they are writing, go around the class checking that the questions make sense. When students have all finished writing, either get them to ask and answer the questions with a partner or do a class survey. For a survey, students ask their questions to as many people as possible and report back to their group on the responses, e.g. All the students I asked spend at least half an hour a day browsing the web. Three of them spend over an hour.



#### FORMAL AND INFORMAL WRITING

#### WARMER

Ask students for examples of formal and informal writing (formal – letter of application, an essay for school or university, etc. Informal – text message, social media post, etc.). Point out that being able to use an appropriate register is a feature of B2 level English.

Ask students what the last thing they wrote was. Was it with pen and paper, on their phones or computers? Who was the reader? Ask students to decide if the types of writing in 1-6 require a formal or informal style of writing.

1	formal	2 informal	3 formal	4 informal
5	informal	6 formal		

- 1b Students tell their partners which of the types of writing they have written. Which of them have they done in English? Encourage them to expand on their answers, e.g. What was the situation? What was the response? etc.
- 2 Demonstrate the meaning of function with a few examples, e.g. Would you like a sweet? (offering) and Could you open the window, please? (requesting).

Tell students that sentences 1–10 represent the functions in the left-hand column and are either formal or informal. Ask a student to read out 1. Elicit that it is apologizing formally and show where 'sentence 1' has been added to the table. Students complete the rest of the table and check their answers with their partner.

	Formal	Informal
Beginning	sentence 3	sentence 5
Requesting	sentence 6	sentence 2
Suggesting	sentence 8	sentence 9
Apologising	sentence 1	sentence 7
Complaining	sentence 4	sentence 10

3 Give students one minute to read the email and choose the correct letter. If they disagree with other students near them, give them another minute to explain their choices.

В

Ask students if they can work out what the underlined phrases have in common (they are all too informal for the style of letter). Tell them that phrases A-I are more formal alternatives to the underlined phrases. They should find a more appropriate phrase from the list for each of the underlined phrases.

#### ALTERNATIVE

If you have a strong class, they could come up with their own alternatives instead of choosing from the list. After they have done so, they can compare their answers with the phrases from the list.

1 C	2 D	3 F	<b>4</b> B	5 H	6 A	<b>7</b> G
8 E	9					

Tell students they do not need to write their own or the recipient's address but should start with an appropriate greeting, e.g. Dear Sir or Madam and end with Yours faithfully. Remind them that if they have started with a name, such as Dear Mrs Jones, they should end with Yours sincerely. Brainstorm ideas for the letter. Have students share their own experience of being disappointed with a product or service. Remind students to use phrases from the letter and Exercise 4.

When students have finished their letter, they should swap with a partner for peer evaluation. The partner should check that all three of the bullet points have been covered and to highlight any phrases from the section that have been used. Collect the letters in and highlight any language errors, focusing on any language which is too informal.

## READING AND USE OF ENGLISH PART 6 TRAINING

SB P110

#### **©EXAM INFORMATION**

Part 6 of the Reading and Use of English paper is a gapped text. Candidates read an article from which six sentences have been removed. At the end are the sentences in jumbled order and a seventh sentence they do not need. Candidates need to decide where in the text each sentence has been removed from. There is an emphasis on text structure, cohesion and coherence, and candidates' ability to follow the development of a long text.

Provide an example or two from the list below (or your own ideas). Give students time to discuss their ideas in pairs before sharing them with the class as a whole. Feed in other ideas from the list if needed.

#### Possible answers

Doorbell – Install an alert, via an app on your phone, which lets you know your doorbell has been pressed. Fridge – Add a camera inside which you can access via your phone so you can see what you have and don't have while out shopping.

Lock – Use a fingerprint instead of a key.

Temperature control – Change the temperature settings via an app on your phone.

- 2 Give students two minutes to read the text to check if their ideas from Exercise 1 were mentioned.
- 3 Emphasise the importance of pronouns in being able to follow a longer text and in this kind of task. In this exercise, students have to choose between the two options. They should find the pronoun and read the whole sentence to decide what it refers to. They might even need to read the sentences before and after.

#### **ALTERNATIVE**

Stronger students might want to write their own answers rather than choosing from the two options.

Ai Bii Ci Dii Ei

4 Read out the sentences before and after the first gap. The sentence after the gap starts with the pronoun this and the verb activates. Students therefore need to find a sentence from the list that has a thing or idea that can be replaced by this and can be activated. Ask them to read through the list A-G and find the appropriate sentence (C - This option refers to the tiny camera, which is activated when the doorbell is pressed). Ask students to follow the same procedure with the other gaps. Give them time to check their answers with a partner and if they have different answers to try to explain their choices.

1C 2G 3E 4F 5D

If appropriate, appoint one student to monitor the group members' participation and encourage any quiet students to share their ideas.



#### IDIOMS FOR SCIENCE AND TECHNOLOGY

#### WARMER

Elicit the meaning of *idiom*. Can the students think of any examples? Give them a few minutes to look back through the book and notebooks to find some they have learnt (*had me in stitches* (unit 5), *recharge your batteries* (unit 1), touch and go (unit 1), etc.)

1a Students find the idiom as quickly as possible. Ask them to raise their hands when they have it.

on the cutting edge

1b Students scan paragraphs 3 and 6 quickly to identify the idioms. They share their ideas about the meanings of the two idioms with their partners.

not the sharpest tool in the shed (3<sup>rd</sup> paragraph): not very intelligent

stand the test of time (final paragraph): be popular for a long time

2 Draw students' attention to the pictures. Tell students that the words in the box each form part of an idiom connected to the topic of science and technology. First they need to understand the literal meaning of the words. Students can label the pictures in their books with the items from the box.

fuse – picture 5 light bulb – picture 6 plug – picture 2 rocket – picture 3 steam – picture 1 wires – picture 4

- 3 Ask the students to predict what the idioms might be.
  Don't give them the answers just yet. Instead, ask them to
  write their ideas down in their notebooks.

1 run out of (D) 2 pull the (A) 3 exactly, science (F) 4 getting, crossed (B) 5 a short (C) 6 a, moment (E)

#### **AUDIOSCRIPT** © 048

Ricardo: Louise?

Louise: Hey, what's up?

Ricardo: You know how you're really smart, intelligent,

and ...

Louise: Yeah, yeah, alright! What do you want?
Ricardo: Well, someone's just sent me a link to this quiz.

Louise: A sort of brain-teaser, is it?

**Ricardo:** Kind of. So, basically, you've got these six pictures.

And there's an idiom connected to each one.

Louise: Let's have a look then ...

Ricardo: So, what have we got - looks like a machine. I can't

think of an idiom there.

Louise: Is that steam coming out the top?

Ricardo: Got it! Yeah, this is what you do after you've been

at work for a whole five minutes - you run out of

steam.

Louise: Very funny!

**Ricardo:** You do. You stop work and start doing quizzes! **Louise:** Alright! What's next: plugs, sockets, take the plug

out ...

Ricardo: Not really an idiom though, is it?

Louise: No, guess not. What about pull the plug on

something?

Ricardo: That's the one! I always think, you know, if you pull

the plug on something, like you stop doing it, that it

comes from a bath plug.

Louise: Pull the plug, let all the water out.

Ricardo: Yeah.

Louise: Or it could be the idea that if you pull out an

electric plug, then it would stop working.

Ricardo: Hey, we're doing well, aren't we? Geniuses!

Louise: Yeah, but come on, it's not exactly rocket science is

it? Hey - did you see what I just did there?

Ricardo: What?

**Louise:** Not exactly rocket science! **Ricardo:** Oh, another answer!

Louise: Yeah, come on, Ricardo. Keep up!

Ricardo: What about all those cables? What could that be?

Louise: Cables ... or wires.

Ricardo: Oh, I know, getting your wires crossed.

Louise: Right, for like, a misunderstanding. That must have

come from, like in the olden days, if you wanted to make a phone call, you had to phone an operator and they would literally plug your line into someone

else's, to connect your line to theirs.

Ricardo: Right, so getting your wires crossed would be like,

being connected to the wrong person, so you wouldn't know what they were talking about.

Louise: Yeah, makes sense.

Ricardo: What about the fuses? Oh I know, to have a

short fuse.

Louise: Have a short fuse. Like our supervisor, who gets

angry at the smallest thing.

Ricardo: I was thinking more like you, actually.

Louise: Hilarious!

Ricardo: OK, one more to get then. With this bulb. Come on,

Louise, we need a moment of inspiration here, a

sudden brilliant idea.

Louise: A light-bulb moment, you mean!

Ricardo: A light-bulb moment, that's it, look at you. Not as

daft as you look, are you?

Louise: Watch it!

Ricardo: Oh well, now that we've done them all, I guess we

should get back to those spreadsheets.

Louise: What? Don't be ridiculous - it's coffee time!

Ricardo: Oh, alright, go on then.

5 This exercise should be done individually as it tests students' understanding of the idioms presented in the previous exercises. Point out that they may need to change the form of the verb in the idiom so that it fits the sentence. Do the first one together as an example. Elicit that the idiom they need is get your wires crossed and ask: Which tense should the verb be in? (past simple because the other verbs in the sentence are in the past). Get students to mark their own answers and correct any they got wrong.

1 got my wires crossed 2 has a short fuse 3 isn't (exactly) rocket science 4 pulled the plug 5 a light-bulb moment 6 ran out of steam

#### **OEXTENSION**

Review the idioms in the next lesson by holding up the pictures from Exercise 2 in random order and eliciting the relevant idiom. Alternatively (or in addition), say the key word (fuse, light-bulb, plug, rocket, steam, wires) and give points for the first group to complete the idiom.



#### MODALS OF SPECULATION AND DEDUCTION

Put the sentence This could become a really important feature in the future on the board. Ask students if they can remember what this refers to in the text (keeping track of how much you are spending on energy). Ask one student to come to the board and underline the modal verb (could). Elicit that the speaker is uncertain about it. Erase the word could and draw a line under the gap. Ask students to suggest other modals that could fill the gap.

could; uncertain; may / might

Draw a line horizontally across the board. On the lefthand side of the line, write *certainly not true*. In the middle of the line, write *possibly true* and on the right-hand side of the line, write *certainly true*. Ask one student to read out the first sentence in Exercise 1. Then ask the students to point to the correct part of the line on the board (*certainly true*). Ask students to complete Exercise 1.

1A 2C 3B 4A 5B 6C

2 Ask students to complete the table. Tell them to write out the full sentences as well as the number of the sentence. This will help students to notice the form of the past sentences. Put the completed table on the board. In the past sentences highlight the modal have and the past participle.

	Present	Past	
Certainly true	1 He must be stuck in traffic.	4 He must have been delayed.	
Certainly not true	5 He can't be making a phone call.	3 He can't have gone to another room because they're all full.	
Possibly true 6 He could be in the wrong meeting room.		2 He may have gone to the bathroom prior to the meeting.	

Model the pronunciation of sentence 4: He /mastəvbɪn/ delayed.

Tell students that the modal (must), auxiliary (have) and past participle (been) are pronounced weakly, which means they are spoken quickly and not stressed. Get students to practise saying the other past sentences. Show the link between the modal and have by drawing a line under them (can't have).

if a present or past form is required and choose an appropriate modal depending on how certain the speaker is. Do the first one together as an example. Ask them to read the sentence and say whether a present or past modal is needed (past). Elicit the correct modal (can't) and the form (can't have seen). Ask students to do the exercise individually and then compare with a partner, explaining their answers where there are differences.

#### Suggested answers

1 can't have seen 2 must have forgotten 3 might / may / could be 4 must have received 5 can't possibly be 6 must be held up / must have got held up

4 Ask students to look at the exercise. Elicit the name of the task type and where they will encounter it in the exam (key word transformation, Reading and Use of English Part 4). Remind them of the number of words they need to use (2–5) and that the word in capitals must be used with no change in form. Tell students that all the questions in this exercise relate to the topic of the section (modals of deduction), while in the exam each question will test a different language point. Students do this exercise individually to test themselves. Give them the answers and get them to mark their own work and reflect on how they are doing with the language point.

1 must be stuck 2 might not have been 3 have run out of 4 might have pulled the plug

Point out that the grammar from this section is often used when talking about crime because the police often don't know who committed the crime and need to work from clues and use deduction to solve the crime. Tell them that they are going to do some police work. Read through the police report together. Ask students to read about all the suspects and then use modals of deduction to decide who could have committed the crime.

#### **OEXTENSION 1**

Assign the roles of Paula, Tony, Richard, Martina and Matt to students and ask other students to take the role of police officers. This exercise could be done in groups of 6 or 7 with 1 or 2 police officers per group. First the whole group work on the questions the police need to ask each suspect, e.g. What time did you leave work on Tuesday? Where were you between 5 and 6.30pm? Did you see any of the other suspects on Tuesday afternoon/evening?

The police officers then interview the suspects and the whole group decide who can be eliminated from the police enquiries. Who do they think is the prime suspect?

#### **OEXTENSION 2**

Ask students if they enjoy watching crime shows or mysteries. Give them time to prepare a presentation on a show they have watched in which there was a crime and several suspects. How did the detectives manage to work out who was the culprit?

### SPEAKING PART 1 TRAINING

SB P113

1 Don't get students to answer questions A-D at this stage. Students read the questions A-D and answer the questions 1-3 about them.

1 more personal topics 2 no 3 both

2 @ 049 Play the audio. Students put questions A-D from Exercise 1 into the order in which they hear the candidate answering them.

1 B 2 D 3 A 4 C

#### **AUDIOSCRIPT** (2) 049

- 1 Well, I'm a student, so I find that my phone is really handy for making (notes) or taking photographs of (slides) during lectures. I suppose the other main thing I do with (it) is (read) the latest news or catch up with my friends on social (media), especially before going to (bed).
- 2 I'm not sure I could to be honest. I'm so reliant on my mobile phone, whether it's keeping in touch with my friends or using the latest apps to help me with learning French, that I can't really imagine my life without it.
- Yes, I do. I travel abroad a lot and having all my favourite tracks with me on the go is a lifesaver. The only issue I have is that I'm always running out of storage space, so I can't store all of my albums on my phone.
- 4 Actually, no. I don't use my phone very much so I'm not too bothered whether it's the fastest or has a cuttingedge camera, for example. As long as I can make and receive calls, then I'm happy.

## P SHORT AND LONG VOWELS SB P113

Model the example words and get students to repeat them.

#### **OEXTENSION**

If students have problems differentiating between the short and long vowel sounds, do some minimal pairs practice. Write the following on the board:

A B

bin bean

live leave

bit beat

fit feet

hit heat

sin seen

Students take it in turns to say a word from column A or B. The partner says which column the word is from.

3 © 050 Play the audio of Extract 1 again for students to fill the gaps with the words they hear.

1 notes 2 slides 3 it 4 read 5 media

#### **AUDIOSCRIPT** © 050

Well, I'm a student, so I find that my phone is really handy for making (notes) or taking photographs of (slides) during lectures. I suppose the other main thing I do with (it) is (read) the latest news or catch up with my friends on social (media), especially before going to (bed).

Ask students to read Extract 1 and highlight words with the sounds /I/ and /ii/.

Students work with a partner and take it in turns to read it out. Partners give feedback on their pronunciation, focusing on vowel sounds.

## P LINKING WORDS IN CONNECTED SPEECH

Write the following on the board:

I went out

Ask students what the two words are and how it would be written (went out). Highlight the end of the word went and ask Is it a vowel sound or a consonant sound? (consonant). Highlight the beginning of the word out and ask Is it a vowel sound or a consonant sound? (vowel). Model I went out and get students to repeat it. Ask them to read through the information in the Pronunciation box to reinforce this.

4 So 051 Play the audio of Extract 2. Students listen for the way the underlined words are connected. They then take it in turns to read the extract aloud to their partner. Students give feedback to their partner on their pronunciation of connected speech.

#### **AUDIOSCRIPT** (2) 051

I'm not sure I could to be honest. I'm so reliant on my mobile phone, whether it's keeping in touch with my friends or using the latest apps to help me with learning French, that I can't really imagine my life without it.

5 © 052 Remind students that words that end in a consonant sound which are followed by words that begin with a vowel sound tend to be connected in speech. Students read Extract 3 carefully to decide where they think the links will be.

#### Suggested answers

Yes, I do. I travel abroad a lot and having all my favourite tracks with me on the go is a lifesaver. The only issue I have is that I'm always running out of storage space, so I can't store all of my albums on my phone.

#### **AUDIOSCRIPT** © 052

Yes, I do. I travel abroad a lot and having all my favourite tracks with me on the go is a lifesaver. The only issue I have is that I'm always running out of storage space, so I can't store all of my albums on my phone.

Play the audio for them to check. Ask students to practise reading the extract aloud to their partners, focusing on connected speech.

6 Point out that the answers to the questions given in extracts 1–4 are approximately 40 to 50 words in length. Give students enough time to write an answer of approximately that length to each of the four questions. As they are planning their answers in advance, they should try to use a good range of vocabulary and sentence structure. While they are writing, go around the class, checking students' work and correcting any errors you see.

Tell students that they are going to read out their answers so they need to prepare by looking for any pairs of words that will be connected in speech. They could also look out for words with the sounds /I / and /i:/ and highlight them to remind them to focus on saying them correctly. Students work with a partner to ask and answer the questions.

#### PUSH YOURSELF

C1

SB P113

#### OTHER WAYS OF EXPRESSING SPECULATION AND DEDUCTION

1 Do the first question together on the board. Elicit the first word from the fact that it starts with a capital letter (It). Continue to elicit the words until the sentence is on the board in the correct order. Students do the same for sentences 2-6. Get students to write out the sentences rather than numbering the words so that they have a record to refer to later.

1 It looks as though the software installation might have failed. 2 My laptop can't possibly be fully charged 3 Research suggests that the drug might be 4 Is there a possibility that the device might need an update? 5 In all likelihood, the machinery must have been damaged in transit. 6 Scientists believe they may well have made a major breakthrough.

## **EXAM FOCUS**

SB P114

## READING AND USE OF ENGLISH PART 6

Ask some questions to elicit what students can remember about this part of the test, e.g.:

- What kind of text features in this task? (articles)
- What is being tested in this task? (text structure, coherence and cohesion, ability to follow a longer text)
- What do you have to do? (replace sentences in the correct place in the text)

Remind students of the key strategies discussed earlier in the unit (read the parts of the sentence immediately before and after the gaps, focus on pronouns). Students should complete the exercise individually. Encourage them to use highlighter pens to highlight pronouns and other 'clues' in both the sentences that have been removed and the parts of the text surrounding the gaps.

2G 3E 4F 5 C 6 D After students have checked their own answers, give them some time to review any they got wrong. If there are any that the majority got wrong, look at them together. Encourage students to reflect on the strategies they used and how successful they were.

#### **SEXAM CHECK**

Having completed the practice task, students should be able to identify and correct the errors in the text.

The texts in Reading and Use of English Part 6 are usually articles from magazines, newspapers or informative texts. The text will contain five six gaps and you must choose from a list of seven sentences the sentence that fits each gap. There aretwo is one sentences that you don't need to use. You can can't use one sentence more than once.

053 Ask students what they know about driverless cars. What do they think it would be like to ride in one? Give them time to read through the list of options A-H. Elicit that all of them start with an adjective that describe feelings. Give students the chance to clarify the meanings of any words they are not sure of. Tell them to listen to the five speakers and choose one item from the list for each. Play the audio. Give students time to check their answers and play it again.

1 C 2 E 3 H 4 F 5 G

#### **AUDIOSCRIPT** © 053

Narrator:

You will hear five short extracts in which people are talking about their experience of going for a ride in a driverless car. For speakers 1-5, choose from the list (A-H) how each speaker felt about their experience. Use the letters only once. There are three extra letters which you do not need to use.

Speaker 1: I've always been fascinated by driverless cars. I'd seen loads of pictures of them in magazines and I always thought they looked really cool. I certainly wasn't disappointed when I saw one in real life. Prior to getting in, I wasn't sure if I would feel as safe as I did in a regular car, which didn't surprise the engineer with me who said that this was a normal feeling to have. I was interested to see how it would react when it came up against obstacles, like pedestrians or traffic lights and, by the end of the drive, I was happy that we didn't hit anyone or crash into anything.

#### Speaker 2: I've always been slightly against the development of driverless cars, mainly because I love being able to control a car myself. It's not that I didn't enjoy the ride, quite the opposite in fact; it was really comfortable and incredibly secure, which was something I wasn't expecting to feel before getting in. What I didn't realise was how much less risky it is than having human drivers. As well as telling me about how straightforward they are to operate, the engineer also told me the price. It wasn't cheap

but that's hardly surprising, I suppose, given just

industries have invested in driverless technology.

how much money the car and software

#### Speaker 3: I'll be the first to admit that I'm not very good at using technology and the concept of driverless cars had always terrified me. I was invited to try it out by a friend of mine who works at one of the companies developing driverless cars. While driving along, he did his best to convince me that they're completely safe and that I should be enthusiastic about the benefits it would bring to society. Before all that though, they need to work on making the car look more attractive, as this didn't impress me at all. If they fixed this, I might then be persuaded to buy one in the future.

- Speaker 4: The number of accidents caused by human error while driving is really alarming. So I've always felt confident that driverless cars would be safer. And having now been in a driverless car myself, I've got to say that I can see a very bright future for road users. My experience was like being driven around by the most considerate driver you can imagine. So if there are to be more driverless cars in the future, I think we can expect a transport system that's in everyone's best interests, with fewer delays and less vehicle pollution. So I'm definitely optimistic.
- Speaker 5: Before I went for a ride myself, I did quite a bit of research into the driverless car industry as a whole. What I found was that the level of investment that's gone into getting the whole thing started is absolutely staggering. Amazing really. I mean, obviously they wouldn't have done it if they didn't think the whole thing had great potential. But unless there are millions of driverless cars on our roads in a relatively short space of time, I can't see that they're going to get any of it back. Furthermore, if the cars don't sell, then the development of driverless technology will go down as one of the most unwise enterprises of all time!

#### **OEXTENSION**

Students read through the audioscript and highlight the words or phrases that helped them decide on their answers.

## **SPEAKING PART 1**

Give some thought to how you are going to put students into pairs. You might want to pair students up with another student of similar ability or pair up stronger and weaker students. If possible, get students to record all or some of their answers. If they do, tell them to listen to the recordings at home and if they are not satisfied, to re-record their answers.

After speaking, invite students to give each other feedback on fluency, accuracy, range of grammar and vocabulary and pronunciation.

#### **⊗EXAM CHECK**

Students answer the questions in pairs to check their knowledge of this part of the test.

1 The examiner 2 with 3 don't need 4 two

> SPEAKING BANK / pages 244-245

#### **REAL WORLD**

#### **SB P116**

#### WARMER

Ask students to look at the photos of Singapore and talk about their impressions of the place. Elicit what students know about Singapore and if any of them have been there.

- 1 Students discuss the question in small groups. Elicit ideas from each group in whole class.
- Students read the information about the apps. Tell them not to worry about unknown vocabulary at this stage. Students rank the apps individually and then compare with a partner. Encourage them to explain why they think a particular app would be useful for them. Do they know of similar apps in their own countries or cities?
- 3 Students complete the gaps in the questions. Tell them that the phrases they need can be found in the texts. Draw their attention to the definitions, which are there to help them locate the right phrase.

1 must-have 2 get from A to B 3 lost your bearings 4 star ratings

4 Students ask and answer questions 1-4 from Exercise 3 in pairs. Monitor and listen in to ensure students have understood the questions.

- 5 © 054 Ask students to read questions 1–3. Play the audio. Students listen and answer the questions. Check the answers as a class.
  - Ethan cannot download images from his camera to his laptop.
     Jasmine asks Ethan to restart his laptop
     Jasmine recommends that Ethan installs the latest software on his laptop.

#### **AUDIOSCRIPT** © 054

Jasmine: Hello sir, how may I help?

Ethan: Oh hello, I bought this digital camera here

yesterday. But the thing is, it doesn't seem to be

working properly.

Jasmine: Oh dear.

Ethan: I thought it might be damaged, so I thought you

might be able to take a look at it.

Jasmine: Sure. So, what appears to be the issue?

Ethan: Well, it takes photos, which I can view on the

screen without a problem. But the issue is that when I connect the camera to my laptop, nothing happens. So I can't get it to download the photos

from the camera.

Jasmine: I see. Have you tried restarting the laptop?

**Ethan:** Yes, I tried that, but it didn't make any difference.

And I checked out the troubleshooting menu online, but I couldn't find anything that worked. So I guess it must have a fault. The camera's still

under warranty, so can I exchange it?

Jasmine: Well, I just need to see if I can get to the bottom

of it myself first ... Did anything else happen

when you connected the camera?

Ethan: Yes, it did. I received an error message on the

screen of my camera. It said 'this device isn't compatible with the camera; please connect another device'. I don't really want to buy another laptop, because there's nothing wrong

with this one.

Jasmine: How long have you had the laptop?

Ethan: About six years.

Jasmine: And have you ever updated the software?

Ethan: Well, no, not recently.

Jasmine: OK, well, what I'd recommend is that you install

the latest software on your laptop. And then

hopefully, that should do the trick.

Ethan: OK, great, I'll give that a go and hope for

the best.

6 Students match the colloquial expressions from the conversation with their more formal equivalents. They may refer to the audioscript for more context if they wish to.

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

Prainstorm things that might go wrong with phones, tablets, laptops, printers, etc. What kind of problems have students experienced with their own devices? Have they ever taken them into a shop to get help? Ask them to share their experiences in groups.

Give students a few minutes to decide what problem they are going to talk about in the role of customer. Students work in pairs to role play the situation. Encourage students to use the colloquial expressions used by Ethan and Jasmine. Give all students the chance to play both roles.

You could ask one or two pairs to come to the front and act out their scene for the class, but don't put them under pressure to do so.

Tell the students that they are going to watch a short video about Singapore. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

#### Suggested answers

The history of Singapore: originally a small settlement, now a major trading centre; home to 6 million people; variety of languages spoken

Places to visit: Gardens by the Bay – home to over 1 million plants; Supertree Grove – famous for its giant tree-like structures; the Singapore Flyer

The Smart Nation initiative: launched in 2014, it aims to improve people's lives by using technology; residents can check traffic information, navigate around Singapore and use technology to learn new skills

## LIFE COMPETENCIES

SB P117

## EVALUATING OPTIONS, WORKING TOWARDS A RESOLUTION

- In groups, students brainstorm items they might need for a trip to Singapore. Once they have decided on the items, which needn't necessarily all be technology-related, they work independently to find the best deals. When they report back to the group, they can explain why they chose a particular model and which stores have the best deals.
- > WORKBOOK / Unit 8, page 36

### PROGRESS CHECK 3 UNIT 6 TO UNIT 8

#### SB P118

1

1 at 2 by 3 on 4 as 5 from 6 of 7 with 8 of

#### 2

1 Charles Dickens, who wrote the book "Great Expectations", died in 1870. 2 There used to be two lions in the zoo, both of which were male. 3 The concert, which I have tickets for, starts at 7 pm. 4 John Forrest, who(m) I met last year, is an award-winning actor. 5 The dishes, all of which are suitable for vegetarians, use ingredients grown on the local farm. 6 Unfortunately, the market, which I buy my food from, has closed down.

#### 3

1 endangered 2 environmental 3 renewable 4 astonishing 5 coastal 6 sightseeing

#### 4

1 dislike2 unaware3 reapply4 irresponsible5 impolite6 illegal

#### 5

1 If I had known that you were hungry, I would had have prepared dinner.
2 I wish I hadn't ate eaten all that ice-cream. I feel really sick now.
3 I really regret not to-go going to the restaurant with my friends last night. Apparently they met Ed Sheeran!
4 I would love to go on a road trip around Europe. Only if If only I could drive!
5 If I hadn't gone to the concert last night, I wouldn't have been be so tired now.
6 I wish hope the meal will be good tonight.
7 I wish the man would stopping stop smoking. It's so annoying.
8 I can't understand anything on the menu, sadly. If only I would could speak French.

#### 6

1 portions 2 gone off 3 vitamins 4 in season 5 savoury 6 appetite 7 sticking to 8 hygiene 9 cuisine 10 split the bill

#### 7

They must have bought their son a new car.
 Stephanie might be cooking a meal for him because it's his birthday.
 He couldn't have written her a song because he can't play any musical instruments.
 Mary can't have lent her friend some money because she doesn't have any herself.
 Simon must have forgotten to send me the email.

#### 8

1 must have forgotten2 might have been backed up3 (might/may/could) be able to fix4 (might/may/could) be making

#### 9

1 up 2 back 3 bugs 4 short 5 pull the plug 6 compatible 7 load 8 breakthrough



#### UNIT OBJECTIVES

**Topic:** the world and beyond

Grammar: future forms and probability; future

perfect and future continuous

**Vocabulary:** the weather; set phrases with far

Listening: great explorations
Reading: Part 2: open cloze

Speaking: Parts 3 and 4: collaborative task and

discussion

Writing: Part 1: essay

Pronunciation: word stress: adding emphasis

Exam focus: Reading and Use of English Part 2;

Writing Part 1; Speaking Parts 3 and 4

Real world: Broadening your horizons in ...

Los Angeles

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

## GETTING STARTED

SB P120

#### WARMER

Write the title of the unit, *The great outdoors*, on the board. Elicit ideas about what will be included in the unit.

#### **ALTERNATIVE**

As you take attendance, ask each student to say a word beginning with the next letter of the alphabet that relates to the topic.

Example answers

Teacher: Maria- A
Maria: atmosphere
Teacher: Pablo- B
Pablo: beaches
Teacher: Ahmed-C
Ahmed: continents

- 1 Students try to answer the quiz by themselves and then work in pairs to compare answers. They can use their phones to check their answers.
  - 1 1 Mandarin Chinese, 2 Spanish, 3 English
    2 1 China (approx. 1.4 billion), 2 India (approx. 1.3

2 – 1 China (approx. 1.4 billion), 2 India (approx. 1.3 billion), 3 U.S.A. (approx. 325 million) 3 – 56.7 °C (134.1 °F) – recorded at Death Valley, California, USA in

1913 4 - (African) Elephant which can weigh 4,500 5,900 kg
 5 - 122 years, 164 days (Jeanne Calment -

1875-1997)

#### **FAST FINISHERS**

Ask students to write one or two more questions about the world or space for a partner to answer.

## READING

#### SR P120

1 Before they look at the headlines, students should look at the photos and talk to their partner about the natural phenomena they can see.

Ask students to match the pictures to the headlines.

#### **BACKGROUND INFORMATION**

Aurora Borealis are also called the Northern Lights.
These light shows are caused by collisions between
electrically-charged particles from the Sun which enter the
Earth's atmosphere and collide with oxygen and nitrogen.
The Northern Lights can be seen in parts of Scandinavia.
They are mostly green but can sometimes be red, yellow,
green, blue or violet.

A Tornado rips through rural farmland B Stormy tropics cut off travellers C Double rainbow delights in daylight D Sinking soil as earthquake strikes E Selfie-takers flee as volcano erupts F Falling amphibians cause confusion G Coastal darkness lit up by breath-taking night sky

#### **OEXTENSION**

Ask students what tense the headlines are in (present simple). Tell them that this is conventional for newspaper headlines. Ask them to find examples of alliteration (words starting with the same sound used near each other). Point out that this is also conventional in headlines for some newspapers (especially the less serious ones).

Examples: double, delights, daylight/sinking, soil, strikes/ cause confusion

What type of words are missing from the headlines? (a/the, auxiliary verbs, etc.)

#### **QEXTENSION 2**

Students choose two headlines and write what they think might be the first sentence of the article. Elicit that this will typically be in the present perfect tense. Provide an example, e.g. A tornado has ripped through farmland in rural parts of Canada.

- 2 Encourage students to give a reason for their choice and compare their choices with other members of their group.
- 3 Students read the first sentence and match it to a headline.

Falling amphibians cause confusion

#### **CULTURAL NOTE**

The phrase raining cats and dogs originated in the 17th century, but no one knows how it came to be a popular phrase. It is no longer common in the UK, particularly among young people.

4 As a class, share ideas about why frozen frogs might have 'rained' on people in New Zealand. Give students one minute to read the text to check which explanation was correct.

## READING AND USE OF ENGLISH PART 2 TRAINING

SB P121

#### SEXAM INFORMATION

Remind students that they looked at this part of the Reading and Use of English paper in Unit 6. Elicit the name of the task (open cloze), its focus (grammar) and what they have to do (find one word to fill each gap). Remind them of the strategies discussed (carefully studying the whole sentence, especially the words immediately before and after the gaps).

5 Elicit the type of words which are usually needed for the gaps in an open cloze (prepositions, pronouns (including relative pronouns), auxiliary verbs, etc.). Students work independently to find a word for each gap before checking with a partner.

3 whom 4 of 5 with 6 to 1 by / at 2 are 7 them 8 have

#### **OEXTENSION**

Students share their reaction to the text and then make a list of weather phenomena in their countries. They could also write down any weather phenomena they have experienced while visiting another country. Allow students to use their phones to access any vocabulary they need. If they are not sure what to write, you could give them some suggestions, e.g. fog, thunderstorms, hailstones, sleet, heatwaves, blizzard, monsoon, hurricane, sandstorm, drought, floods.

Students may use any of the ideas from above or any other weather phenomenon they have heard of or they can do a web search to find an interesting one. They should include:

- where it takes place
- how common it is
- what it is caused by
- what kind of damage it can cause
- how people can take precautions against it

They could write about their phenomenon for homework and you could make a class display. Ask students to provide a picture of the phenomenon they have written about.

## *VOCABULARY*

#### THE WEATHER

1 @ 055 Give students time to study the notes on the weather. Tell them that the notes contain some errors. Play the audio and students make the corrections in their books.

#### Today

Early morning: correct

Late morning / afternoon: sunshine rain Temperature: below above average

#### Tomorrow

Morning: rain moving south north Lunchtime: bright skies storm Afternoon: winds up to 75 65 km/h

Evening: correct

#### Day after tomorrow

Morning: correct

Afternoon: heavy rain sunshine Night: dry and clear damp and misty

2 055 Write the following on the board:

heavy rain wind strong

Ask students whether you can say heavy rain (Yes), heavy wind (No), strong rain (No). Tell them that heavy rain and strong wind are collocations and there are several others connected to the weather. Tell them to match words from the first column with words from the second to make weather-related collocations. Play the audio again for them to listen and check.

violent storms persistent rain mild temperatures gale-force winds dense fog poor visibility

#### **AUDIOSCRIPT** © 055

Here is the weather forecast.

#### Today

We can expect a gusty start to the day with wind speeds reaching 40 kilometres per hour at times. It will cloud over by mid-morning leading to rain which will be persistent through the afternoon, and heavy in places, particularly across the southwest corner of the country. Fortunately, the hard frosts and freezing conditions experienced last week when many lakes froze over will have been replaced by mild temperatures which will be above average for the time of year.

#### Tomorrow

Brightening up in the west as rain pushes north; however, expect wind speeds to pick up along the northeast coast. There's a possibility of a storm developing around lunchtime, becoming quite violent by mid-afternoon. Gale force winds reaching 65 kilometres per hour are expected to rip through coastal regions where seas will be rough, particularly around high tide times. The worst of the wind will have died down by early evening, however, leading to more settled weather overnight.

#### The day after tomorrow

In the southern hills, dawn will be greeted with dense fog. Please take care if you are on the roads as visibility will be poor. By mid-afternoon, however, the worst of the fog will have lifted, and we can expect some pleasant hazy sunshine. It will remain damp and misty overnight but with improved visibility and, by the time the sun comes up on Friday, we can expect the mist to have completely cleared and the temperatures will have warmed up by the early afternoon.

Write The weather is warming \_\_\_\_\_ on the board. Ask which preposition goes in the gap (up). Tell students that there are many verb + particle (preposition or adverb) combinations used when talking about the weather. Some of them were in the weather forecast they just listened to. There are two parts to this exercise. Students first need to choose between the two particles and then to match the beginnings and ends of the sentences. Point out that while the verb + particle combinations are from the listening text, they are presented in new contexts in this exercise.

1 over 2 over 3 up 4 up 5 through 6 down 7 up

4 Ask students to look at the illustrations. Elicit some of the vocabulary they will need. Encourage them to use collocations and verb +particle combinations they have learnt in this section. You can either get students to do this individually for homework or to work in pairs to write their weather forecast in class. If they have done it in pairs, put them with another pair to present their forecast. If they have done it individually, put them into groups of three or four, where they take it in turns to present. You could ask each group to nominate one student to present to the class. When listening to others' presentations, make sure they have a listening task. For example, listeners could note down collocations or other words from the section they have used or note down any grammatical or pronunciation errors.

#### Possible examples

#### Today

A bitterly cold start with dense fog and poor visibility. By late afternoon, the wind will have picked up and it will have clouded over. We can expect heavy rain by early evening and strong winds reaching 30mph.

#### **Tomorrow**

Overnight we can expect thunderstorms followed by persistent rain all morning. Wind speeds will reach 50mph and there is a risk of floods in some areas. However, after the heavy downpour it will brighten up and temperatures will rise to 20 degrees.

#### Outlook

The outlook is good. The wind will die out and temperatures will soar. By Friday the weather will be scorching with temperatures set to reach 30 degrees.

#### **OEXTENSION**

Ask students if they know which parts of the world don't have four seasons (tropical and sub-tropical regions, i.e. areas close to the equator). These areas typically have two seasons (wet, or monsoon, and dry). Some tropical regions have two distinct monsoon seasons per year. Polar and temperate regions have four seasons. Ask when summer is in the Northern and Southern hemispheres (Northern – June to August; Southern – December to March).

### SPEAKING PARTS 3 AND 4 TRAINING

#### SB P122

1 Ask students to quickly look at the photos and say what they have in common. (They all show environmental issues.) Ask them to match the words and phrases with the photos. When discussing the causes and effects of the issues, they do not need to discuss each picture individually as many of them have the same causes and effects.

A littering B deforestation
D oil spills E urban sprawl
G greenhouse gas emissions
C coastal erosion
F toxic waste
H rising sea levels

2 Students check their understanding of the vocabulary from the previous exercise by putting the words into the correct sentence. They complete it alone and check with a partner.

1 oil spills 2 urban sprawl 3 deforestation
4 costal erosion 5 littering 6 rising sea levels
7 toxic waste 8 greenhouse gas emissions

3 Encourage students to discuss all the issues and agree on the most and least serious. Point out that 2 is the kind of question that might be asked in Part 4 of the Speaking exam. Give students some language to help them:

#### Question 1

According to what I have read, ... is having a negative effect on ...

Some people say that ... is not that serious, but in my view ...

In my view, the consequences of ... are devastating.

#### **Question 2**

What we do in my country is ...

One suggestion is to ...

The greatest challenge we have to overcome is ...

## SPEAKING PART 3

#### SB P122

056 Tell students they will hear two exam candidates doing a task similar to the one they have just done. Tell them that they will talk about four out of the five issues listed in the first column. For each, they should choose an effect they talk about from the second column.

1 Not talked about 2D 3E 4C 5A

2 © 056 Play the audio again and give students time to compare answers.

1 Shall I start?, Yes go ahead.
2 How about this next one, littering?
3 You're right!
4 What do you think about urban sprawl?
5 but, as you say ...

#### **AUDIOSCRIPT** © 056

**Examiner:** Now I'd like you to talk about something

together for about two minutes. Here are some of the issues that affect the environment and a question for you to discuss. First you have some time to look at the task. Now talk to each other about how these issues affect the environment.

Harry: Shall I start?
Emma: Yes, go ahead.

Harry: OK, let's start with this one, oil spills. I think this

can really harm the animals that live in and around the sea, such as birds, whose feathers get covered in oil which can prevent them from

flying.

Emma: I agree. It's not just birds that are affected, but

fish as well. Oil spills can lead to the death of hundreds and thousands of fish which also has a huge impact on the fishing industry as it depends on them to make a living. How about

this next one, littering?

**Harry:** Yes, this is a big problem in my city. People

throw litter on the floor or leave it in the street and don't think about the consequences, one of which is the health risks, such as the spreading

of bacteria.

Emma: You're right! Not to mention broken glass,

which can lead to infections if it cuts the skin.

Harry: Exactly. Shall we move on to the next topic?
What about the effect of deforestation on the

environment?

**Emma:** Well, this is a big problem in places like South

America. I think that by cutting down large numbers of trees, you reduce the number of

green spaces in that area.

Harry: Yes and, in a lot of cases, it can actually cause more harm to the environment because they

often burn the trees. What do you think about

urban sprawl?

Emma: Well, where I live, many people have moved

out of the city centre to the suburbs, and more and more people are driving because the

transport isn't as good in these areas.

**Harry:** It's the same in my city. The traffic is terrible

and it often takes me over an hour to reach the city centre. I would love to use public transport but, as you say, it isn't always available, so I

use my car instead.

Examiner: Thank you.

## P WORD STRESS: ADDING EMPHASIS SB P123

3 © 057 Elicit what we mean by 'stressing' a word (saying it louder and slower than the other words). Ask students what kind of words are usually stressed in a sentence (words that carry the main meaning, not grammar words like auxiliaries, articles and prepositions). Tell students that a speaker can choose to place the stress on any word to give it more emphasis. Give an example by saying the same sentence twice with stress on different words. Each time you say the sentence, ask students which words were stressed.

My <u>city</u> is the most <u>congested</u> in the whole of <u>Italy</u>. My <u>city</u> is <u>the most congested</u> in the <u>whole</u> of <u>Italy</u>.

Tell students they are going to hear the last part of the conversation. They should decide which of the highlighted words are stressed.

It's the same in my city. The <u>traffic</u> is <u>terrible</u> and it often takes me over an <u>hour</u> to reach the city centre. I would <u>love</u> to use public <u>transport</u> but, as you say, it isn't always <u>available</u>, so I use my <u>car</u> instead.

#### **AUDIOSCRIPT** © 057

It's the same in my city. The traffic is terrible and it often takes me over an hour to reach the city centre. I would love to use public transport but, as you say, it isn't always available, so I use my car instead. 4 O58 Play the audio and give time for students to compare their answers to the questions. Emphasise that it is not necessary for them to reach agreement with the other candidate. The examiner is interested in the quality of the discussion and use of language rather than the

1 as far as I'm concerned ... 2 don't you think that ... 3 That's a valid point, but ... 4 Perhaps we can agree to disagree ... 5 Almost (They agree on the top 3.)

#### **AUDIOSCRIPT** © 058

**Examiner:** Now you have about a minute to decide which

two issues you think are the most serious

and why.

Emma: OK, as far as I'm concerned, the two most

> serious issues are deforestation and oil spills because these are two things that affect animals

as well as humans.

I agree with you about oil spills, but don't you Harry:

think that urban sprawl is more serious because it affects a wider number of people across the

world?

Emma: That's a valid point, but I would argue that

deforestation is more dangerous for the planet.

Perhaps we can agree to disagree on Harry:

> deforestation and urban sprawl. It looks as though we can rule out the other two options,

coastal erosion and littering.

Yes, I think so. They are both important issues Emma:

but perhaps they aren't as serious as the other

three we've already discussed.

That's true. Harry: Examiner: Thank you.

5 Tell students that the topics in this book are those that commonly occur in the exam. In addition to following this course, they should read about issues like the environment in newspapers, magazines and websites to ensure they are able to respond appropriately to tasks and questions in Parts 3 and 4.

Students work in pairs and study the word web before talking together for about two minutes. There are several ways to ensure students benefit from this exercise. You could get them to record their discussion and listen back to it together, evaluating their performance. Alternatively, students could work in threes. Appoint the strongest students to act as the examiner, listening to the discussion and making notes on both the strengths and the weaknesses of both 'candidates'. Either way, monitor as many pairs/groups as possible, noting down positives such as use of the language presented in this section and also any errors, especially any that affect communication. Do whole class feedback, ensuring you emphasise positive aspects of students' performance.

6 Ask students to discuss the question in pairs. Encourage them to reach a decision using the phrases they have learnt in this section.

## **SPEAKING PART 4**

- In Part 4, students might be asked a question that they can't immediately think of an answer to. Tell them they can 'buy time' while appearing fluent by using phrases like the ones in this section. With a partner, tell students to read out the sentences as naturally as possible. This means they should imagine they are in a situation where they can't think of anything to say. They should sound interested in the question and say the phrases slowly to show they are thinking. Model a few of them. Their partner should give them feedback on whether they sounded natural.
- O59 Play the audio. Students check whether Harry and Emma stressed the same words they did.

1 I've never really thought about that, but if I had to express an opinion, I'd say ... 2 Actually, I've thought about this before and I think ... 3 It's quite difficult to say but I guess ... 4 That's an interesting question to answer. I reckon ... 5 That's a difficult question. Let me consider that for a moment. OK, I think ... 6 That's an interesting question and something I have strong views about. I firmly believe ...

#### **AUDIOSCRIPT** © 059

Is littering a problem where you live?

I've never really thought about that, but if I had to Emma:

express an opinion, I'd say ...

2 Do you think the amount of pollution in cities has

increased in recent years?

Harry: Actually, I've thought about this before and

Some people think that cars should be banned

from city centres? Do you agree?

Emma: It's quite difficult to say but I guess ...

Do older people care more about the

environment than younger people?

Harry: That's an interesting question to answer.

I reckon ...

Do you think it would be possible to recycle

everything that people throw away?

Emma: That's a difficult question. Let me consider that for

a moment. OK, I think ...

6 Do you think people should do more to help

protect the environment?

Harry: That's an interesting question and something

I have strong views about. I firmly believe ...

3 It might be a good idea for students to work with a different partner as they have now done quite a few speaking activities in this section. Give students a few minutes to read through the questions and think about how they are going to answer them. They should ask and answer the questions, making use of the 'time to think' phrases. Ensure both students get to answer all the questions.



#### **FUTURE FORMS**

Introduce the section by reminding students that there are several different ways to talk about the future. We use different tenses, modals and other expressions, such as It's likely that and I'm sure that...

Ask students to look at the two photos. Explain that there are two parts to the task: describing what they can see and suggesting what the pictures might represent. After students have shared their ideas in pairs, elicit what they think the photos represent.

2 Tell students that one way of talking about the future is prediction. Give a few examples of predictions based on your class or the current situation, e.g. I am sure Amelia will do very well in the Speaking test or I expect it will be hot again tomorrow.

Tell students that they are going to read part of an interview with a scientist about space exploration. Elicit a few examples of what they think the scientist will say about the future of space exploration (governments will spend more money on it, more planets will be discovered, etc.). Ask students to work in groups of 3 or 4 to come up with predictions for each of the points (1-3). Bring the class back together, elicit some of their ideas and write them on the board.

- 3 Give students two minutes to read the extract. Draw their attention to the board and the list of predictions. Ask which ones were mentioned and put a tick next to them.
- 4 Ask students to use a highlighter pen to highlight the examples. If possible, put the text up on the board and ask students to highlight them on the board. Point out that when 'will + infinitive' is used in these examples, it is used with an expression that provides more detail about the prediction, such as how strongly the speaker feels. Ask students to highlight these expressions in another colour (it's more than likely, in all probability, I'm doubtful that, I'm sure). Point out that the expressions to be bound to and wait and see are fixed collocations that can't be changed. Ask if you can say see and wait (No) or He's bound for develop (No).
  - 1 A I think it's more than likely that we will try and get **B** In all probability, space tourism will nearer the sun. become a reality in my lifetime. C I'm doubtful though that it will be affordable for the majority of people at D I'm sure it won't be long before the rich and famous ...
  - 2 ... they're going to build a prototype in the near
  - 3 ... engineers are bound to develop a probe that
  - 4 We'll have to wait and see if it becomes a reality.
  - 5 in the near future, it won't be long
  - 6 I'm on the fence

5 Students focus on accuracy by putting the words into the correct order. When doing feedback, ask whether you can say in probability (No - it must be in all probability). Check students have the words in the correct order before asking them to decide if they agree or disagree with the statements. Encourage them to give reasons for their answers. After a pair discussion, finish the section by asking students to show if they agree/disagree with each statement by raising their hands. Elicit a few reasons from each side.

1 In all probability, we'll continue to spend vast amounts of money on space exploration. 2 It's more than likely that people will settle on Mars. 3 There's little prospect of finding life on another planet. 4 I'm almost certain that tourists will go to space in my lifetime.

#### **OEXTENSION**

Students use the future expressions from the section to make predictions about their country, their classmates or technological developments.

#### PUSH YOURSELF

C1

SB P124

#### TALKING ABOUT THE FUTURE

7 Tell students that, like some of the expressions from the previous section, these are fixed phrases, so the order of words can't be changed and words can't be omitted. Students match the sentences to the meanings of the expressions in bold. Ask students to check with a partner.

1 B 2 D 3 E 4 C 5 A

#### **OEXTENSION**

If students are interested in the topic, encourage them to do research to find out more about current research and development in the area of space exploration and report back to the class in the next lesson.

### MINERAL SB P125

#### WARMER

In the lesson before this one, ask students to research one famous explorer from history. Which areas did they explore and what did they 'discover'? At the start of this section, students share what they have learnt with the rest of the class.

1 Elicit the meaning of the word ground-breaking (new and a big change from other things of its type). Students share ideas on which of the explorations pictured was the most ground-breaking. If they are unfamiliar with any of them, allow them to use their phones to look up a few basic details.

2 Students do the quiz. Encourage them to use modals of deduction, e.g. It can't be A because..., I think it might be C but I'm not sure.

#### **FAST FINISHERS**

Students can use their phones to check their answers and find out another related fact for each question.

1 A (photo D) 2 A (photo C) 3 C (photo B)

4 A (photo A)

3 © 060 The first time students listen for gist. Students identify which exploration Abeer and Omera are discussing.

4 Challenger Deep

4 © 060 Give students time to read through the sentences. Tell them that the phrases in italics are not what the speakers actually said. Play the audio again and ask them to listen for the italicised phrases and correct them. If necessary, pause the audio at the end of each utterance that contains italics to give students time to write.

1 Don't you think 2 I'm not convinced it is
3 total waste of time 4 as far as that 5 As a
matter of fact 6 How come? 7 you need to
take into account that 8 as far as

#### **AUDIOSCRIPT** © 060

Abeer: What about this one. Explorations here are

expensive, aren't they?

Omera: Yes. As far as I know, a trip costs on average eight

million dollars. Don't you think the expense is outweighed by the scientific benefits though?

Abeer: To be honest, I'm not convinced it is. I can't see the

point of exploring somewhere where the probability of finding anything living is pretty much zero. I'm

not sure what we can learn from that.

Omera: So, you think it's a complete waste of time?

Abeer: Well, I wouldn't go as far as that, but I think it's far

too costly. In my view there are more worthwhile things to spend our money on, above the surface, like hospitals and education, don't you agree?

Omera: Hmm. As a matter of fact, I don't. I think the costs

are relatively cheap.

Abeer: Really? How come?

Omera: Well, you need to take into account that the ocean

regulates temperatures and drives weather. Not only that, but throughout history it's been a vital source of sustenance, transport and growth. So, as

far as I'm concerned, the money is well-spent and the deeper the dive the better!

Abeer: I agree up to a point. OK we don't have much

time ...

5 Ask the students to work together to summarise the views of Omera and Abeer and say whose ideas they most agree with. 6 Students to consider whether there will be any further explorations like the ones shown. You could suggest that most 'firsts' have now been achieved so there might not be anything similar in future. Ask whether students agree with this idea. If not, what other explorations could be still to come? Ask each group to come up with an idea to share with the class. The class can vote on which one they think is most likely and/or most interesting.



#### SET PHRASES WITH FAR

#### WARMER

Write on the board:

As \_\_\_ as I know, we have class as usual this Friday.

Ask students to complete the gap. When students give the answer (far) ask if any other words are possible. Tell them only far is possible as this is part of a set phrase. Remind them that it is important to recognise and use this kind of phrase in order to reach B2 level and above.

Students work in pairs to match the phrases to their meanings.

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

2 Students do this exercise individually before checking with a partner.

1 by far 2 I wouldn't go that far 3 far too

4 As far as I'm concerned, 5 Far from it 6 As far as I know

#### **OEXTENSION**

Students use some of the expressions with 'far' from this section in sentences which demonstrate their meaning.
Tell them to choose those which are new to them.

End the section by reminding students to 'notice' this kind of phrase when reading and listening outside the classroom and to build up a record of them.



#### SB P126

#### **FUTURE PERFECT AND FUTURE CONTINUOUS**

- If possible, show an image of a desert island with a single person on it to set the scene. Students make their own list and note down a few reasons for their choices.
- 2 Model what students should do in this exercise. Give an example of the kind of conversation students should have with their partner.

#### Model answer

**Student A:** I would definitely take a torch so that I could see in the dark.

**Student B:** Well, it would be helpful, I agree, but the batteries would run out and then it would be useless.

**Student A:** Yes, but you can get solar powered torches now.

Students should have this kind of conversation about all three items each student has chosen.

#### **ALTERNATIVE**

This exercise can be done as a 'pyramid discussion'. At the pair stage, both students must agree on the three items by using persuasion and negotiation. The pair then join with another pair and all four must reach agreement. The fours join another four, and all eight must agree. This process continues until the whole class join together and reach agreement.

#### **OEXTENSION**

Write Survival expedition on the board and ask students if they have seen any survival shows on TV. What did the contestants have to do? Elicit a few ideas from the class. If they are struggling, suggest a few, e.g.:

- Skills: leadership, teamwork
- Challenges: make a shelter, catch, prepare and cook a fish

Students work in groups to answer the two questions.

3 © 061 Play the audio once for students to identify how Josh is feeling.

**D** enthusiastic

4 © 061 Give students time to read through the sentences and try to guess what goes in the gaps. At this stage, they should write their answers in their notebooks or make oral suggestions with a partner. Play the audio again and students write what they hear in the gaps. Pause or replay the audio if necessary.

1 have caught 2 be learning 3 have successfully learnt 4 be taking 5 have injured 6 have taken 7 going to have survived

Put an example of future continuous and future simple on the board. Use different colours to highlight the time phrases and the verb forms:

- 1 By this time next week, we'll have caught our
- 2 This time tomorrow, we'll be learning about how to keep warm in the wild.

Elicit the names of the tenses: 1 future perfect; 2 future continuous.

Elicit the form of each: future perfect - will + have + past participle; future continuous - will + be + gerund.

Tell students that, as with other tenses, certain time phrases are frequently used with these tenses. In particular, 'by + point in future' is used with the future perfect. Fixed points in the future such as at 8 o'clock this evening or this time next week are often used with the future continuous.

#### **AUDIOSCRIPT** © 061

Josh: Hey Angeline. So, it's an early start in the

morning. I think we're heading off at 6 am. No more supermarkets or eating out for us for a while. Just think, by this time next week, we'll

have caught our own lunch!

Angeline: Hmm, I know. This time tomorrow, we'll be

learning about how to keep warm in the wild.

I bet by the end of the day we'll have successfully

learnt how to build a fire from scratch.

Josh: I hope so, though I'm not sure those are skills

I'll be taking advantage of once I get home. I have central heating and a supermarket round the corner! How're you feeling about the

expedition?

Angeline: I don't know what to expect to be honest. I'm a

bit anxious that I'll have injured myself before the

week's out.

Josh: Oh, I'm sure the group leaders will have taken

everything into account when they put the trip

together.

Angeline: You're right! By the time we get back we're going

to have survived on nothing but what we've trapped and cooked ourselves for a whole week.

Josh: I know. I'm impatient to get going. Let's have a

look at the itinerary again.

5 Tell students to complete the sentences with either the future perfect or future continuous. They should refer to the grammar reference on page 223 when needed.

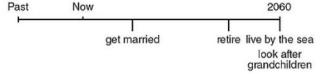
1 will have vanished 2 will have developed 3 will be using 4 will have been replaced 5 will be flying

Give students a few minutes to discuss their opinions on the statements. Bring the class back together and ask which sentences students disagreed with their partners about. What do the rest of the class think?

6 Tell students that all the sentences in this exercise contain a grammatical error. Remind them to use the time references as clues to the tense they need and also to check the form to make sure it is accurate. This exercise is a useful check for students to assess themselves on the grammar point, so ask them to do it individually.

1 I'll have defeating defeated 2 I'll be decided deciding 3 I'll probably be suffering 4 I'll have completed 5 I'll be learning have learnt 6 I'll hope I'll have gathered 7 I'll be managing have managed

7 Ask students to calculate what year it will be when they are 65 years old. Tell them that we are thinking specifically of that point in the future. Draw a timeline to demonstrate the activity, e.g.:



Elicit the sentences By 2060, I will have been married for a long time, I will have retired, and I will be living by the sea and looking after my grandchildren.

Students write six sentences of their own, three in the future perfect and three in the future continuous.

#### **FAST FINISHERS**

Tell students to make predictions about what other students will be doing when they are 65.

When all the students have finished, ask them to stand up and move around the classroom to compare their ideas with others. To finish the activity, ask Who was most similar to you? and Who do you think will have the most interesting life?

## WRITING PART 1: ESSAY TRAINING

SB P126

## EXPRESSING AND SUPPORTING IDEAS AND OPINIONS

#### **SEXAM INFORMATION**

Remind students of what they learnt about Part 1 in Units 1 and 2. Elicit that Part 1 is a compulsory question and that they will have to write an essay, giving their opinion. Remind them that there are brief notes, which give them two of the points to be made in the essay and that they have to think of a third point.

- 1 Elicit the meaning of extreme environments (a place where it is hard for most life forms to survive due to it being very hot or cold, lack of water, etc.). Ask students to look at the pictures and say whether they would like to visit any of them. If not, can they imagine why some people are keen to do so?
- 2 Read the essay question with the students. Remind students that their essays should be balanced. Even if they strongly agree or disagree, they should consider why some people might think differently. Share students' ideas at whole class level. Ask students to look at the two points given in the notes. Do they think the points (personal safety and environmental damage) are more likely to agree or disagree with the statement in the question? (Agree).

3 Students match extracts from a model essay with the notes from Exercise 2. Three of the extracts can be matched to the points personal safety and environmental damage. The other extract relates to the writer's own idea, which students need to identify.

1 environmental damage 2 environmental damage 3 personal safety 4 economy (writer's own idea)

Read through the Paragraph development box with the students. Ask if they can remember what a topic sentence is (the sentence that expresses the main idea of the paragraph). Tell them that the sentences in Exercise 3 are the four topic sentences from the model essay. Remind students that a topic sentence has to be supported by examples and evidence, and that each of the sentences in this exercise represent the support for one of the topic sentences from Exercise 3.

A2 B1 C4 D3

#### **OEXTENSION**

The following is the body of the essay developed in Exercises 2–4. It is 122 words. Ask students to write a suitable introduction and conclusion for the essay in about 50–70 words for both. They should make sure both their introduction and their conclusion reflect the ideas in the essay.

#### Essay body

If people are adequately prepared and follow the guidance, they should not be at risk of getting injured or injuring others. However, being unprepared could result in hospitalisation or a fatal accident.

With regard to waste materials, tourists must ensure they respect the environment and dispose of rubbish responsibly. Consequently, both the land and water will remain clean for the local community and wildlife.

On the one hand, the increasing popularity of adventure tourism ruins previously unexplored areas, owing to it encouraging the construction of amenities for tourists to enjoy. However, this development would provide more jobs in areas which may otherwise have high unemployment. Even so, care must be taken to keep traditional industries, which have supported the economy

#### Suggested introduction

thus far, alive.

Some people feel that the parts of the world that are still unexplored should remain so to prevent further damage to the environment. While sympathetic to this view, I believe that potential disadvantages can be overcome.

#### Suggested conclusion

Overall, I would say that we should be cautious when developing unspoilt areas of our planet. Any progress in tourism to remote regions should not come at a high cost to the natural world.

Read through the Part 1 question together. Ask students to predict what the writer will say about research and cost. They read through the essay quickly and see if their ideas were mentioned. Ask how many paragraphs the essay has (five). Ask them to underline the topic sentence in each paragraph.

Over the years, we have explored more and more of the universe and I don't believe this should end.

One area that has greatly benefited from space exploration is meteorology.

It has been suggested that space exploration is too expensive.

Finally, I think that air travel is now much safer thanks to what we have learnt from exploring space.

Ask What is the writer's extra idea? (improvement in safety of air travel) and Where does the writer give his or her opinion? (introduction and conclusion as well as each body paragraph).

6 Students put the linking words into the four gaps in the essay. Ask whether the writer agrees or disagrees with the statement in the question.

1 meaning that 2 However 3 not to mention 4 Not only

The writer disagrees with the statement.

#### **FAST FINISHERS**

Ask students to identify other cohesive devices in the essay (neither ... nor; admittedly; having said that; not only ... but also; contrary to what some may argue; in conclusion).

#### **OEXTENSION**

Ask students to highlight collocations, phrases with dependent prepositions and other B2 level or above vocabulary. This will help to raise awareness of the importance of collocation and 'showing off' their 'best' vocabulary during the exam.

Suggested words/collocations to highlight: fascinated by, educational benefits, worth the cost, solve the problems, diminishing, research into, weather systems, predict the weather, impacted by, violent tornado, evacuate, exceedingly expensive, failed attempts, financial burden, lives lost, renewable energy, creative society, outweighed by, time and money, reduce the effects of.

7 Brainstorm ideas as a class. Put them on the board. Pairs choose two of them and write a topic sentence and supporting sentence(s). Remind students to use linking expressions and some of the vocabulary they have learnt recently. They can look back through the book to remind themselves of this language. Tell students that they are both responsible for the accuracy of their writing. When they have finished, they should do peer evaluation with another pair. That pair should be able to identify the topic sentences and should evaluate whether the supporting sentences provide adequate support for the topic sentence. During writing and peer evaluation, try to read as many pairs' work as possible. Encourage students to call you to clarify any doubts while writing and doing peer evaluation.

8 If possible, display the essay question on the board so that students can close their books and avoid the temptation to copy parts of the model essay. If the essay is to be written for homework, suggest they copy down the question and notes and write with their books closed.

In the next lesson, get students to proofread their own essays. Start by asking them how many paragraphs they have written and whether they have an introduction and conclusion. Give them time in class to read through carefully and correct any errors of spelling, punctuation, grammar, etc. Ask them to identify any 'basic' vocabulary and see if they can replace it with more advanced words. How many linking words or phrases have they written? Remind them that the model essay had at least ten.

Take the essays in and correct them, ensuring to give positive feedback as well as making suggestions for improvements.

#### **EXAM FOCUS**

SB P128

## **READING AND USE OF ENGLISH** PART 2

Remind students what they have to do in this part of the exam. Elicit that they need to come up with the missing words and that typically grammar is tested here. Students do this exercise individually as a progress check. Display the answers for students to mark their own work. Invite questions on any they got wrong.

4 latter 5 under 1 they 2 on 3 between 6 from 7 which / that 8 to

#### **OEXAM CHECK**

Students complete the text with words from the box.

1 eight 2 prepositions 3 example 4 160 5 topics 6 sport

## WRITING PART 1: ESSAY

#### SB P128

You might want to start introducing time limits for some of the essays to get students used to exam conditions. Also, you might decide to remove part of the support by not brainstorming ideas for the essay in advance.

The model essay can be used after you have marked students' essays. Give them a copy and ask them to highlight useful language, linking, etc.

#### Model essay

The world's most industrialised nations have caused most of the damage to the environment. Therefore, they should take a leading role in preventing further harm. However, countries with a low carbon footprint also have a role to play. Industrial activity has contaminated water sources all over the

world, making access to safe drinking water a challenge for many. Industrial giants like the US and China must take the most responsibility for this and do more to prevent pollution. Human greed has also led to many species of animals dying out due to loss of their natural habitats as well as poaching of wildlife for 'trophies'. In this case, all countries have a role to play through inflicting harsher penalties for those who kill endangered species.

The main way of preventing further damage to our planet is through education. Every country can do this in their own way through programmes in schools, posters, TV and newspaper campaigns.

In my opinion, the industrialised nations have the greatest responsibility for protecting the planet in future, although every country should try to avoid causing further damage. (182 words)

#### **ØEXAM CHECK**

End the section by getting students to write down five facts about this part of the test in pairs. This information was covered in Units 1 and 2, so students can look back and check their answers.

## SPEAKING PART 3

#### SB P129

Ask students to work with a partner they have not worked with before. They should discuss all the points in relation to the question. Remind them to agree, disagree, take turns and use phrases to move the discussion on. Give them four minutes. Monitor carefully and note down positive examples of interaction as well as use of topic-related vocabulary. Also, note down any errors, especially those that are made by several students, and correct them in whole class at the end.

## SPEAKING PART 4

#### SB P129

This part of the test lasts four minutes. However, you might want to give pairs more time to allow both students to comment on all of the questions. Monitor and make notes for feedback. Also, make time at the end for students to evaluate their own and their partner's performance in Parts 3 and 4. Tell students that it is useful to practise this kind of question at home regularly, recording themselves when possible, to build up fluency. If there was anything they wanted to say but couldn't think how to say it, they should look up the words, write the sentence and practise their answer again.

#### **OEXAM CHECK**

End the Exam focus section by asking students to decide if the statements about Speaking Parts 3 and 4 are true or false.

#### Part 3

1 false (with the other candidate) 2 true 3 false (you don't need to talk about all of the prompts)

#### Part 4

- 4 false (the examiner will ask you questions) 5 true
- 6 false (you are allowed to disagree with the other candidate)
- > SPEAKING BANK / pages 250-253

#### **REAL WORLD**

#### SB P130

- 1 Most students will probably know something about LA from TV shows, if not from personal experience. Give them a minute to write down as much information as they can without using their phones. Students then compare their lists with a partner. If there is anything they disagree about, they can use their phones to check.
- 2 Tell students to read the three texts without worrying about unknown vocabulary at this stage. The aim is to decide which one appeals to them more, so put a time limit of one or two minutes. Ask for a show of hands as to who would prefer urban art, who would prefer theatre and dance and who would prefer the Hollywood Walk of Fame. Ask a few students for the reasons for their choice.
- 3 Students read the texts more carefully and try to match words to definitions by using the context.

#### **Urban Art**

- 1 gaining popularity 2 ground-breaking exhibitions
- 3 at the forefront

#### **Theatre and Dance**

4 a wealth of talent 5 puts on 6 a lively atmosphere

#### **Hollywood Walk of Fame**

7 prominent 8 stage and screen

- 4 © 062 Remind students that one of the most popular things to do in LA is going to the theatre. Tell them they are going to hear a man booking tickets for a play. Play the audio once for them to answer the questions.
  - 1 Green Lights (a musical set in a high school)
  - **2** Saturday at 2pm / Sunday at 2pm **3** \$150 / pays by credit card

5 @ 062 Before playing the audio a second time, ask students to read through the sentences and try to remember the missing phrases. Play the audio for them to write in what was actually said.

1 what's on 2 age limit 3 limited availability 4 sold out 5 non-refundable 6 on the door

7 that comes to

#### **AUDIOSCRIPT** © 062

Ticket officer: Good afternoon, Tickets For You, Julia

speaking. How can I help you?

Martin: Hi there, My name's Martin. I'd like to

enquire about ticket availability.

Ticket officer: Sure, do you know the performance you'd

Martin: Actually, no. I'm visiting Los Angeles with my

family in August and I wanted to ask you

about what's on.

Ticket officer: OK, let's see ... Well, there's Sunshine, an

award-winning comedy about two people

travelling around South America.

Martin: That sounds good!

Ticket officer: It does come with an age limit, though.

Attendees must be aged 16 years or over.

Martin: Ah, that's an issue as my wife and I will be

with our two children.

Ticket officer: OK, well how about Green Lights? It's a

musical set in a high school, suitable for the

Martin: That sounds perfect. I'll go for that one,

Ticket officer: Great. Due to the school holidays, we do

have limited availability in August. What time and day are you looking to book?

Martin: Saturday would be ideal, at 2 p.m.

Ticket officer: Unfortunately, the performance on Saturday

is sold out. Would Sunday at the same

time work?

Martin: Yes, that also works.

Ticket officer: That's great. I should just add that the time is

subject to change and we advise all theatre goers to arrive 45 minutes in advance of the start time. Please also note that these tickets

are non-refundable.

Martin: That's fine. Will I receive the tickets in

Ticket officer: As you're booking over the phone, you can

collect the tickets on the door.

Martin: That's great. How much will that be?

Ticket officer: OK, so for two adults and two children, that

comes to a grand total of \$150. How would

you like to pay?

Martin: By credit card, please.

Ticket officer: OK, so I just need the long number on the

front of the card.

Sure, it's 4 - 5 - 1 - 2 ...Martin:

6 Tell students that the definitions 1-7 match the words they just added to the gaps in Exercise 5. Students match them up.

1 age limit 2 non-refundable 3 sold-out comes to 5 on the door 6 limited availability 7 what's on

Tell the students that they are going to watch a short video about Los Angeles. Ask them to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

#### Suggested answers

The city of Los Angeles: situated on the west coast of the USA; most populous city in the state of California (second in the USA)

The entertainment industry: known as the entertainment capital of the world

Museums: Broad Contemporary Art Museum

The Hollywood Walk of Fame: more than 2,500 stars and covers 15 blocks of Hollywood Boulevard

The Arts District: the L.A. arts district is fast becoming one of the most fashionable neighbourhoods

Beaches: 120 km of sunny Pacific coastline, visitors can

swim, surf and try slacklining

## LIFE COMPETENCIES

SB P131

#### USING APPROPRIATE REGISTER, PARTICIPATING WITH CLARITY

- 8 Students should use their phones to look up a film, musical or play that they could go and see together next weekend. They should note down information on
  - where and when it's showing/playing
  - who the actors/director are
  - what it's about
  - what kind of reviews it has had
  - the cost and availability of tickets

Each student presents his or her choice to the group and the group decides which one to see. Each group then shares their choice with the class, explaining why it suits them.

9 Elicit some of the useful phrases for booking tickets from Exercise 5. Tell students that they will role play booking tickets on the phone, using as many of the phrases as they can. Give students enough time to play both roles. Invite pairs to perform their role play for the class but only if they wish to do so.

> WORKBOOK / Unit 9, page 40

# 10 to the limit

#### UNIT OBJECTIVES

**Topic:** sport and leisure

**Grammar:** causatives; -ed and -ing adjectives **Vocabulary:** cohesive devices; sport and leisure

Listening: listening for gist and detail

Reading: Part 5: multiple-choice questions

Speaking: Part 1

Writing: Part 2: article
Pronunciation: word stress

**Exam focus:** Reading and Use of English Part 5;

Speaking Part 1; Writing Part 2

Real world: Going on an adventure in ... the Brecon

Beacons

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

## GETTING STARTED

SB P132

#### WARMER

Before students open their books, write the title of the unit, To the Limit, on the board. Give students a minute in groups to guess what the unit is about. Ask them then to open their books and check by looking at the pictures and questions in the warmer.

Plicit the names of the sports and activities that are pictured (surfing, sprinting/track events, tennis, football, skiing/snowboarding, Frisbee, chess, gymnastics, rock climbing).

As students have practised all parts of the speaking test, ask which part of the test each question might come from (Part 1 – questions 1 and 2; Part 2 – question 3; Part 4 – question 4). Give pairs sufficient time for both students to give their responses to all of the questions.



#### LISTENING FOR GIST AND DETAIL

- 1 Ask students if they know what skydiving is. Refer them to the photo on page 133. Encourage students to use the language of speculation when answering 2, e.g. They might enjoy being scared or they may do it for charity.
- 2 Students work in groups to share any information they have about skydiving. If they don't know very much, give them one or two minutes to do a quick online search.

  Brainstorm what students know or have found out.

3 Students write questions to predict the content of the listening and practise question forms. As students work on their questions, go around the class checking for accuracy.

#### **Example questions**

How much does it cost? How fast do you fall?

What equipment do you need?

Can you breathe easily?

How do you feel before jumping? During the jump?

Is it scary?

How do you become a skydiver?

What is the training like? Why do people skydive? How dangerous is it?

What are the best conditions for skydiving? How old do you need to be to skydive?

#### **ALTERNATIVE**

If your class need more of a challenge, ask students to write indirect questions. Tell them that since they don't know Kevin personally, indirect questions might be more appropriate. Elicit a few examples'

#### Sample indirect questions

Would you mind telling us how much it costs to do a skydive? I'd like to know how high the plane is when you jump out.

- 4 © 063 Play the audio. Students check if any of their questions were answered by Kevin. Compare with other members of their groups. Who had the most questions answered?
- 5 © 063 Before playing the audio again, ask students if they can remember what any of the numbers refer to. Ask them to write the numbers as a list in their notebooks so that they have space to note down what each refers to.

18 and 55 – ages you must be between to become an instructor

360 – degrees you rotate your body to perform a somersault

4,000 – height (in metres) at which you jump out of the plane

800 – number of jumps you need to have completed to get a skydiving license

60 – number of seconds you typically freefall for 750 – height (in metres) at which the parachute is opened

#### AUDIOSCRIPT @ 063

**Kevin:** Hello everyone. My name's Kevin and I'm here today to talk about my life as a skydiving instructor.

I went on my very first skydive on my eighteenth birthday and immediately fell in love with it. A few years later, after graduating from university, I decided that I wanted to become a full-time skydiving instructor. To become an instructor, you must be between 18 and 55 years old. The training is tough, as you might expect. I was required to take an eightlevel course, which teaches you everything about skydiving, from how to operate the equipment to dealing with unexpected situations while in the air. When I was jumping, I had to perform a variety of different tasks such as doing ninety-degree turns left and right as well as somersaults, which is when you rotate your body 360 degrees forwards or backwards, to show that I was in control of my body and able to regain control after losing stability. I'll never forget how happy I was when I found out I had passed the course!

The thought of jumping out of a plane from about 4,000 metres is quite a terrifying thought for most people. In fact, this is one of the main reasons that put people off ever considering doing a skydive. I remember the first time I went up in the plane, thinking about how I would be returning to the ground... I almost threw up! However, you must remember that it is incredibly safe. There are loads of safety regulations and checks which are carried out on the equipment before you jump and your instructor will have completed at least 800 jumps to get his or her skydiving licence. Furthermore, in the event of someone fainting, which can happen, there is a small computer, known as an automatic activation device, which monitors the altitude and activates the reserve parachute when it reaches a certain level. If you're not a qualified skydiver, you will always jump with an instructor, and you'll be strapped to them before getting on the plane. This means that once you've taken off, there's only one way you're returning to the ground, and that's by jumping! There's no changing your mind halfway through, even when the plane doors open and you're staring down at the earth, possibly regretting ever getting into that position in the first place. Your instructor will carry you to the door if necessary. Just remember to relax and

As soon as you jump out the plane, you typically freefall for about 60 seconds, reaching speeds of up to 210 kilometres per hour. During this time, don't be surprised if you start to think about some really strange things. On one of my first jumps, I spent about the first 20 seconds worrying whether I had tied my shoelaces together properly in the fear that my shoes would fall off. After freefalling, at about 750 metres, a cord is pulled which opens up the parachute, at which point you then steer down to the landing zone. There is no other feeling quite like the one when you land. In fact, the first thing most people ask me when we land is "How soon can we do it again?"

enjoy the experience.

For those wanting to go skydiving, I have a few final tips for you. The first one is ... relax. Remember you are in very safe hands with your instructor. Secondly, make sure you wear comfortable, warm clothing. It can get pretty cold at 4,000 metres above the ground. And finally, don't forget to smile when you're having your photo taken in mid-air!

- 6 As a whole class, ask if anyone has changed their views on wanting to try skydiving. If possible, find a student who now wants to try it, one who no longer wants to try it and one who hasn't changed their opinion. Each of them explains what made them change or confirm their views.
- 7 Before doing the role-play, get students to work in groups to make a list of all the points they have learnt about skydiving from the listening. Read through the roles A and B. Elicit the meaning of convince and how you convince someone to do something (use facts, answer their questions, reassure them, etc.). Remind student Bs that they can use the questions they prepared in Exercise 2 that were answered by Kevin as well as any further questions based on information that Kevin provided. Give students a few minutes to prepare their part in the role play. During the role play, monitor and note down any errors in question forms for a correction spot later.

If one of the pairs did particularly well, you could invite them to perform their role play for the class. If they are willing to do so, give other students a question or two to answer after watching, e.g. How many questions did B ask? Do you think A was convincing?



#### CAUSATIVES

#### REMEMBER!

We use causatives to express the idea that you or somebody else caused something to happen. In grammar books it is often referred to as 'causative have', but other verbs such as make or get can also be used.

1 @ 064 Put the sentence on the board with the gaps and ask students if they can remember which words go in the gaps:

And finally, don't forget to smile when you're \_\_\_ in mid-air.

Ask one student to come up and complete the gaps in a different colour pen or font. Play the audio to check.

Demonstrate that the verb form can change in the part of the sentence, you are having, to any tense (had, have, will have, etc.), but the past participle taken doesn't change.

1 having; taken

#### **AUDIOSCRIPT @ 064**

For those wanting to go skydiving, I have a few final tips for you. The first one is ... relax. Remember you are in very safe hands with your instructor. Secondly, make sure you wear comfortable, warm clothing. It can get pretty cold at 4,000 metres above the ground. And finally, don't forget to smile when you're having your photo taken in mid-air!

- 2 Ask students which verb could replace have in the sentence in Exercise 1 (leave it on the board). Elicit that get is also possible. Tell students that the meaning is very similar but get is slightly informal. Remind students that the tense of have or get will depend on the tense required for each question, while the verbs in the box must be in the past participle. Students complete the sentences individually and check with a partner.
  - 1 had / got, repaired
- 2 have / get, corrected
- 3 have / get, renewed 4 has / gets, cleaned
- 5 having / getting, dyed or going to get / have, dyed
- 6 had / got, made
- 3 Ask students to match sentences A-D from the box with meanings 1-4.

#### 1 B 3 C 2 A 4 D

Put the example sentences from the box on the board. Write the following:

verb + object + verb verb + object + to + verb verb + object + (to) + verb let help make get

Ask students to match the patterns to the verbs.

verb + object + verb - let, make verb + object + to + verb - get verb + object + (to) + verb - help

#### **CULTURAL NOTE**

Have + object + verb is more common in American English than in British English, e.g. Have the students write the answers; I had my friend check my work.

- 4 Ask students to work individually to see if they can find and correct the errors. Remind them to refer to the Grammar reference on page 224 if necessary.
  - Our boss made us all to stay at work late today.
  - 2 I got my friend to check my homework assignment.
  - 3 My parents let me stayed stay up late last night to watch the match. 4 My coach really helped me improving (to) improve my tennis serve.
  - 5 Apparently the owner of the team is trying to get the trainer to sacked. 6 I've just had my application for a day off turn turned down by my boss.

- 5 Tell students that causatives might be tested in the Key word transformation exercise (Reading and Use of English Part 4). This exercise provides 5 practice questions on the grammar point. Remind them that there would only be one question testing any grammar point in the exam. Students do this individually to test themselves on causatives. Once they have finished, they compare answers with a partner.
  - 1 to get/getting children to play 2 his match called 4 friend made 3 let them finish their dinner 5 had my suitcase stolen
- 6 Read through the task with the students and give a few examples. They might want to get someone else to do jobs that they normally do themselves, e.g. have the lawn mown/mowed, or they might want to plan beauty treatments or spa activities, e.g. have my nails painted. Get each group to write a list of their plans. Bring the whole class together and get groups to take it in turns to share one of their ideas.



- Before students attempt the questionnaire, check that they have correctly matched the pictures to the sports. Students then complete the questionnaire for themselves and check with a partner. Remind pairs that both students should give a reason for why they would or wouldn't like to try each of the activities.
  - 1 zorbing 2 wingsuit flying 3 hang gliding 4 kitesurfing 5 ice diving 6 white water rafting 7 bungee jumping
- 2 After students have made their lists in pairs, get them to come to the board and make a class list. Give students a minute to read and check which ideas were mentioned. Get one student to tick off the ideas that were mentioned on the class list.

#### **OEXTENSION**

'Scan race' (to practice scanning) - say the names of the extreme sports from the unit so far (skydiving, zorbing, wingsuit flying, hang gliding, kitesurfing, ice diving, white water rafting, bungee jumping). Students have to quickly locate the word in the text and shout 'got it'. If the word is not in the text, they shout 'not there'. The sports not mentioned in the text are zorbing, kitesurfing and ice diving. If appropriate, award points to the fastest scanners.

## READING AND USE OF ENGLISH PART 5 TRAINING

SB P134

#### EXAM INFORMATION

In Part 5, students have to answer six 4-option multiple choice questions based on a text. The focus is on detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication and text organisation features (exemplification, reference).

3 Question 1 requires students to understand the writer's purpose in including a particular example. Tell students that this type of question can't always be answered by reading one part of the text. In this case, although Alan Eustace is mentioned at the start of the text only, they need to read on to see how the point relates to the rest of the text. Clearly, they won't have time to do more than skim the rest of the text.

Students read the question and options and find the name Alan Eustace in the text (in the opening paragraph). They answer the questions relating to each option from the box. Tell students that these are the kinds of questions they should be asking themselves when considering each option.

1 C

4 Students identify the question: What makes some people actively seek it (danger) out? They have to decide which of the four options is a paraphrase of the question.

2 C

#### **OEXTENSION**

Identifying paraphrase is a useful skill. Ask students to choose a complex sentence or two sentences from the text and paraphrase them using the following guidelines:

- Start with a different subject.
- Change the order of information.
- Use a different sentence structure.
- Use synonyms/antonyms.

They hand their paraphrase to another student who has to locate the original sentence(s) in the text.

Remind students that questions in this part of the test often refer to one line or one paragraph. In other questions, the relevant part of the text can be located easily due to a name or key word in the question stem. Students should read the relevant part of the text carefully to locate the answer. Remind them that all the options may be mentioned in the text, so they should eliminate the incorrect options one by one.

3 A 4 B 5 C 6 Encourage students to talk about people they know personally or have read about, e.g., how they conquered a fear or whether they enjoy success in other areas of their lives. Allow enough time for this stage. If pairs are reluctant to speak, join them up with another pair. Students could research this exercise as a homework assignment.



SB P136

#### COHESIVE DEVICES

#### LANGUAGE NOTE

Some cohesive devices are phrases made up of two or more words. It is important not to change any of the words in these phrases and also to understand how to use them. This section focuses on some phrases that can be used to signpost the relationship between ideas. All of them can be used in both speaking and writing.

1 Students match up words to make phrases. Which have they heard? Which ones do they actively use?

> 1 B 2 D 3 C 4G 5F 6E 7 A

2 Ask students what type of sports are shown in the pictures (badminton - played against another player; basketball - team sport). Give students 30 seconds to find out which type of sport the writer prefers.

individual sports

3 Students complete the gaps with one of the phrases from Exercise 1. They do this individually and check with a partner.

1 First of all 2 Having said that 3 By comparison 4 for instance 5 more or less 6 on balance 7 in particular

Students check their understanding of the meaning of the cohesive devices by matching them to their definitions. Encourage them to study the phrases in context to understand their meaning.

A in particular B more or less C first of all **D** for instance F having said that **E** by comparison G on balance

5 Divide students into groups. Appoint one student (possibly the strongest) as monitor. It is their job to listen to the discussion and award points to each member of the group for using the phrases correctly. At the end, he or she announces the winner.

#### **ALTERNATIVE**

Ask each student to make themselves a set of cards. Each student takes seven small pieces of paper. (You could choose to give each student 14 cards to see if they can use the phrases twice.) They write each of the phrases on one of the papers. During the course of their discussion on the advantages of team and individual sports, they must 'use' all of their papers. When they use one of the phases, they place their card in the middle of the table. Others can challenge them if they think their use of the phrase is incorrect. The rest of the group decide if the phrase has been used correctly. If it has, it stays in the middle and is 'spent'. If it hasn't, it is returned to the player. The winner is the student with the fewest cards remaining when you end the discussion.

## **WRITING PART 2: ARTICLE TRAINING**

#### SB P136

#### WARMER

Start by asking students what they can remember about writing articles from Unit 4. Elicit that they will be provided with a context, target audience and questions that they need to answer. They should try to make their article interesting by using a range of vocabulary and sentence structure. Do they remember what they wrote articles about in Unit 4? (Good and bad holidays).

Ask students to read the task. Emphasise that the task asks candidates to write about a sport that is 'currently becoming more popular'. Point out that they shouldn't write about the most popular sports like football, which have been popular for a long time. Highlight 'sport or leisure activity' and point out that it could be something not related to sports, such as going to spas or learning to cook.

#### Suggested answers

sport or leisure activity becoming more popular in your country reasons

- 2 Students can talk about any sport or leisure activity, but encourage them to talk about one that fits the requirements of the essay as it will help them prepare for writing their essay. Students might need a minute to plan what they are going to say.
- 3 Read out the essay title. Ask students to predict which activity the essay talks about. This exercise raises awareness of essay organisation. Tell students that they should find it easy to reorder the paragraphs, because the essay has plenty of 'signposts' to guide the reader. Tell them that their own essays should be easy to put back in order if jumbled up.

D, B, A, C

4 Students focus on the vocabulary of the essay. Once they have underlined the words and phrases, they can label them 1-5.

1 to get into it
2 to give it a go
3 unaccompanied
4 taken off, to grow in popularity
5 Furthermore

### **PUSH YOURSELF**

CI

#### SB P137

#### CLEFT SENTENCES

- When students have located the sentences, put them up on the board and highlight the parts of the sentence which add emphasis.
  - One sport that has really taken off in my country in the last few years is ice skating.
     What has made ice skating so popular here is the Winter Olympics.

Tell students that this kind of structure demonstrates their level (B2/C1) to the examiner in the writing paper, but it is important to show they can use a wide range of structures.

6 Ask students to put the words in the correct order to form cleft sentences. Do the first one as an example (What I like...)

Make sure they write out the full sentences rather than just numbering the words.

- 1 What I like most about hang gliding is the views.
- 2 It was my father who got me into tennis. 3 One activity which is popular in my country is basketball.
- 4 The reason why I go to the gym is to keep fit.
- 5 One thing I love about hiking is the fresh air.

#### **FAST FINISHERS**

Students write their own cleft sentences related to sports and leisure activities.

7 Ask students which sport or leisure activity they are going to write about. Check they have all chosen something that is 'currently becoming more popular'. They do not have to practise the sport or activity themselves – it could be something they have observed others getting involved in or something they have seen on social media. Remind them that the focus of the article should be why the activity is gaining in popularity. Students write their essays either in class or for homework. When they have finished, ask them to check whether they have included at least one cleft sentence. If not, they should read through and see if they can add one.

#### **OEXTENSION**

Get students to cut up their essays into paragraphs. (This will be easier if they are using their laptops.) They pass them to another student to see if they can put them back into the correct order.



#### -ED AND -ING ADJECTIVES

#### LANGUAGE NOTE

Students often get confused between adjectives ending in -ed and those ending in -ing. Common mistakes include uses like I was very boring X and The film was very excited. X

This short extract from the article contains three -ed/-ing adjectives. Students answer the questions to discover that those ending in -ed describe how someone felt, and those ending in -ing describe a situation.

1 terrified, relaxed 2 embarrassing

2 Students choose between -ed and -ing endings. Remind students to think about whether the adjective is describing someone's feelings or something else (a situation, film, book, party, etc.). Students complete the exercise individually and compare answers with a partner. In case of differences, they should justify their answer to their partner and try to reach agreement about the answer.

1 confusing 2 exhausted 3 fascinating
4 shocked 5 excited 6 irritating 7 thrilled
8 petrified

3 Let students do the exercise individually. This time they don't discuss with a partner but check answers with you and give themselves a mark out of six.

1 challenging 2 terrified 3 tiring 4 satisfying 5 disappointed 6 amazing

4 Give students time to note down their answers to the prompts. Tell them your own answer to 1, e.g., snakes. Elicit some follow-up questions they could ask you, e.g. Have you always been frightened of snakes? What do you do when you see a snake?

#### Model answer for item 5

Student A: A place I think is really stunning is the

Sinharaja rain forest in Sri Lanka.

Student B: When did you go there?

Student A: Last year when we were on holiday.

Student B: What's it like?

Student A: Very green, with lots of birds and other

wildlife.

Student B: What kind of birds and animals did

you see?

Student A: Parrots, loads of butterflies, lizards and

monkeys

Student B: Wow, must be really stunning!

Give students enough time to have these kind of conversations on all six topics.

Monitor and note down errors in the target language (-ed and -ing adjectives) and any other significant errors.

At the end, bring the class together and highlight any common or significant errors on the board.

## SPEAKING PART 1 TRAINING

SB P138

Remind students that in Part 1 they may be asked about their hobbies and leisure activities. Ask students to read the hobbies in the box and use their phones to look up any they are unsure of. They tell their partner which they do or have done and which they would like to try. Encourage them to use the -ed and -ing adjectives where appropriate, e.g. I do a lot of singing as I find it very relaxing. I'm interested in volunteering with a charity.

2 @ 065 Tell students that 'Do you have any hobbies or interests?' is a typical Part 1 question. They are going to hear three exam candidates answer the questions and should make notes in the table. Play the audio once and ask students if they need to hear it again.

Name	Hobby	Who with	When	Extra information	
lvan	hiking	work colleagues	at the weekend	They have a picnic; they enjoy the views.	
Ana tennis Simon online gaming		brother	twice a week	She's competitive.	
		flatmate	almost every day	He finds it relaxing.	

#### **AUDIOSCRIPT** © 065

Ivan: Yes, I really like to go hiking with work colleagues

at the weekend. We usually go for a day and take a light picnic lunch with us and enjoy the

surrounding views.

Ana: I do, yes. What I enjoy most of all is playing tennis with my brother. We normally play twice a week

with my brother. We normally play twice a week and we're quite competitive, so it's always good

fun!

Simon: Definitely! One of my favourite hobbies is online

gaming, which I do with my flatmate almost every day. It gets in the way of our studies from time to

time, but I find it really relaxing.

- without the names and adding two more rows. Tell them to stand up and mingle, asking the question to five students. They should not need to ask follow-up questions as when they give their response they should include who they do the activity with, when they do it and some extra information. After asking five students the question and noting down their replies, they return to their groups and share what they found out, e.g. Fatema plays table tennis with her sister in the afternoons when they get home from school. She has represented her school in a tournament a couple of times.
- 4 Ask the students to listen to the recording. Encourage them to write in note form as they listen and use the time at the end of the recording to write full expressions.

One interesting feature of this interview is that one of the candidates, Ana, is not especially interested in the topic she's asked about. She nevertheless manages to answer the question well by saying to be honest...I'm not into competitive sport all that much, but what I am really keen on is .... The activity she talks about (mountain biking) is not a team sport but is close enough to be relevant. Similarly, she doesn't seem to watch a lot of sport, but when she is asked about it, she manages to give an appropriate answer.

Ivan	Anna
I'm a big fan of I (really) can't get enough of	I'm not really into what I am really keen on is
another sport I'm into is	I wouldn't get excited about doing it myself it's fun to watch

#### **AUDIOSCRIPT** © 066

**Examiner:** First we'd like to know something about you. Ivan,

what kind of outdoor activities do you enjoy?

Ivan: Well, I'm a big fan of snow sports, in particular

snowboarding. I'd never tried it until I visited Canada. But my cousin introduced me to it, and I

thought 'Wow, I really can't get enough of this!'

**Examiner:** Thank you. And Ana, what kind of team sports

do you enjoy playing?

Ana: Well, to be honest, apart from watching my national hockey team when they're on TV, I'm not

really into competitive team sports all that much.
But what I am really keen on is mountain-biking.
I've joined the uni club, and we go out most

weekends.

**Examiner:** I see. And Ivan, tell me about the kinds of things

you do with friends in your spare time.

Ivan: Yeah, well another sport I'm into is long-distance

running, and I've entered the marathon in my home town with some friends. It's next month, so we're doing a lot of training. I've watched it as a spectator before, but this'll be the first time I'm

actually taking part.

**Examiner:** And Ana, do you watch a lot of sport? **Ana:** Actually, I think some sports are much more

interesting to watch than to do. Marathon running for example, I wouldn't get excited about doing it myself, but it's fun to watch. So I'll be

cheering Ivan on!

Examiner: Thank you.

This is another opportunity for students to speak to different classmates. Once again, encourage them to ask follow-up questions so that this activity is a series of short conversations with different partners. The main aim here is to develop fluency, but you should also encourage students to use the vocabulary and structures they have practised in class recently.



#### **SPORT AND LEISURE**

O67 Tell students that it is important to develop vocabulary related to the topics which commonly come up in the exam, including sport and leisure. Ask students if they enjoy watching sport on TV and if they ever listen to the commentaries in English. Why are they often difficult to understand? (unfamiliar vocabulary, fast speech to keep up with the action, etc.). Play the audio and give students time to compare their answers with other students. If they have not managed to write four words from each, play it again.

1 tennis (match point; serves; backhand; net; court; shot; racket; umpire; game, set and match) 2 athletics (lap; track; lead; catch up; final bend; finish line; photo finish; sprints; takes gold) 3 football / soccer (corner; goal; header; post; rebound; score; referee)

2 © 067 Put the table up on the board, if possible. Point out that most of these verbs do not have a person noun (apart from compete and spectate). Students complete the table from their existing knowledge or memory of the audio. Play the audio again for them to check their answers. Get students to complete the table on the board so that they can check their spellings.

3 decision 4 decisive 5 excitement

6 impressed / impressive 7 spectacle 8 spectator

9 spectacular 10 separation 11 separate

#### **AUDIOSCRIPT © 067**

- It's match point to Gregski ... Hodford serves ... it's a strong backhand return from Gregski. Hodford is up at the net, trying to keep Gregski at the back of the court. Gregski gets round quickly and plays a fantastic shot. Hodford stretches for it, it bounces off his racket ... did it touch the line? No! The umpire's decision is out. It's game, set and match to Gregski! A really impressive performance by both players.
- 2 And as they come now into the fourth and final lap of the track ... there's a big gap separating the front two from the rest of the pack. Suarez is still in the lead, with Petrov just behind trying to catch up. They're coming into the final bend, less than 100 metres from the finish line. Petrov is catching up! They're neck and neck, it could be a photo finish but wait ... Suarez trips ... Petrov sprints past Suarez and crosses the line. Petrov takes gold in a spectacular finish.
- We're entering into the final few minutes of the match. You can feel the excitement in the stadium. The crowd are in full voice and are really cheering on their team. It's a corner to Norwood, one more goal and they'll surely win. Romano jumps for the header ... He's hit the post! But wait, Gomez is there for the rebound and scores in the dying seconds of the match. And that's it, the referee blows for full-time. Norwood are champions!

#### **FAST FINISHERS**

Students extend the table by adding the verbs entertain, perform, organise.

Noun (thing): entertainment, performance, organisation Noun (person): entertainer, performer, organiser Adjective: entertaining, performing, organising/organised

#### P WORD STRESS SB P139

3 Write the following on the board:

Type A Type B

deFENd, deFENder, deFENsive GYMnast, gymNAStics

Model each word in Type A and get students to repeat
them. Point to the stressed syllable, FEN, in each and ask:
Is the stressed syllable the same or different in each word?
(the same). Tell them this is Type A.

Do the same with Type B. Elicit that the stressed syllable is different (this is sometimes called 'shifting stress'). Say: *This is Type B*.

Do the first one (compete) together. Ask students to say comPETe, compeTition, comPETitor and comPETitive. Ask if the stress is on the same syllable or different syllables (different) and ask if it is Type A or Type B (Type B). Students work together to do the same for the other sets of words. Encourage them to say the words aloud and mark the stress in their books.

Type A (same)

decide/decision/decisive (same stress but different vowel sound)

excite/excitement/exciting/excited

impress/impression/impressed/impressive
Type B (different)

compete/competition/competitor/competitive spectate/spectacle/spectator/spectacular separate/separation/separate

4 Remind students of what they have to do in Reading and Use of English Part 3 (word formation). Tell them that the exercises they have done in this section are good preparation for this task. Remind them to start by reading the heading, looking at the picture and skimming the text very quickly. Remind them to read the sentences with gaps carefully and decide what kind of word is needed. Students complete the exercise individually before checking with a partner.

1 entertaining 2 performance 3 competitive 4 impressive 5 spectators 6 thrilling 7 athletic

Ask students to turn to the audioscript of the sports commentaries (067) and identify which tenses are used (present simple and present continuous). Ask them to write about 70–90 words. They should use present tenses and try to use vocabulary from this unit.

As they are working on their commentaries, go around and check/correct their writing. In groups of four to six, students take it in turns to read out their commentaries without saying which sport it is. The others say which sport they think is being commentated.

### **EXAM FOCUS**

SB P140

## READING AND USE OF ENGLISH PART 5

The approach you take to this section depends on how you think your students are doing. If they are strong, mimic the exam by letting them do the Part 5 task without any support. If your class are not ready for that, you can support them with pre-reading tasks. You could ask them the following questions to get them thinking about the topic:

- 1 What names are given to match officials in different sports?
- What is the role of the official in different sports you are familiar with?
- 3 What do you think the good and bad things about being a match official would be?

Regardless of how much support you have given them, it is probably useful to go through the answers in detail after they have marked their own answers. You could ask for a show of hands to find out how many students got an answer wrong. Where there are a number of students with wrong answers, get them to highlight the part of the text where the answer is found and try to identify why they found that question challenging.

1 C 2 D 3 C 4 C 5 B 6 A

#### **ØEXAM CHECK**

Ask students to decide if the statements about Part 5 are true or false without looking back at the practice text and questions. They then look back to check their answers.

1 false (four answer options) 2 true 3 false (the questions are in the same order) 4 true 5 false (you might be asked)

## SPEAKING PART 1

#### SB P141

If possible, get students to work with a partner they have not worked with regularly. Give them enough time to allow both students to answer all of the questions. Tell them that an ideal reply to each question is around 40–50 words. Any longer would be inappropriate because there is a time limit for each part of the speaking test that the examiner has to stick to. While their partner is answering, encourage students to note down examples of topic-related vocabulary, fluency markers (including expressions to gain thinking time) and the expressions used to talk about likes and dislikes presented in this unit. They can also note down any errors in word choice, grammar or pronunciation they notice. After each student has answered all of the questions, their partner should give them feedback based on the notes they took.

#### **ØEXAM CHECK**

Students make notes on Part 1 of the Speaking test.
You could ask them to imagine a new student has joined the class and they have to explain this part of the exam to them. They should present both facts, e.g. The examiner will ask you questions on familiar topics and advice, e.g. Answer the question in about two to three sentences. Get one student to come to the front to play the 'new' student. The rest of the class share their information and advice with him or her. The 'new' student can ask questions to clarify what they have been told.

> SPEAKING BANK / pages 244-245

## WRITING PART 2: ARTICLE

#### SB P141

Remind students that they need to cover all parts of the question. Elicit what the parts to be covered are in this case (an event you have taken part in, the difficulties of organising a large event and why they appeal to people). You could do this under timed exam conditions as students have now had plenty of writing practice. They have 40 minutes, but should allow a few minutes at the beginning for planning and a few at the end for proofreading.

Students often like to have a model essay to compare with their own. This one can be given to them after their own essays have been handed in.

#### Model answer

Fun runs are becoming increasing popular everywhere. One of the events I attended last year made a lasting impression on me. Winter Wonder Wheels is a truly special occasion, as it allows people with a range of disabilities to participate in a 1km, 5km or 10km run/walk/wheel/push alongside their friends, family and carers.

Pushing my sister, Jane through the stunning Berkshire countryside in her all-terrain wheelchair, I reflected on why this kind of event has become so popular. I believe that the main reason is that the various charity and fun events are inclusive: grandparents, kids and the disabled are all able to attend a range of events throughout the year. Many events are for charity and this is definitely a motivating factor for many.

Jane had a wonderful day out, enjoying companionship and fresh air, all thanks to the selfless volunteers who gave up their time to organise the event. Raising money, navigating local by-laws, and arranging refreshments and merchandise are just a few of the challenges faced by event organisers. I for one am very grateful to these local superheroes. (181 words)

Students evaluate their performance on the Exam focus section. Get them to write a short action plan for themselves, outlining what they need to do to improve.

⇒ WRITING BANK / pages 240-241

#### **REAL WORLD**

#### SB P142

- 1 Students work with a partner to describe the photos and say whether they would like to visit. Before they read the text, what kind of things do they think visitors can see and do? Encourage students to use some of the vocabulary from the unit (stunning, challenging, thrilling, impressive, hiking, white water rafting, etc.).
- 2 Tell the students that the text is part of a brochure written by people who want to visit the Brecon Beacons. Such people would probably be planning their trip and be interested in what they would be able to see and do there. Give students a few minutes to underline the different things to see and do mentioned in the text. They then explain to a partner which of the things appeals to them most, giving reasons for their choices. Is there anything they definitely would not like to do?

## The Brecon Beacons – the UK's adventure playground

Visitors to the Brecon Beacons National Park in Wales come for various reasons. For many of them, it's <u>climbing the wild</u>, impressive scenery of the Black Mountains, including some of the highest peaks in the southern <u>United Kingdom</u>. Whether you want to <u>view them from a hang-glider or from the comfort of your own car</u>, there's something for everyone.

Other visitors come to <u>walk through ancient woodlands</u> to get a glimpse of the <u>spectacular waterfalls</u>. It's also one of the best areas in the UK to <u>see rare species</u> such as the red kite, a bird whose distinctive silhouette can be seen in the skies throughout the year. The Usk valley is also filled with <u>beautiful flowers</u>, some of which are unique to the region.

Of the several <u>attractive market towns</u>, perhaps the most unusual is Hay-on-Wye. Mostly in Wales (but with a handful of streets over the border in England), this unusual town with a population of just 1500 has no fewer than <u>24 bookshops</u>, and a <u>literary and arts festival every summer</u>. Visitors can also <u>stay in one of the many hotels</u> in the region, which offer breathtaking views of <u>the park</u>, perfect for those on their honeymoon or celebrating an anniversary.

3 Tell students that they are going to need to explain why they think the activities would suit the groups. After making their decisions individually, students explain what they have chosen and why to their groups.

#### Suggested answers

#### 1 Martin and his friends

climbing the wild, impressive scenery of the Black Mountains

go hang-gliding

walk through the ancient woodlands

#### 2 The Weifeng family

See rare species such as the red kite (bird) and the flowers which are unique to the region

#### 3 Shaun and Latifa

visit the attractive market towns go to the literary and arts festival stay in one of the hotels with breathtaking views

4 Students identify the phrases in the text which have the same meaning as the phrases in 1-3.

1 get a glimpse of (2<sup>nd</sup> paragraph) 2 a handful of (3<sup>rd</sup> paragraph) 3 from the comfort of (1<sup>st</sup> paragraph)

If necessary, clarify for students that the man in the reddish-purple T-shirt is climbing the wall while the other man is there to balance the weight of the climber in case he falls. Have any of the students been climbing either on a climbing wall like the one in the photo or on rocks outside? If they have, invite them to share their experience with the class. Would any of them like to try rock climbing? Why/why not? Write two columns on the board:

DO	DON'T	

Elicit an example for each column, such as DO follow all instructions you are given, DON'T eat a heavy meal before climbing.

Students complete their lists as a pair.

#### **FAST FINISHERS**

Invite fast finishers up to the board to complete the list with their ideas.

6 © 068 Tell students that when they take part in an activity such as climbing or skydiving, the instructors will first give them a safety talk and offer advice like the points they came up with in Exercise 5. Tell them to tick off the items on their list that that the instructor, Jason, talks about. They also note down any other points he mentions.

Students check their answers in groups. Ask them if they need to hear it again.

You should	You shouldn't
remain vigilant; let staff	wear sandals or high-heel
know of any problems	shoes
wear a strong pair of	use any equipment that
shoes	has anything wrong with it
watch what more	take your eye off the
experienced climbers are	climber if you're the
doing	person on the ground

#### **AUDIOSCRIPT** © 068

Right, thank you everyone for joining us on this weekend's Introduction to Wall Climbing course. My name's Jason, and I'll be taking you through the basics of climbing safely, and you'll all have a go at using the climbing wall.

Now, as you're all new to climbing, everything you do will be under supervision. Our staff carry out regular safety checks to ensure that all the equipment is up to standard and being used properly, but if you do spot anything that doesn't look right, please let a member of staff know. We'd ask you to keep your eyes open and help us keep the Wall Climbing Centre a safe place. For example, you'll see that we have padding on the floor, so in the event of a fall, you'd land on this, and not hurt yourself.

You need to be wearing a strong pair of shoes to make sure you get a good grip and avoid slipping. That might seem like common sense, but honestly, we've had people turn up in sandals or high-heeled shoes in the past, which of course aren't suitable.

UNIT 10

It's a requirement that you've got your harness correctly fitted. This is one of the key areas of climbing safety. If the harness isn't on properly, it can fail to support a falling climber, and that can be serious. Don't use any equipment yourself until you've checked that it's secure. It's better to be safe than sorry.

Now, you've probably noticed that every climber on the wall is attached to a rope, the other end of which is attached to a second person on the ground. That second person has to be there in case the climber falls. Their role is to balance the weight of the climber. If the climber does fall, the weight of the person on the ground stops them falling too far. Now, it's vital that you know how to fall safely, so we'll practise doing that. If you're the person on the ground, under no circumstances can you take your eye off the climber.

The person on the ground has a job that's just as important as the climber, and they need to stay focused too. If you're more interested in selfies than safety then you probably shouldn't be climbing at all. The thing to do is get someone else to take a photo for you, and arrange this before you start climbing. And finally, watch what more experienced climbers are doing. That can help you learn skills and stay safe while having fun. And that's what we're all about. OK, any questions?

7 @ 069 Students match the colloquial expressions from the audio with their meanings.

1D 2E 3B 4C 5A

Play the first part of the audio again to check.

#### **AUDIOSCRIPT** © 069

Right, thank you everyone for joining us on this weekend's Introduction to Wall Climbing course. My name's Jason, and I'll be taking you through the basics of climbing safely, and you'll all have a go at using the climbing wall.

Now, as you're all new to climbing, everything you do will be under supervision. Our staff carry out regular safety checks to ensure that all the equipment is up to standard and being used properly, but if you do spot anything that doesn't look right, please let a member of staff know. We'd ask you to keep your eyes open and help us keep the Wall Climbing Centre a safe place. For example, you'll see that we have padding on the floor, so in the event of a fall, you'd land on this, and not hurt yourself.

You need to be wearing a strong pair of shoes to make sure you get a good grip and avoid slipping. That might seem like common sense, but honestly, we've had people turn up in sandals or high-heeled shoes in the past, which of course aren't suitable.

It's a requirement that you've got your harness correctly fitted. This is one of the key areas of climbing safety. If the harness isn't on properly, it can fail to support a falling climber, and that can be serious. Don't use any equipment yourself until you've checked that it's secure. It's better to be safe than sorry.

Students write the four points in their notebooks, leaving plenty of space for notes. Play the video.

They use their notes to explain the content of the video to a partner.

#### Suggested answers

The history of the Brecon Beacons: established in 1957, one of four hills that form the Brecon Beacons National Park

Pen Y Fan: means 'the summit of the beacon' in Welsh, highest point in the national park (886 metres above sea level)

The Brecon Beacons at night: official Dark Sky Reserve (as of 2013), offers spectacular views of the sky Water sports: visitors can go kayaking on the River Wye

## LIFE COMPETENCIES

SB P143

## UNDERSTANDING ISSUES, PARTICIPATING WITH CONFIDENCE

Most national parks in the UK have both nature and wildlife to see and adventure/sporting activities to do. Students should find the website of one of the other national parks and make notes on activities and safety information. The safety information might not be on the website so they will have to be creative or do another search on 'safety information hang gliding', for example. They could also find information on where to stay and how to get to the park.

Depending on the size of your class, it might be necessary for students to give their presentation in groups rather than the class as a whole. It is also useful for students to listen to a few other presentations. Give a listening task, such as a short list for listeners to tick off the topics the speakers cover:

- Name of park
- Location
- Activities
- Wildlife
- Accommodation

As a group or class (if your class is small enough), vote on the national park they would most like to visit.

> WORKBOOK / Unit 10, page 44



#### UNIT OBJECTIVES

Topic: the media

Grammar: reported speech and questions;

reporting verbs

Vocabulary: the media

Listening: Part 1: multiple choice

Reading: Part 1: multiple choice cloze

Speaking: Part 2: describing pictures

Writing: developing your writing

Pronunciation: intonation when giving opinion

Exam focus: Reading and Use of English Par

**focus:** Reading and Use of English Part 1; Listening Part 1; Speaking Part 2

Real world: Having fun in ... Copenhagen

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

## GETTING STARTED

SB P144

#### WARMER

Write the unit title, Fact or Fiction?, on the board before students open their books. Ask them what they have read, watched or listened to recently that is a) fact and b) fiction.

- Give students a few minutes to write their own answers.
  Go around helping with ideas and spellings if necessary.
- 2 Students 'defend' their answers in Exercise 1, so that the group chooses their answer to report to the class. Put students into groups of four to six and give an example, e.g. My favourite social media platform is Facebook, because you can choose to write a post with or without a picture or video. Each group should decide on one answer per item on the list. Get one member of each group to read out their group's list to the class.
- 3 Students name the type of media represented by the photos and say whether they are becoming more or less popular.

A billboard advertising B television C newspapers

D social media E radio

#### **OEXTENSION**

Students give reasons why each of the media types is becoming more or less popular and say how they feel about it.

## VOCABULARY

SB P145

#### THE MEDIA

There are two parts to this activity. Students first find the meaning of the words in bold from the list of definitions A-F. They then use clues in the sentence to decide which kind of media is being talked about. Do one together as an example. Tell students that there may be more than one possible answer.

1 F – advertising 2 C – social media 3 E – social media 4 D – newspapers / radio 5 B – television / social media 6 A – advertising / reality TV

2 Ask students whether they think the sentences are spoken or written (probably spoken but could also be written in an informal context such as social media). Tell students that all the sentences in Exercise 1 are opinions. Ask them to highlight the opinion phrase in sentence 1 (If you ask me). Ask them to do the same for the other sentences.

1 If you ask me 2 Personally speaking 3 don't you think? 4 if you want my opinion 5 To be honest 6 I would say

## P INTONATION WHEN GIVING AN OPINION SB P145

Model the example sentence and ask students to practise saying it. Listen to students saying it as a class and individually. Repeat the model if necessary.

- 3 Students work with a partner and take it in turns to read out the sentences with correct intonation of the opinion phrases. They give and receive feedback from their partner on their intonation. Monitor, listening to students and correcting their intonation when necessary.
- 4 Students work individually to complete the sentences.
  Remind them that the words should come from Exercise 1.
  Check they all have the correct answers before inviting them to give their own opinions on the questions.
  Encourage them to use the opinion phrases they identified in Exercise 2.

After pair discussion, ask the class to share their opinions on each question. Have the opinion phrases up on the board. If students don't use them, point to them to encourage them to add them to their answers.

1 promote 2 influence 3 credible 4 prime-time

#### **OEXTENSION**

Recycle opinion phrases in future classes. Begin some classes by eliciting current news/events in the country or city where you are, or by commenting on major news stories of interest to your students. Remind students of the phrases presented here and encourage them to use them regularly.



#### **CULTURAL NOTE**

Reality TV's popularity increased dramatically in the late 1990s and early 2000s. Reality TV is supposedly unscripted and often features competitions with eliminations of competitors and 'immunity' from elimination. Some participants in reality shows have become celebrities without having any special talents, which is one reason why this type of show is frequently criticised.

1 Reality TV might not be popular in some of the countries your students are from. Be sensitive to this and support them accordingly. If students are unfamiliar with the concept, you might choose to show them a short clip from an appropriate reality show.

For 3, students read the beginning of the article and give their own response to the question. Highlight the way the question asks for a personal opinion: Where do you stand on the topic of reality TV?

#### **ALTERNATIVE**

Before reading the first part of the article, students brainstorm the pros and cons of reality TV. This option is more suitable for students who are very familiar with the concept of reality TV.

2 Tell students they are going to read some arguments 'in defence of' reality TV. Does this mean the writer likes or dislikes reality TV? (Likes) Give students a minute or two to read the article. Ask them to express the writer's arguments to their partner in their own words.

## READING AND USE OF ENGLISH PART 1 TRAINING

SB P146

- 3 Tell students that the multiple choice cloze often tests collocations and set phrases. By studying the words either side of the gap, students try to identify the relevant phrase before looking at the options.
- 4 Students complete the exercise. For all the questions, they can refer to the collocations or set phrases they identified in Exercise 3. After choosing their answers, students should be encouraged to read through the whole passage with the options they have selected to see if they sound right in context.

#### 1 A 2 D 3 C 4 B 5 C 6 A 7 D 8 B

5 Before reading the text, ask students to come up with three negative points about reality TV. They compare their ideas with a partner and then to the paragraph 'Against reality TV'.

Give students enough time to discuss the four questions in small groups. Go around and support any groups that are having difficulty thinking of ideas. Feed in any vocabulary they need. Wrap up the section by highlighting some interesting ideas from the group discussions.



#### REPORTED SPEECH AND QUESTIONS

1 If possible, put the pictures on the board or hold up your book. Ask students to point to Maria in the pictures (the woman in Picture 1), and tell them she is talking to Giovanni. Ask who Giovanni is speaking to in Picture 2 (not Maria). He is reporting what Maria said earlier to someone else (call her Susan). Students answer the two questions. Elicit the tense of the first verb in picture 1 (stopped – past simple) and the first verb in picture 2 (had stopped – past perfect). Elicit the tense/verb forms in the second sentence in picture 1 (I don't think I'll use – present simple / will + base form) and in picture 2 (she didn't think she would use – past simple / would + base form). Elicit the subject of sentence 1 (I – 1st person) and sentence 2 (Maria- 3rd person).

1 In the first picture, Maria is telling something to Giovanni. In the second picture, Giovanni is telling someone else what Maria said to him.

2

Picture 1
I stopped she had stopped
I don't think she didn't think
I'll use she would use

Write I'm not online this evening on the board. Highlight the speech marks to show direct speech. Tell them Lucas said that to you and now you want to tell someone else. Ask what tense Lucas used (present simple). Ask them what tense you will use for reporting it (past simple). If they are not sure, ask them to refer to the Grammar reference on page 226. Write Lucas said... on the board. Elicit the rest of the reported statement (he was not online this evening). Tell them that you want to report what Lucas said a few days later. Elicit that this evening will change to that evening.

If students seem unsure, do 2 together on the board in the same way. Remind students to

- change the subject
- change the tense
- change the time phrase, if necessary.

Students work on the rest of the questions individually. Give them time to compare their answers in groups, checking for subject, tense and time phrase.

- 1 Lucas said he wasn't online that evening. said he was starting his new social media channel the day 3 Lucas said he'd had a great after / next day. response to his new channel. 4 Lucas said he'd been searching that site for new online material. said he'd gone online to check how many subscribers he 6 Lucas said he'd been working on it for a month when he started having problems. 7 Lucas said he really had to get it fixed as he couldn't upload his videos.
- 3 Write What were you doing last weekend? on the board. Highlight the speech marks and question marks. Elicit that it is a 'question word question' ('what' is the question word). Write the beginning of the reported question on the board: She asked me... and elicit the next word (what). Keep eliciting the words until the reported question is on the board (She asked me what I was doing the previous weekend). Students might think what is followed by was; point out that it is no longer a question, so the word order is that of a statement not a question. Remind them of the checklist:
  - change the subject
  - change the tense
  - change the time phrase if necessary.

Add one more item for reported questions:

change the word order

Ask students to find a 'Yes/No' question in the exercise (numbers 3, 5 and 6). Ask what word they will use instead of the question word (if or whether). Students complete the exercise individually and compare with a partner using the checklist given.

- 1 S/he asked me what I had been doing the weekend before / the previous weekend. 2 S/he asked me where I got my news from. 3 S/he asked me if / whether I had met anyone famous. 4 S/he asked me what my dream job was. 5 S/he asked me if / whether I enjoyed watching football. 6 S/he asked me if / whether I had a favourite app.
- 4 Before they start the activity, get students to make a form for themselves to note down the answers they receive from other students. Ask them to copy the table into their notebooks.

	Student 1 (Paula)	Student 2 ()	Student 3 ()	Student 4 ()	Student 5 ()
Q1					
Q2					
Q3					
Q4					
Q5					
Q6					

Students need to speak to at least five others and note down their answers. In the case of a Yes/No question, they should ask a follow-up question, e.g.:

A: Do you enjoy watching football?

B: No, not really.

A: So what sports do you like watching?

B: Winter sports like skiing and snowboarding.

After completing their tables, they return to their groups and report back on what they were asked and how they answered as well as how others answered their questions.

#### **OEXTENSION**

Try to give students regular practice at reported speech by asking them what others have said. For example, if another teacher or administrator visits the class to give an announcement, ask them to report to their partner what the visitor asked or said to them. This will give them ongoing practice.



#### DEVELOPING YOUR WRITING

- 1 Give students a few minutes to read through the question and make notes on their own. They come up with a third topic and note down ideas on that as well. Ask them to compare answers with their partner. Do whole class feedback. Point out that under 'Education', there may be ideas that agree with the topic as well as those that disagree. For example, under 'Education' you could say that television distracts students from their education. You could also say that there are many educational programmes on TV. Similarly, with the heading 'Violence', you might say that you don't think violence on TV has much influence on TV. In Part 1, typically the bullet points are very general and students can use them to support or refute the argument.
- 2 Students read the model essay and decide what the writer's own idea is. Ask what points the writer makes about the two ideas given in the notes. (Education - some programmes like documentaries are educational; Violence - young people become less sensitive to violence, and parents find it difficult to control children's viewing of violent content.)

Writer's own idea: Watching too much television can lead to bad habits and a lack of exercise.

3 Ask students how many paragraphs there are in the essay (five). Tell them that sentences A-C are the topic sentences for the three body paragraphs. Students match them with gaps 1-3.

1 C 2 A 3 B 4 Ask students what kind of words are missing from gaps A-E in the essay (linkers). Students add the linking words and phrases from the box to the gaps and highlight other linkers.

A Additionally B for instance C Furthermore

D as a consequence E even when

The writer has also used the following linking words and phrases: While, On balance, Having said that, Despite, It goes without saying that.

#### **FAST FINISHERS**

Ask students to highlight topic-specific vocabulary, dependent prepositions, collocations and B2/C1 level vocabulary from the essay.

#### Suggested answers

Have potential for, promoting positive effects, inappropriate programmes, sensitive to violence, physical activities, positive impact, effects of, global warming, watching television, overwhelmed by, obese, violent content, increasing need for, where...are concerned

- 5 Tell students the following before they write their essays:
  - Write four or five paragraphs.
  - Use the linking words and phrases from this section.
  - Use some of the topic-related vocabulary and collocations from the unit so far.
  - Include your own idea, which could be the one from the model essay or something else.

Depending on how your students are doing, you might want to give them 45 minutes to do it in class. If they are writing their essays for homework, stronger students should time themselves and try to complete it in 45 minutes (including planning and checking). Those doing it at home not under timed conditions should make a note of how long it took. In the next class, ask students how long they spent on their essays. If they are still unable to finish in 45 minutes, can they suggest what the problem is (thinking of ideas, thinking of vocabulary, etc.)? What can they do to address the issue?

#### **PUSH YOURSELF**

CI

SB P148

#### COHESIVE PHRASES

Ask students to read the instructions for Exercise 1.

Elicit the phrases from the essay that need to be matched with the phrases in the box: on balance, having said that, despite, it goes without saying.

Write them on the board. Students match them with the phrases in the box and then put the phrases from the box into the correct sentence.

All things considered - On balance

It speaks for itself (that) – It goes without saying Regardless of (the fact that) – Despite

That being said - Having said that

- 1 Regardless of the fact that
- 2 All things considered
- 3 That being said
- 4 It speaks for itself that

Ask students to look at 1. Elicit the two phrases that can be used to fill the gap (Regardless of the fact that and despite). Ask: How would the sentence change if you used 'despite' instead of 'regardless...'? (Despite the fact that.... or despite sometimes behaving unacceptably, they often speak out against social justice.)

## SPEAKING PART 2 TRAINING

SB P149

#### WARMER

Elicit what students have to do in Part 2 of the Speaking test (speak individually to compare two photos and respond to a question about them).

In pairs, students speak about different types of TV programme. Students would not be asked this kind of question in Part 2 as personal questions are covered in Part 1.

Give students a few minutes to discuss the two questions.

#### Suggested answer to question 2

Picture 1 – quiz show Picture 2 – cookery programme

2 © 070 Read through the two questions with the class. Remind them that questions A and B are typical of the kind of question they will be asked in Part 2. Tell them that they will hear an exam candidate called Albina answering one of the questions. They listen and decide which question she is answering and which photograph she is talking about.

11 2B

3 @ 070 Tell students that a typical error in speaking is to over-use a favourite phrase. Play the audio again and ask students to evaluate Albina's performance.

Not very well. She said I think/don't think four times.

#### AUDIOSCRIPT (2) 070

Albina: In this photo, we can see people taking part in a television show. I think this type of programme would mainly appeal to people who enjoy quizzes or similar activities and I don't think young children would be very interested in watching it. I think these people have chosen to appear on this show because they want to win money. I think they might also be there because they have watched the TV show at home and they think they have a good chance of winning.

4 Having identified Albina's problem, tell students they are going to help her solve it by suggesting alternatives to I think/I don't think. To do this, tell students to look back through the book and their notes and make a list of suitable phrases to express opinion.

#### Suggested answers

As far as I'm concerned It seems to me I would say that If you ask me As far as I can tell In my opinion

5 @ 071 Before they listen, ask students to read the extract and try to work out which words might fill the gaps. They should write their ideas in their notebooks. Students then listen and complete the gaps. Did they manage to predict any of the words?

1 without saying

2 entirely sure

3 safe to say

4 impression

#### AUDIOSCRIPT @ 071

Walid: I'd argue this would be suitable for a viewer who wants to watch something quite light-hearted because the subject matter is far from serious. It goes without saying that they would be quite competitive too. I'm not entirely sure what the ideal age might be, but it's safe to say the person watching this would enjoy preparing delicious dishes for themselves or their family. My impression is that they wouldn't need to watch every episode in order to understand what's going on.

6 Tell students that they now have an opportunity to practise a Part 2 task. Put students into pairs with a partner they don't usually work with. Remind them that they need to use the language of speculation because they can't be completely sure what the people in the photos feel. Give them some examples:

I think this must be an enjoyable job because Perhaps s/he... They might enjoy ... ing It must be an exciting job because ...

If possible, give students enough time to repeat the task after reflecting on their performance the first time round and getting feedback from their partner. After both students have had two attempts at their question, bring the class together to reflect on their performance. Ask questions you feel are relevant to your class, e.g.:

- Did you use the language of speculation?
- Did you use appropriate vocabulary?
- Were there any words you needed that you couldn't
- Did you keep speaking without hesitation? If you hesitated, were you able to fill the gaps with 'thinking' expressions?
- Were you aware of making any grammatical errors?
- Was your partner able to understand you easily? If not, why not? (Pronunciation problems or unclear expression of ideas?)

#### **OEXTENSION**

Tell students they can invent their own Part 2 tasks whenever they come across pictures online. You could give them practice by choosing pairs of related pictures from a web search and helping them to think of a question. Part 2 questions often follow the pattern: What/why/how do you think the people in the picture ...? Common verbs to complete the pattern include feel, decide and enjoy.



#### REPORTING VERBS

7 Elicit the most common words used in reporting what someone else has said (say, tell, ask). Tell students that there are many other words which can replace them depending on the function of what was said.

Ask students when they last watched something terrible on TV. Why was it so bad and what did they do? Draw students' attention to the illustration and say that this person (Thomas) watched a really bad programme. What do they think he was saying as he threw the television out of the window? (There's nothing good on TV!) As a review of the previous grammar section, ask them to report what the person said (Thomas said there was nothing good on TV.) Ask what the person is doing? Elicit complaining. Tell them that we can use the verb complain to report what he said and elicit Thomas complained that there was nothing good on TV.

2 Ask students to look at 1. Ask What were Thomas' actual words? (It wasn't me who broke the television). Tell them that the verb we need to use is deny and elicit what it means (to say you didn't do something).

2 E 3 A 4 F 5 D 6 B

- 3 Tell students that different reporting verbs follow different patterns. Write Thomas denied... on the board and ask students to complete the sentence. (Thomas denied breaking the TV.) Highlight the verb forms and point out that the verb deny is followed by ing. Remind them that they may need to change tenses, subjects and time phrases, as they did when reporting statements and questions.
  - 2 Maria invited them to her graduation ceremony.
  - 3 Julia threatened to cancel her subscription if they didn't improve the service.
    4 Simon refused to pay them any money.
    5 Dan revealed that he would be leaving the company at the end of the month.
  - 6 Sophie warned that it might rain later.

#### **FAST FINISHERS**

Ask fast finishers to complete the sentences with their own ideas:

My teacher told me ...

My best friend promised ...

(Name) revealed ...

My parents refused ...

- 4 Tell students that this grammar point may be tested in the key word transformation task (Reading and Use of English Part 4). Remind students that in the exam they have to complete the second sentence in between two and five words. When checking their answers, point out that the answer to 1 could be six words as that frequently follows promise. They should watch out for this possibility in the exam. When checking 3, point out that the verb to tell is used to report what was said as well as to give instructions. (I told him (that) it was 4 pm; The teacher told them to open their books.)
  - 1 she would find the story 2 refused to watch that/it
  - 3 told me I had to

#### **OEXTENSION**

Try to provide ongoing awareness and practice of this grammar point. When you come across examples of any of the functions practised (denying, refusing, inviting, revealing, warning, promising, etc.), draw students' attention to it and get them to report what was said using the correct pattern. Encourage students to notice and share any other reporting verbs they become aware of.



#### PHRASES TO TALK ABOUT THE MEDIA

The vocabulary presented in this section is likely to be new to many of the students. Explain that the phrases all consist of two or more words that form a phrase and can't be changed (apart from changing the tense of the verbs).

1 Students are likely to have good awareness of data privacy issues on social media. Encourage them to share their own knowledge, experience and ideas. After students discuss the questions in pairs, open the discussion to include the whole class.

#### **OEXTENSION**

Ask students to look up and compare privacy statements / data protection information from two social media platforms. Which do they think is 'safer' for users?

2 Students read the headlines. Encourage them to use the context to work out the meaning of the phrases in bold. If necessary, students can use their phones to check the meanings. Students tell their partner which story or stories they would be most interested in reading, giving reasons for their choice.

#### **FAST FINISHERS**

Get students to predict the content of each article from the headline.

- 3 Students read the introduction to one of the articles as quickly as possible and match it to one of the headlines. Which words helped them decide?
  - 2 (hooked, coming back for more)
- 4 Students check their understanding of the vocabulary introduced in the section so far by matching the phrases to their definitions. Ask students to write their answers in their notebooks. They can then do the exercise a second time without looking back at the previous exercises. This time they can write their answers in pencil in their books.

2 come clean (about)
3 go to great lengths
4 speak out (against)
5 tighten up
6 overstep the

5 Students complete the exercise individually before comparing answers with a partner. In case of differences, they explain their choice of phrase and verb form.

1 overstepping the mark 2 speak out 3 went/had gone to great lengths 4 tightening up 5 came clean 6 under pressure

#### **FAST FINISHERS**

Ask fast finishers to write sentences of their own with the phrases without looking back at Exercises 2–5.

6 Draw students' attention back to the headlines in Exercise 2. With a partner, they choose which of the stories they would like to write about. Encourage them to use some of the phrases highlighted in this section as well as other related words and phrases from the unit. Give students 10–15 minutes for this stage and encourage them to proofread their work and check whether they have managed to include any of the new phrases. If not, is there any way they can add them?

#### **OEXTENSION**

For homework, ask students to write/type their stories with the headlines in a larger font size. If they like, they can find and add a suitable image to support the article. Put all the articles up around the classroom walls for other students and visitors to the classroom to read.

### LISTENING PART 1 TRAINING

SR D151

#### **SEXAM INFORMATION**

Remind students that Part 1 of the listening test is multiple choice questions based on a series of unrelated extracts.

- as possible. Do the first one (journalist) together as an example. Elicit examples of the skills (clear writing style, attention to detail), knowledge (current affairs, geography, the media), attributes (patient, determined) and qualifications (degree in language or similar field, possibly diploma in journalism) needed to be a journalist. Students work with a partner to do the same for the other three jobs (TV presenter, business owner and photographer). Each student should say why he or she would or would not like to do each job.
- 2 Get students to do the exercise and while checking answers, point out that a form of worried (worrying) is in the extract, but A is not the correct answer: the speaker is worried he didn't prepare enough, not about the questions he would be asked. The extract does mention finding out (do background research) about the company, but that was mentioned as something to be done before, not during, the interview.
  - 1 The man was worried about not having enough time to do background research on the company.
  - 2 the interviewers (not the man)

3 This exercise focuses on raising awareness of the importance of recognising paraphrase in the listening test in general and multiple-choice questions in particular. The words in the correct option are unlikely to appear in the extract in the same form.

1 Secretly, I was certain 2 I would be a great fit for the role

4 © 072 Students are told the correct option but not given the audioscript. All three of the options will be mentioned in the audio but two of them will be discounted as the correct answer. Play the audio and students answer the questions to understand why options A and B are wrong.

1 to describe Bryan Stephens, not the television programme 2 It's nice to see him move away from those financial-based shows.

#### **AUDIOSCRIPT** © 072

Man: Did you catch that TV programme on Channel 1

last night?

Woman: I did, yeah. It's difficult to believe that Bryan

Stephens is in his eighties. He looks in great health. I'd have thought he'd have wanted to give up work and spend more time relaxing, but it looks as though he loves what he does.

Man: Absolutely! It's nice to see him move aw

Absolutely! It's nice to see him move away from those financial-based shows and try something different. I'm sure he really enjoys visiting different countries around the world and telling the viewers

about them.

Woman: I know. I'd love to do that for a living.

O73 Give students some time to read the questions and highlight the key words. In 5, point out that both is a key word as the wrong options might be things only one is unsure about. Play the audio once. Ask students if they need to hear it again.

3 C 4 A 5 C

#### **OEXTENSION**

Students find and highlight the part of the text where the correct answer can be found. In another colour they highlight the parts of the audio which show that the other options are incorrect. If you have a stronger class, ask them to formulate support questions for other students like those in Exercise 2.

#### **AUDIOSCRIPT** 0 073

- I started my advertising business on a small budget which I funded with money I'd managed to save over the years. It worked well for a while, but when I had the chance to make a series of television commercials for a well-known brand, I knew I needed to find more money than I had. I'd thought about going to the bank, and they said they'd lend me what I needed, but the interest rates were really high. Fortunately, someone my aunt knew stepped in at the last minute and helped me out.
- I was recently sent on a trip to conduct research about a story that we wanted to publish for our newspaper. Fortunately, the roads weren't busy so I wasn't held up, which meant I had plenty of time to purchase my ticket. Lots of people had to stand but I was lucky enough to get a seat with a table by the window. Anyway, the journey was comfortable and there were no delays. What's more, the new bridge meant that I didn't have to change onto the ferry, which was good as I struggle a bit with sea sickness.

5 That meeting about the assignment we need Man:

to complete was good, but I'm not sure I understood everything. I'm excited about taking photos of animals in their natural

habitat, though.

Woman: ... and they help you to arrange the trip

which is great because organisation isn't my

strong point!

Man: There was also something about the way we

hand in our work once it's completed.

Woman: Yes, we have to upload it to the project site

by Tuesday next week.

Isn't that also the date we need to report Man:

back to the group?

Woman: Hmm, that's a good point. It's probably

worth double checking that with our tutor in

the seminar next week.

#### **EXAM FOCUS**

SB P152

## **READING AND USE OF ENGLISH** PART 1

Remind students to start by reading through the whole text. Before looking at the options for a gap, they should think about what word might fit. Even if the word they thought of is one of the options, they should still consider all the other options. Remind them that this part of the Reading and Use of English paper is testing collocations, words with similar meanings, dependent prepositions, etc.

Get students to do the exercise individually and mark their own work to check their progress.

1 D 2 A 3 A 4 D 5 B 6 C 7 B 8 A

## LISTENING PART 1

074 Remind students that the eight different situations are not related and that the questions often relate to the speaker's purpose or feelings. Other questions require them to listen for the overall topic (gist) or specific details. Play the audio once and get students to mark their own answers to check their progress in listening.

1 C **2** B 7 C 3 B 4 A **5** B 6 C 8 A

#### **AUDIOSCRIPT** © 074

#### Narrator:

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

1 You hear a journalist talking on her mobile phone about an interview. How does she feel? Yes, I'm talking to the actor next week. Well, I am a little irritated that we only have thirty minutes but it's not his fault. His agent got the times mixed up. He's about to start filming a documentary and he leaves for the Amazon jungle the following day, so he isn't able to hang around. I don't know how he does it - I'd be a bit uneasy about going somewhere like that. But still, I'm convinced I can get what I need, even if we don't have a vast amount of time.

2 You hear two media studies students Narrator: talking about their course. What do they

agree about their lecturer?

Speaker one: How are you finding the course?

Speaker two: It's good, though the connection he makes between what we're studying and our future profession is sometimes a little vague. What

about you?

Speaker one: Well, the recent project he set us was far from easy, and when we met for a tutorial he was quite critical of my introduction. But he helped me see where I went wrong which was good.

Speaker two: Yeah, I really appreciated it when he showed me how I could improve my conclusion. He seems to have quite negative views about the media, but the more I study the more enthusiastic I am about it.

Narrator:

3 You hear a woman talking about a newspaper article. What is it about? Did you see it in the newspaper? I couldn't believe it. He was on his way to vote when it happened. They think it might've started on purpose but it's not certain yet whether it was deliberate. Apparently, he'd gone back into the flames twice to make sure no one else was inside the building. It's only because of his actions there were no fatalities. The minister being interviewed after the incident suggested he'll get some sort of award for bravery and I completely agree - I think it's the least they can do.

Narrator:

4 You hear a weather reporter talking about his job. What is the purpose of his talk?

People are quick to criticise us when we get it wrong which I can certainly understand finding yourself in a sudden downpour when I predicted that the conditions would be fine isn't an ideal situation to be in, is it? However, there's a lot more to being a meteorologist than you might think. One of the most useful tools to tell you accurately how the weather will change is the information that's given to us by satellites. These are vital in warning us about severe weather conditions like hurricanes and tornadoes.

Narrator:

5 You hear a journalist talking about his job. Why did he study journalism? I remember it very well actually; my decision to study journalism. It was when I was a teenager. I'd been working hard on a project - my teacher had set us a really difficult piece of work. I was in the kitchen and my mum switched on the radio - she loves the news. Anyway, there was this journalist talking about his work and it just sounded so rewarding - you know, finding out the truth about stuff. I said to my mum then and there that that was how I wanted to earn my living.

Narrator:

6 You overhear a man talking to his colleague on the phone. What is he talking

That's fine, I just need to let them know as soon as possible really. I can't do it on Friday as I'll be with a client all day - you know, the one who works for the company I was thinking of applying to before I was promoted here. Anyway, I'll get onto it first thing Monday morning - I've got the budget agreed for the new projector so all we need to do now is select the brand we want. I've managed to book the conference centre for our team meeting next week so we can talk more about it then.

Narrator:

7 You hear a television actor telling a friend about an award she's just won. What is she doing?

Man:

You must have been absolutely thrilled when they made the announcement.

Woman:

To be honest, I didn't know how I felt at the time. I'd thought about it in the past, but it's not something I really expected to happen so early in my career. I'm not certain how the judges decide who should get the award either. Though once I started to think about all the extra opportunities I'll get, not to mention the extra money I'll earn, I started to feel really positive about it.

Man:

Well, you deserve it, so well done!

Narrator: 8 You hear two people talking about a

piece of music. What does the woman say

about it?

Woman: Have you heard this new song?

Man: Yeah, it was on the radio this morning. I'm

not a big fan of it to be honest.

Really? I know it's not the happiest song in Woman:

the world but it still cheers me up every time

Man: Don't you think it sounds a lot like their

previous album?

Woman: Not really. I actually thought it was quite

different to a lot of their older stuff. My brother says that it's really well-produced and that it will definitely inspire a new generation of musicians. I mean he should

know, he's doing a degree in music.

## **SPEAKING PART 2**

One way of approaching this exercise is for you to do a 'mock Part 2' with each pair, while the other students are working on a writing task, for example. Make sure each student gets feedback on each of the speaking criteria. If your class is too large, get students to do the task in pairs.

Go around monitoring and noting down examples of positive performance (use of 'thinking phrases', topic-specific vocabulary, speculative language, linking phrases, etc.) and also highlight any significant or frequent errors you heard. At the end of the task, bring the class together and start by pointing out the positive language you heard before highlighting the errors and eliciting corrections.

> SPEAKING BANK / pages 246-249

#### **REAL WORLD**

#### SB P156

075 Ask students to look at the photo of Copenhagen and choose three adjectives to describe it. They should complete the fact sheet without using their phones. They are unlikely to know all the answers, but all of them can be guessed at. Ask students to note down their ideas in their notebooks rather than in the gaps at this stage. Play the audio. Ask students how their guesses compared with the facts.

1 Denmark 2 775,000 3 Hans Christian Andersen 4 happiest 5 amusement park

#### **AUDIOSCRIPT** © 075

Copenhagen is the capital of Denmark.

Copenhagen has a population of approximately 775,000. A statue of the famous author, Hans Christian Andersen, can be found at the City Hall Square in Copenhagen.

According to a report in 2013, Copenhagen was voted the happiest city in the world.

Copenhagen is home to the second oldest amusement park in the world.

- 2 Students use their devices to find out more facts about Copenhagen. Ask students to mingle and share their facts, noting down any that are different to theirs. Bring the class together and ask each student to share the most interesting fact they learnt.
- 3 Point to the two photos the students have to consider. Elicit ideas about what they have in common. Students read the article quickly to see if their predictions were correct. Elicit students' reaction to the article. Would they like to watch or take part in this event?

Picture 1 shows the Royal Danish Opera House. Picture 2 shows a cliff diver in action. Cliff divers dive off the opera house in the Cliff Diving World series.

4 Students check their understanding of vocabulary from the text by finding the words that match the definitions.

> 1 iconic structure 2 a stunning panoramic view 3 plays host to 4 diving elite 5 an electric atmosphere

- 5 Tell students that in the next exercise they will listen to two friends deciding what to do in Copenhagen over the weekend. Tell them that the phrases in this exercise all relate to invitations. Give an example of making an invitation, such as Would you like to come round for coffee? Tell one student to accept your invitation (e.g. That would be lovely.) and another to refuse it (e.g. Thanks, but I have too much work.) Tell students to match the two parts of the sentences and write M (making), A (accepting) or R (refusing) next to each. Tell the students that there is one sentence where the speaker isn't sure whether they can accept the invitation.
  - 1 C (making an invitation) 2 E (accepting/refusing an 3 F (refusing an invitation) invitation) 4 B (making an invitation) 5 D (accepting an invitation) 6 A (not sure if we can accept or refuse an invitation)

- 6 076 Play the audio for students to check they have matched the sentence halves correctly.
  - 1 Are you interested in joining me? 2 Count me in. 3 I'm supposed to be doing something else. she'd like to come along. 5 Thanks for thinking of me. 6 Can I get back to you (tonight)?

Point out that Can I get back to you later? is not a refusal but the speaker is unsure whether it is possible.

#### AUDIOSCRIPT @ 076

Patrick: It's almost the weekend. I can't wait to go out and have some fun.

Liz: Me too. It's been a tough week. Hey, I'm going to the Royal Opera House on Saturday.

Patrick: I didn't know you were into opera.

Actually, I'm not. They're hosting the Cliff Diving Liz: World Series. Are you interested in joining me? I know you love diving and I think the atmosphere's going to be great.

Patrick: Really? Wow! I thought cliff diving needed cliffs!

Absolutely. Count me in.

Excellent! Shall we meet at 9 am? It starts at ten. Liz: There's going to be a lot of spectators so we'll need time to get good seats.

Patrick: Sounds good. No wait, I forgot! I'm supposed to be having lunch with my friend, Ria, on Saturday.

Liz: Oh no. That's a shame. Can you postpone?

Patrick: Unfortunately not. She's only here for the day and I've not seen her in ages. Hey, why don't I ask Ria if she'd like to come along? Perhaps we could all

go for dinner after the event, instead of lunch.

That sounds like a great idea but I don't want to Liz: get in the way of you guys catching up.

Patrick: Don't be silly. I'm sure Ria would be more than happy for you to come too. We'll all be starving after a day of excitement.

Liz: We'll if she doesn't mind that would be great. Thanks for thinking of me.

Patrick: Likewise! Ok, so I'll call her. Could I get back to

you later, when I know for sure?

Liz: Absolutely.

- Students match phrases for accepting and refusing invitations to phrases from Exercise 5.
  - 1 Thanks for thinking of me. 2 Count me in.
  - 3 I'm supposed to be doing something else. get back to you (tonight)?

8 Ask students to read the brochure. Ask which of the attractions they think their partner would be interested in visiting. Choose one student and model a conversation with him or her:

Teacher: I'm planning to visit Kronborg Castle on Saturday. Would you like to join me?

Student: Oh, that sounds really interesting. Count me in!

Tell students to have similar conversations, inviting their partner to the attractions. They should practise accepting, refusing and keeping the offer open. Remind them to use appropriate intonation. Model examples of this intonation:

Wow. Absolutely. Count me in! (Sound enthusiastic.)

Oh sorry, I'm supposed to meet my parents tonight (Sound disappointed.)

Move around the classroom, listening to students and doing on the spot correction of the target language if needed. Conduct brief whole-class feedback, inviting students to share which invitations they accepted and what excuses they used when refusing.

Play the video. Ask students to copy each of the bullet points into their exercise books with some space underneath. Tell them to write down what they hear about each one. After watching, students take it in turns to use their notes to talk about each point. Ask them what the most memorable fact about Copenhagen was.

#### Suggested answers

The city of Copenhagen: attracts millions of visitors every year

Cycling: 1.4 million kilometres cycled in the city every week

Nyhavn: variety of restaurants and cafés

Shopping: Strøget – one of the longest shopping streets in Europe

Tivoli Gardens: opened in 1843, second largest amusement park in the world

Freetown Christiania: home to about 900 people, workshops, art galleries, concert halls and organic food markets all located here

Historical and modern buildings: Rosenborg Castle – set in Kings Garden; Frederiksberg Gardens – dates back to 18th century; Opera House – designed by architect Henning Larsen, opened in 2005

## LIFE COMPETENCIES

## DESCRIBING CULTURES, MANAGING CONVERSATIONS

Tell students that they can either continue to research Denmark or find out about events related to their personal interests (sport or music, for example) anywhere in the world. They should find something which is actually coming up in the near future. Give them a time limit to do their research and take notes (10–15 minutes).

They then work in groups to talk about the events and invite the other members to join them in attending, using the phrases they have learnt in this section. Each student accepts or refuses each invitation. Remind them that if they are not interested in an event, it is more polite to make an excuse than to express a lack of interest. Ask one student to invite you to an event. Say: No thanks, that sounds boring and Thank you so much for inviting me but I have to work that day. Ask: Which one is more appropriate?

Round off the activity as a class by asking groups to share the activities they invited each other to. Which events are most interesting to the class as a whole?

> WORKBOOK / Unit 11, page 48

## PROGRESS CHECK 4 UNIT 9 TO UNIT 11

#### SB P158

#### 1

It's more than likely that people will live on another planet in the future.
 We're bound to see driverless cars on the roads in 20 years.
 There is little prospect that we'll discover a new planet.
 I don't think there will be robot teachers any time soon.
 I'm not convinced that we will find life on other planets.

#### 2

1 will have retired
2 will have finished
3 will be living
4 will have completed
5 will be studying
6 will have become
7 will be flying

#### 3

1 violent 2 concerned 3 gale-force 4 over 5 soaring 6 as 7 poor 8 by 9 down

#### 4

1 (have / get) her hair cut 2 (have / get) our passports renewed 3 (having / getting) them cleaned 4 (have / get) my eyes tested 5 (have / get) my car washed

#### 5

My friend forced me to go running with him.
 Our sports teacher let us finish 30 minutes early.
 My coach is helping me (to) improve my tennis serve.
 I can never get my parents to go on a camping holiday.

#### 6

1 terrified
2 confusing
3 boring
4 exhausted
5 challenging
6 disappointed
7 annoying
8 amazing

#### 7

1 excitement 2 autograph 3 supporters 4 fan 5 compete 6 spectators 7 thrilled

#### 8

1 would go to watch the new film. 2 had received lots of letters from his fans. 3 had gone to see them the previous weekend. 4 had to get his computer fixed. 5 was going to upload a new video the following week.

#### 9

Lisa asked where I was performing the following week.
 Leonardo asked if I had seen the line-up for the music festival.
 Patricia asked me how the filming on the desert island was going.
 Melanie asked (me) if I could bring her a glass of water.

#### 10

1 promote
2 went to great lengths
3 under pressure
4 In light of
5 breathtaking
6 point
7 addicted

# 12 LET'S CELEBRATE

#### UNIT OBJECTIVES

Topic: festivals and celebrations

**Grammar:** expressing obligation and permission;

ability and possibility

festivals and celebrations; word Vocabulary:

formation: suffixes

Listening: Part 4: multiple choice Reading: Part 3: word formation

Speaking: short responses with so, neither, either

and too

Writing: Part 2: report Pronunciation: word stress

Exam focus: Listening Part 4; Reading and Use of

English Part 3; Writing Part 2

Real world: Having a great time in ... Essaouira

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

## **GETTING STARTED**

SB P160

#### WARMER

With students' books closed, write the title of the unit, Let's celebrate, on the board. Elicit an occasion students have celebrated recently, such as their birthday or passing their driving test. Write the occasion on the board and ask how they celebrated. Write up a few replies (cake, presents, cards, etc.). Give students three minutes to write down as many words and phrases as possible associated with the celebrations, whether personal (passing exams) or public (National Day).

#### Possible answers

wedding, National Day, passing exams, festivals, Divali, Eid, holidays, congratulations, food and drink, party, cake, anniversary, success.

- 1 Ask students to open their books and read the advertisements for the three festivals. Ask students what facts from the advertisements most surprised them. Students discuss in pairs their own experiences of going to similar festivals and say which of the three (if any) they would be most interested in going to. Invite a few students to share their experiences with the class.
- 2 Read through the questions with the students. Tell students they can talk about specific events like these and also festivals like Easter, Haj or Divali, which are celebrated as a part of their culture or religion. Ask students if they know when other cultures celebrate their New Year's, if not January 1st. Give them time to discuss the questions in groups and invite them to share interesting points with the whole class.

#### **CULTURAL NOTE**

In the Gregorian calendar, used by most countries in the world, New Year's Day is January 1st. However, different New Years are celebrated at different times. The East Asian (including Chinese) Lunar New Year occurs between January 21st and February 21st each year. In some Asian countries such as Thailand, Sri Lanka and parts of India, the New Year is celebrated on April 13th and 14th. Parts of the Islamic world celebrate the New Year on Muharram, which is 11 days earlier each year as their year is only 354 days long.

#### **OEXTENSION**

Students research other New Years around the world and explain to their classmates why they take place when they do and how they are celebrated.

## *OCABULARY*

#### FESTIVALS AND CELEBRATIONS

Prepare students for the listening section which follows by pre-teaching some of the vocabulary they will need. The vocabulary is presented in context in the questions in Exercises 1 and 2. Encourage students to use the context rather than their dictionary apps to work out the meanings of any unknown words.

3 easily accessible 2 volunteer (question 1, option C) (question 3, option A) 4 reputation (question 2, option **5** appeals to (question 3, option B) 6 unique (question 6, option A) 7 upcoming (question 6, in 8 venue (question 1, option A) 9 publicise rubric) (question 7, option A) 10 guidance (question 5, option B)

## LISTENING PART 4 TRAINING

SB P161

#### **©EXAM INFORMATION**

Elicit what students can remember about Part 4 of the Listening test. If necessary, guide them with questions, e.g. How many speakers will you hear? (2) How many questions are there? (7) How many options do they have to choose from? (3) What listening skills are you being tested on? (identifying opinion, attitude, detail, gist, main idea and specific information).

1 🙆 077 Students do not have to find the correct answer as it is given to them. Instead, they have to listen carefully and work out why the other two options are incorrect. Give them time to discuss their ideas with their partners before you check them.

#### Option B

Martin says that he was studying hospitality management at university but doesn't say that this was the reason why he was asked to organise the university festival.

#### **Option C**

Martin was also volunteering at another smaller event when he was asked to organise the university festival. He doesn't say that this was the reason why he was asked to organise the festival, rather that he was hesitant to accept because he was volunteering at the time.

#### **AUDIOSCRIPT** © 077

Interviewer: Thank you for coming into the studio today,

Martin. First of all, tell us how you got into

organising festivals.

Martin: It was back when I was studying at university.

The university wanted to put on a big event for final year students who had just finished their end-of-term exams. As I was studying hospitality management, I already had a few contacts with people working at a local conference centre which was big enough to hold the event and, because of these connections, the university invited me to join the organisation committee. I was hesitant at first because I was also volunteering at another smaller event, but I knew this was an opportunity I couldn't turn down.

2 078 Tell students to underline the key words in 2–7 and to think of synonyms or paraphrases for words or phrases other than those highlighted in the vocabulary section above. Remind students that they are unlikely to hear the exact words of the question, so it is important to recognise the same ideas expressed differently. Play the recording twice, with time in between for students to check their answers, and decide which answers they need to listen for again.

2B 3C 4C 5B 6B 7A

#### **AUDIOSCRIPT** © 078

Interviewer: And this led to bigger things. You recently

organised an event called Street Fest, which I hear attracted more than 10,000 people. What was that like and why do you think it

was so successful?

Martin: It was absolutely fantastic. I had always wanted to organise something in my

hometown as it wasn't famous for its festivals, unlike other towns in the area. People didn't really know anything about the history or culture of the place so I thought why not host an event which celebrates this. We organised a live music concert with acts from the local area as well as a parade and encouraged people to dress up in costumes that best represented the town. It was this aspect that I believe made the event so popular rather than just simply getting in bands and artists who the majority of people had already heard of.

Interviewer: You now spend a lot of your time as an

events consultant, helping other towns and cities organise festivals. What do you think

makes a good festival?

Martin: Well, the point I often make to organisers is that you don't have to host the festival right in

the centre of a city or town which has good transportation links. In fact some of the most popular ones are in the middle of nowhere and still attract hundreds of thousands of people every year. One thing you've got to do though is look after people when they're there and avoid anything that could put them in danger. Organisers sometimes take this for granted but it's actually one of the most important aspects of making a festival successful as they often attract people from

all over the world.

Interviewer: You must have come up against a lot of challenges in your time organising these big

events. What would you say is the most challenging part of organising festivals?

Martin: A lot of organisers think that finding a venue

is particularly difficult because of the costs involved. I often get round this by explaining to the venue owners that it helps to promote them as well as the festival and this normally leads to a discount. Lower venue costs mean that we have more money to spend on developing a fast and reliable website so that people can buy tickets easily without the website crashing due to the high volume of traffic, something that really frustrates festival goers. That being said, it's vital that you stay within budget, which is never easy given the substantial costs involved, as this can

ultimately decide whether a festival goes

ahead or not.

Interviewer: You also have a blog. What message are

you hoping to convey?

Martin: Well, when I first started, I didn't know too many other people who were doing the same

thing as me and it was tough to find out about some of the issues people often ran into. To be honest, a lot of what I've learnt can't really be taught in the classroom. You need to go out there and do it yourself and learn from your own mistakes. That said, I like to write about the festivals I've organised in the hope that other people in the field can benefit from my experiences and become

better at what they do.

Interviewer: That's great. I suppose it's a good way to network as well. You're hosting an online

festival in September. Could you tell us more

about that?

Martin: Of course! The idea came about while I was

talking to a friend of mine via video conference. I was surprised to see just how good the technology was and thought it would be an excellent platform to host a festival. I did a bit of research, believing that I was the first person to have thought of this, which actually turned out not to be the case. We designed a programme and I didn't know if people would go for it, but I was wrong - it really appealed to people, particularly those who found it difficult getting to venues because they were too far away. We're now planning to hold the online festival again next year, too.

Interviewer: Well I'll definitely be attending that next year.

#### Martin:

So what are your plans for the future? I actually have lots of new ideas for online festivals, but I've done so much recently that I think it would be more worthwhile doing something else. I know there are a lot of big music events coming up, but you know, I don't want to miss out on the smaller, more unfamiliar events, which I really like to attend, and make sure as many people know about them as possible.

3 Students may remember how some of the phrasal verbs in the audio were used, but they might have to guess others. They will need to decide on the tense or verb form of the verbs. Ask students to complete the exercise individually before comparing their answers with a partner.

1 got into 2 to put on 3 turn down 4 dress up 5 look after 6 come up against 7 goes ahead 8 to miss out on

Read through the Did you know? box. What are bank holidays called in the students' countries? On what occasions are public holidays given? What do most people do on public holidays?

#### **CULTURAL NOTE**

The country with the most public holidays is Cambodia with 28 days, followed by Sri Lanka with 25 and India with 21 days. The Mexicans get the fewest with just seven days. The UK, Canada and Spain also have a limited number of public holidays.

#### **OEXTENSION**

Discuss the advantages and disadvantages of a country giving its workers a lot of or a few public holidays.

4 Encourage students to use the phrasal verbs from Exercise 3 in their responses and to extend their answers with extra detail. Provide an example, e.g. When I was a child, I dressed up as a gorilla for a fancy dress competition at our school summer fair. It was great fun but it felt really uncomfortable after a while as it was a very hot day.

Invite students to share their partner's most interesting responses with the class.

#### **FAST FINISHERS**

Ask fast finishers to write their answers to one or more of the questions.

## *VOCABULARY* SB P162

#### WORD FORMATION: SUFFIXES

Elicit that suffixes are the letters that are added to root words to change the meaning or part of speech. Elicit some of the most common suffixes with examples for nouns, verbs and adjectives:

Nouns: -sion/-tion, -acy, -ance/-ence, -ness, -ity/-ty, -ship, -dom Verbs: -ify, -ate, -en, -ise/ize Adjectives: -al, -ful/less, -ious/ous, -able/ible, -ish, -ic/ical, -ate

7 @ 079 Students add a suffix to the word roots 1-6. Play the audio for them to check.

2 organisation 1 connections 3 majority 4 successful 5 normally 6 easily

#### **FAST FINISHERS**

Students write down other words in the same word family as the six words in the exercise.

#### Suggested answers

connections - connect (verb), connectivity (noun), connected (adj.), unconnected, disconnected (neg. adjs.) organisations - organise (verb), organised (adj.), organisationally (adverb), disorganised (neg. adj.) majority - major (adj.), major (noun), major (verb- to major in Science) successful - success (noun), succeed (verb), successfully

(adverb), unsuccessful (neg. adj.) normally - normal (adj.), normality (noun), abnormal (neg. adj.)

easily - easy (adj.), ease (noun), ease (verb), uneasy (neg. adj.), unease (neg. noun)

#### **AUDIOSCRIPT** © 079

- ... which was big enough to hold the event and because of these connections the university invited me to join the organisation committee.
- ... rather than just simply getting in bands and artists who the majority of people had already heard of.
- ... one of the most important aspects of making a festival successful as they often attract people from all over the world.
- ... it helps to promote them as well as the festival and this normally leads to a discount.
- ... a fast and reliable website so that people can buy tickets easily without the website crashing due to the high volumes of traffic ...

#### P WORD STRESS

#### SB P162

Demonstrate different ways in which word stress can be noted. In dictionaries, stress is typically shown with an inverted comma before the stressed syllable (co'nnect). In their own notes, students can choose to write the stressed syllable in capitals (coNNECT) or underline the stressed syllable (connect). They can also draw the pattern next to the word, which has the advantage of showing how many syllables are in the word. (connect o O; connection o O o).

2 @ 079 Write the completed words from Exercise 1 on the board: connections, organisation, majority, successful, normally, easily.

Ask students to come up and mark the stress patterns in any of the ways discussed. Play the audio and tick or cross the way the students have marked the stress on the board.

1 connections 2 organisation 3 majority
4 successful 5 normally 6 easily

Model the pronunciation and get students to repeat the words with the correct stress pattern. Listen to them carefully and give feedback.

#### **OEXTENSION**

Ask students to decide if the words in the same families have the same stress patterns (like *connect*) or different patterns (like *organise*).

majority – different (ma'jority,'major) successful – the same (suc'cessful, suc'ceed, suc'cess) normally – different ('normally, nor'mality) easily – the same ('easily, 'easy)

3 Tell students to cross off the words and suffixes as they use them as each is used only once. Look at the example together. Highlight the part of the instruction 'make any changes necessary to the spellings'. Give a further example: elicit the suffix which matches athlete (-ic) and write both on the board. Demonstrate that the 'e' is removed before the suffix is added (athletic). Students complete the exercise individually and compare their answers with their partner, checking any spelling changes they have made.

2 regardless
3 impressive
4 interviewee
5 athletic
6 peaceful
7 memorable
8 psychologist
9 instantly
10 selection

#### **FAST FINISHERS**

Choose some of the words in the exercise and make lists of other suffixes that could be added.

#### Model answer

'Photograph (noun, verb) - to take a photograph

Pho'tography (noun, abstract)

Pho'tographer (noun, person)

Photo'genic (adjective) – A person who is photogenic looks good in photographs.

'Photo (noun) - abbreviation of photograph

Photo'graphically (adverb)

#### **OEXTENSION**

Students make posters of word families for the classroom wall. They should show parts of speech and stress patterns and make them look attractive. They can include definitions of related words and collocations where appropriate. Pictures can also be included where relevant.



#### **EXPRESSING OBLIGATION AND PERMISSION**

1 Students discuss the photos and questions in pairs.
If students are not sure of any of the traditions shown,
use the notes below:

#### **BACKGROUND INFORMATION**

Picture A – shows a bride who has applied henna or mehendi to her hands in intricate patterns. This is a common tradition in the Islamic world, in particular.

Picture B – The bride and groom cut the wedding cake together. This is symbolic as the first act they perform together as a married couple.

Picture C – The bride throws her bouquet behind her without looking. The unmarried girls try to catch it in the belief that the one who catches it will be the next to marry.

Picture D - At the reception after a wedding, speeches are traditionally given by the father of the bride, the groom and the best man.

- 2 Students take part in a jigsaw reading activity. They all have the same set of questions but read different texts. As they can't answer all the questions from their text, they will have to pair up with a student who has read the other text. It is important that you divide students into two groups of equal size. All students in each group have to agree on which three questions can be answered and what the answers are.
- 3 Put students into pairs with a partner from the other group (there may be one group of three). Groups work together to answer all six questions. Which traditions have they heard of before? Which were surprising to them?

#### Group A

Question 1 - Venezuela

Question 3 - Sweden

Question 5 - The Tidong community

Questions 2, 4 and 6 cannot be answered.

#### Group B

Question 2 - Peru

Question 4 - Congo

Question 6 - South Korea

Questions 1, 3 and 5 cannot be answered.

Write the headings Obligation and Permission on the board. Check the meanings of the words: Obligation - a duty/you have no choice; Permission - you may do it if you want to.

Elicit one example of words and phrases used to talk about each, e.g.:

Obligation - must

Permission - are allowed to

Tell students to underline all the words and phrases in both sets of texts which express obligation and permission.

#### **GROUP A**

#### Sweden

At the wedding ceremony, if the bride leaves the room for any reason, then any of the female guests are allowed to kiss the groom. The same applies to the male guests, who may kiss the bride when the groom leaves the room.

#### The Tidong community (Malaysia, Indonesia and the Philippines)

After a Tidong couple's wedding, the bride and groom cannot leave their home for three days. They are also prohibited from going to the bathroom or toilet and they are watched closely by friends and relatives to ensure that they stick to this rule. If this tradition isn't followed, it's believed that bad things might happen in the future to the couple or their children.

#### Venezuela

If you're invited to a wedding in Venezuela, it's advisable not to wait until the end of the reception before offering your congratulations to the happy couple. This is because they're actually supposed to make their getaway without being noticed before the party's over. All the guests should watch the bride and groom carefully, as it's considered good luck for the person who first sees the couple leave.

#### **GROUP B**

#### **South Korea**

Before leaving the wedding venue with his new bride, a Korean husband must have his shoes and socks removed by his friends and relatives, who then hit the groom's feet with a stick or even a fish. It's a light-hearted event. While this is happening, it's compulsory for the groom to answer questions that his friends and relatives ask him. After he has answered all the questions, he is permitted to leave.

#### Peru

The hosts at a Peruvian wedding are expected to prepare a cake with ribbons. Attached to one of the ribbons is a wedding ring, which is hidden inside the cake. After the wedding ceremony, the female wedding guests have to pull out one of the ribbons. If the ring is attached to their ribbon, then they are considered to be the next person to get married. But don't worry, you don't have to join in if you don't want to.

#### Congo

Marriage is usually a joyful time, and smiling in your wedding photos is essential! But this isn't the case everywhere. A wedding tradition in Congo states that the wedding couple shouldn't smile under any circumstances on their wedding day, even for their wedding photographer! Smiling indicates that they are not serious about marriage.

5 Tell students to refer to the Grammar reference on page 228 while doing this exercise. If possible, put the table on the board for students to complete as a class once they have done it individually.

Necessary	must, it's compulsory, have to, essential
Not necessary	don't have to
Recommended	it's advisable, supposed to, should, are expected to
Not recommended	shouldn't
Allowed	allowed to, may, permitted
Not allowed	cannot, prohibited
Possible	may, might

#### **OEXTENSION**

Students write their own paragraph about wedding traditions in their country using the language of obligation and permission presented in the section.

6 Tell students that the language presented in this section may be tested in the key word transformation exercise (Reading and Use of English Part 4). Students complete the questions individually to test their own progress.

1 supposed to get 2 don't have/need to dress up 3 are allowed to attend 4 's/has been compulsory

### **PUSH YOURSELF**

CI

SB P163

### EXPRESSING OBLIGATION AND PERMISSION IN DIFFERENT TENSES

This exercise is recommended for students who are strong in grammar. You can give students the option of doing it or you can select students who should do it for homework.

- There are two stages to this exercise. Students first change the sentences into the given tense. Tell them to do this with all four sentences and check their answers.

  They then decide on the difference in meaning between the two sentences. They should try to explain the differences to their partner in their own words.
  - 1 All passengers will have to print their boarding passes in advance

(meaning – In the first sentence, the rule is in effect now. In the second sentence, the rule will come into effect at some point in the future.)

2 You should have brought your e-ticket with you to the event.

(meaning – In the first sentence, you are being given advice before the event starts. In the second sentence, the event has already started and the sentence implies regret – you didn't bring your e-ticket so you can't enter the event.)

**3** You *might have been able to* catch the end of the performance.

(meaning – In the first sentence, there is still a chance that you can catch the event but in the second sentence, you are too late as the performance has already started.)

4 You won't be able to bring your friends into the VIP area.

(meaning – In the first sentence, you are being told now (at the VIP area) that you can't bring your friends in. In the second sentence, you are being warned in advance that you can't bring your friends into the VIP area.)

### WRITING PART 2: REPORT TRAINING

SB P164

### **SEXAM INFORMATION**

Elicit the main difference between reports and other question types in the Writing exam (reports may be divided into sections with headings and/or contain bulleted or numbered lists). Ask students what they can remember writing reports about earlier in the book (zoos and wildlife parks).

1 Students underline the points they should write about.

A new festival was held for the first time in your town this year, and you attended it. The organisers now want feedback as to what worked well and why, and what aspects of the festival could be improved in the future.

Elicit how many sections or paragraphs their report might have (sample answer: 4 – an introduction, good points, points to improve and a conclusion).

If students have attended a festival, ask them to write about their own experiences. If not, they may use their imagination or look up a festival review on their devices.

What worked well		What could have been improved	
•	The festival was in a convenient location. There was a good variety of activities. The food and drink were reasonably		There weren't any facilities to charge mobile phones. People waited for hours to get into the festival.
	priced. The people who	•	The toilets were difficult to find.
	worked there were very friendly.	•	There was a lot of rubbish on the floor.

3 Students rearrange words to create phrases. Highlight that all the sentence beginnings can be used by students in their own reports. Discuss which option is the most appropriate for the introduction to the writing task in Exercise 1.

1 The purpose of this report is to 2 This report is intended to 3 The aim of this report is to
Sentence B is the most appropriate. Sentence A contains grammatical errors ('discussing' and 'suggesting') and sentence C isn't relevant to the question in Exercise 1.

4 Read through the box on bullet-pointed lists with the students before they do Exercise 4. It is a common error for students to write a list with each item having a different grammatical structure, e.g.:

Some problems on the day:

- lateness of the staff
- It was raining.
- visitors parking on the grass

Write this on the board and elicit the three structures (noun phrase, full sentence, -ing form).

Tell students to be aware of this issue when completing this exercise.

Elicit the structure of the bullet points in the list of positive points (noun phrase). Tell students to choose the noun phrase from options A to C and come up with a fourth positive point expressed with a noun phrase. Students then do the same for the negative points, but the option they choose and their own point should start with a verb in the *-ing* form.

### 1 A 2 C

Sample additional points

- The high quality of the live music
- Not being able to park close enough to the venue

5 Elicit how a report typically ends (with recommendations). Point out that these recommendations should be linked to the negative points outlined in the report. Students underline the phrases which introduce recommendations.

I would propose; I would suggest

6 Ask students to think back to the festival they made notes about in Exercise 2. They will now turn these notes into a report. Tell them that naming the festival and stating its aims will make the report more interesting for the reader. Give them an example of an opening line, such as

The festival of speed took place at Goodwood race course from 12th to 15th July. This can lead into one of the introductory phrases from Exercise 3. Tell students that they can choose to include headed sections if they wish. However, as it is a short report, they might prefer to use bulleted lists as in the model essay in this section. Remind them to use the same grammatical structure for all the points on the list and to end their report with recommendations.

When students have written their reports, get them to do peer evaluation with a partner. Have they used bulleted lists and/or headed sections? Have they finished their report with at least two recommendations? Can they find examples of the grammar or vocabulary focused on in the book so far?

WRITING BANK / pages 242-243

### READING AND USE OF ENGLISH PART 3 TRAINING

SB P165

1 Elicit what students will have to do in Part 3 (put the given word into the correct form according to the context). Students work in pairs to answer questions 1-4.

1 eight 2 one mark per question 3 Yes. You must spell the word correctly.

- 4 You may need to change:
- the end of the word using a suffix (EQUAL -EQUALLY)
- the beginning of the word using a prefix (ADVANTAGE -> DISADVANTAGE)
- the middle of the word (LONG → LENGTH)
- both the end and the beginning of the word (FORTUNATE → UNFORTUNATELY)
- 2 Tell students that questions A-D represent how they need to think about each gap in the text. Failure to consider these questions is what leads to most of the errors in this part of the test. In addition to correcting the error, students should say which question(s) the candidate has failed to consider.

After doing the exercise individually, students should compare their ideas with a partner.

4 possibilities 2 unlike 3 ability 1 significantly 6 enjoyable 8 unsuccessful 5 unpopular 7 variety

Read through the box with students. Elicit other words where the middle of the word changes (long-length, choose-choice, advise-advice, deep-depth, strongstrength, proud-pride).

3 Remind students that the middle of words sometimes change so the task type is not only about prefixes and suffixes. Remind them to be careful of spellings. Students complete the exercise individually and check with a partner.

2 strength 1 choice 3 width 4 pride 5 ease 6 frozen 7 growth 8 depths

### **OEXTENSION**

Students make a table with different forms of the words in the exercise like those they did in the vocabulary section. They mark the stress of all words of more than one syllable.

- 4 Tell students that it is important to have a general understanding of the whole text before starting to answer the questions. Tell students to read only the title and look at the picture, not to read the text at this stage. They should use prediction skills in this way in the exam, using whatever information is available.
- 5 Tell students to read through the whole text quickly before answering the questions individually. When all have finished, write the answers on the board and get students to check their own and their partner's spelling.

1 annually 2 variety 3 unknown 4 fashionable 5 encouraged 6 peaceful 7 height 8 spectacular

Students use their devices to access reviews on the previous year's Snowbombing festival and decide if they would like to go.



### EXPRESSING ABILITY AND POSSIBILITY

1 Ask students to read the job description. What kind of 'tour' would they be managing? (bands and artists). Students make their own lists of the good and bad things about being a tour manager and compare them with a partner.

### Sample answers

Good: You get to meet famous people, you get to see lots of new places, you can watch concerts for free. Bad: You would spend a lot of time away from home, you would get the blame if things went wrong, some artists are very demanding.

2 © 080 Give students time to read through the sentences and guess what words or phrases go in the gaps. They should note down their ideas in their notebooks rather than their books. Play the audio for students to write what they hear and compare with their guesses.

1 was able2 managed3 enabled4 capable of5 unable6 will be able

### **AUDIOSCRIPT** 3 080

Interviewer: I'm joined by Chris Smith, who works as a tour

manager. Good morning, Chris. Tell us, how did you first get into tour management?

Chris: Well, I actually started out as a guitarist for a

local rock band. We used to travel to different towns close to where we lived and I took care of the organisational side of things. It was great as I was able to find out more about the job of

a tour manager and what was involved.

Interviewer: So what was the first gig you ever organised?

Chris: I remember it well. It was at the local community

centre. The person in charge of the venue was worried that nobody would show up and threatened to cancel it. I put an announcement out on social media and, in the end, we managed to put on a pretty memorable show,

despite the fact that only 40 people turned up.

Interviewer: Speaking of memorable, what's your most

unforgettable experience of playing in a band?

Back in 2010, we got a phone call from a guy who managed Jump Up. They were one of the biggest and best acts in the country at the time.

We couldn't believe it! Not only did it mean that we could earn more money but it also enabled us to play to a bigger crowd, over three thousand in fact. Some of the people

even knew the words to our songs!

Interviewer: That's great! So when did you decide to become a full-time tour manager?

Chris: So after a few years of playing, my bandmates

and I started to argue a lot and eventually I left the band. I was out of work until a friend of mine asked me if I wanted to manage his band's national tour. It was a big step up, but I knew I was capable of doing a good job, so I accepted. At first, it was hard being away from

my friends and family for long periods of time,

but eventually I got used to it.

Interviewer: You're going on your first international tour

next month. How are you feeling about that?

Chris: Good actually! I've been dying to take the band I manage on an international tour.

We had the opportunity to tour overseas last year, but we were unable to go because of other commitments. They're great guys and they work extremely hard, so it'll be great for them to have the chance to play to their fans abroad. As well as managing the band, I will be able to network with tour managers from

other countries, which is something I'm really looking forward to.

Interviewer: Well, good luck and thanks for talking to us.

3 Students use the example sentences from Exercise 2 and the Grammar reference on page 229, if necessary, to work out the rules for themselves. Giving them time with the examples and rules is more important than explanations of the grammar at this stage.

B managed C was/were unable D will be able E enabled F capable of

4 Students should complete this error correction exercise individually to check their understanding. They should refer to the Grammar reference and the examples from the previous exercises.

1 I didn't know the band were capable of perform
performing that well. 2 Unfortunately, we won't
can be able to attend because we're away on holiday.
3 He could to play the guitar when he was only three
years old. 4 I can't believe he managed putting to
put on such a good event. 5 The organisers were
unable to find a solution to the problem. 6 Despite it
selling out in minutes, I could was able to or
managed to get two tickets for the music festival.
7 The warm weather will enable we us to host the party
outside. 8 I've could been able to swim ever since I
was two years old.

Point out to students that when writing and speaking in the exam they should avoid overuse of very basic language such as can and can't. This section has presented ways of talking about ability and possibility which they can use to demonstrate B2 level of grammar.

Ask students to look at the first picture and read the example sentence. Write on the board: The boy can't fix his bike and He probably wouldn't be able to do it without his dad's help. Ask which way of expressing the idea matches the level of B2 First exam (the second).

Students may opt to work individually or in pairs to write a sentence about the other four pictures. Ask four different students to come to the board and write or type their sentences. The other students check them for accuracy.

### Suggested answers

Hard work has enabled these students to graduate. In 1969, the Americans succeeded in sending men to the moon and bringing them back safely.

I'm not sure if the bear is going to manage to catch this fish. It looks as though the man might be able to juggle.

### **FAST FINISHERS**

Students use the phrases presented in this section to write sentences about their own abilities and possibilities.

Chris:



### SHORT RESPONSES WITH SO, NEITHER, **EITHER AND TOO**

- 1 Read through the Did you know? box with students. Tell them that the four occasions in the box are examples of milestones. Can they think of any others? Students share what they know about how these events are celebrated in their own countries/cultures.
- 2 Encourage students to use the language of speculation to predict how the pictures relate to the milestones. Give an example, e.g. I wonder whether they give people money when they move to a new home in the Philippines.

Students complete the exercise orally in pairs. Bring the class together to share their best ideas.

3 @ 081 Students listen and check their predictions from the previous exercise. Tell students to make notes on each of the milestones discussed.

### **Weddings in Turkey**

Wedding shoe: the bride writes the names of her friends on the bottom of the shoe and whoever's name isn't there at the end of the night will get married.

Cup of coffee: the groom drinks salted coffee to prove that he is ready to marry the bride.

### Moving to a new home in the Philippines

Coins: coins are scattered around the living room floor to bring good luck and financial prosperity.

### A new baby in Finland

Cardboard box: new parents are given a cardboard box filled with baby clothes, bedding and bathing products such as towels, cream and a hairbrush. The box then becomes the baby's first bed.

### **Graduating in Argentina**

Eggs and flour: when a person graduates, instead of friends and family giving gifts, they throw eggs, flour, even ketchup at them. It's all done in good humour and the person knows about this in advance so they usually wear old clothes.

### AUDIOSCRIPT @ 081

Have you seen this, Marcus? It's an article about

how people celebrate different milestones around

the world.

Marcus: Yes, I have. I actually read it earlier today. I found

the bit about weddings in Turkey really interesting.

Yeah, so did I! Like how the bride writes the names Alison:

of her friends on the bottom of her wedding shoes and whoever's name isn't there at the end of the

night will get married in the future.

Marcus: Hopefully she doesn't use a permanent marker pen,

Good point! And there was the bit about the salted Alison:

coffee.

Marcus: Ah yes, this is when the groom drinks a cup of

coffee with salt in it when he goes to ask the bride's family for her hand in marriage. Apparently, this is to prove that he is ready to marry her. It's a really interesting tradition, but I can't imagine ever doing

that myself, to be honest.

Alison: No, neither can !! Luckily I wouldn't have to though

as it's only the groom who does this.

Marcus: Did you see the section on when you move to a

new home in the Philippines?

I did, yes. This is when you throw coins on the Alison:

> living room floor to bring good luck and financial prosperity to the home. I heard that some people leave them there for the whole time they're living in the home. I would love for that to be a tradition here!

Marcus: Yeah, I would too! Although my friends move home

a lot, so it might get quite expensive!

Alison: Speaking of new, I really like the tradition in Finland

for when there is a new baby in the family. They receive a cardboard box filled with baby clothes, bedding and bathing products such as towels, cream and a hairbrush. The box can then become

the baby's first bed.

Marcus: I'd never heard of that one before.

Alison: No. I hadn't either.

Marcus: Hey Alison, you're off to study in Argentina soon,

right?

Alison: | am indeed!

Marcus: So you must have enjoyed the section about

graduation ceremonies in some parts of Argentina.

I didn't actually have time to read about that. What Alison:

happens?

Marcus: Well, when a person graduates, instead of friends

and family giving gifts, they throw eggs, flour, even tomato ketchup at them. It's all done in good humour and the person knows about this in advance, so they usually wear old clothes.

Alison: I'm glad you told me! I'll make sure I pack some old

things before going there, then.

Marcus: That's if you manage to graduate!

Very funny, Marcus! Alison:

4 Ask the students to discuss the questions in pairs. Conduct class feedback to compare ideas.

082 Students can use both their memory of the conversation they have just listened to and their grammatical knowledge to complete the short responses. Tell them to write their answers in pencil or in their notebooks. Play the audio for them to check their answers. If possible, put the dialogue on the board and highlight the auxiliary or modal verbs. Elicit how the word order changes in short answers with so and neither.

2 No, neither can I 1 Yeah, so did 1 3 Yeah, 4 No, I hadn't either I would too

### **AUDIOSCRIPT @ 082**

Marcus: Yes, I have. I actually read it earlier today.

I found the bit about weddings in Turkey

really interesting.

Yeah, so did !! Alison:

Marcus: It's a really interesting tradition, but I can't 2

imagine ever doing that myself, to be honest.

Alison: No, neither can !!

3 Alison: I would love for that to be a tradition here!

Marcus: Yeah, I would too!

Marcus: I'd never heard of that one before.

Alison: No, I hadn't either.

- 6 Give students time to prepare their own opinions on the statements. Put students into groups of three to five. Tell them to discuss one of the statements at a time. Read through the example dialogue with them before they start. As students do the activity, listen to a few of the groups and note down errors for correction after the activity.
- 7 Students research topics which they may be asked about in the exam and share this information with their group members. Monitor, listen to the discussions and make notes on any significant errors you hear. Ask each group to share a few of the most interesting facts from their group's discussion.

### **EXAM FOCUS**

SB P168

### **LISTENING PART 4**

083 Before you play the audio, ask students to read through the Exam facts and Exam tips. Give them time to read the questions, reminding them to highlight key words and listen for synonyms and paraphrases of them. Ask students to mark their own answers. Go around and see how they have done, noting down their scores if appropriate.

1 A 2 C 3 A 4 C 5 B 6 B 7 C

### **AUDIOSCRIPT @ 083**

You will hear part of a podcast with a Narrator:

> blogger called Juanita, who has travelled all over the world. For questions 1-7, choose the

best answer, A, B or C.

Interviewer: And now on the Travel Show, I'm joined here

in the studio by someone who a lot of you will already know from her award-winning travel blog, Around the World with Juanita. Juanita Meinhoffer, thank you for joining us.

Juanita: It's my pleasure.

Interviewer: Juanita, as I understand it, you left your office

job seven years ago to go travelling. And you started a blog then, which has gone on to become very successful and profitable. But

what made you decide to do it?

Juanita:

Well, initially it was just a way of communicating with family and friends about all the remarkable places I was visiting. But before long, a growing number of people were following my blog. I must admit, I was quite pleased to see the massive numbers of likes and shares I was getting. It was only after I'd been on the road for a few weeks that I started wondering if I might be able to make some money from it.

Interviewer: Now, I know you've visited some amazing places and festivals, and you've said that the highlight has been in China, the International Ice and Snow Sculpture Festival?

Juanita

That's right, it's in Harbin. I've been fortunate enough to attend a lot of festivals in my life and most of them have their own exhibits and features which make them different to others. They're also held in some wonderful places and the International Ice and Snow Sculpture Festival is no different. What makes this one so special to me, though, is just how stunning the sculptures are. I've never seen anything quite like it before or indeed since.

Interviewer:

Juanita:

It must take a lot of effort to put together. How impressed were you with the building of the exhibits?

Very! Workers take more than 100,000 tons of ice out of the river when it freezes every year and they construct whole buildings out of this ice. Just take a minute to think about the skill of these workers. There's hundreds of tons of ice piled up, and yet they're able to make sure that it's not a hazard for the thousands of visitors who come to enjoy the

variety of exhibits on offer.

Interviewer: In your blog, you compared it to the Burning

Man Festival. Why was that?

Juanita:

Well, the Burning Man Festival in the US, which I finally went to for the first time recently, is where they build a great big structure in the desert and then set fire to it. Similarly, the Harbin sculptures aren't permanent because the snow melts, so the whole thing is repeated year after year. I must admit that I feel a little sorry for the engineers and builders who organise these festivals sometimes.

Interviewer: Absolutely! Now, you've said that what you enjoyed most was riding down the river on what you called a tyre ride. Tell us about that.

Juanita:

Well, when I first saw a whole load of people sitting in rubber tyres on the frozen river, I did wonder what they were doing and whether or not they were having fun. A friend of mine talked me into having a go, and I wasn't very excited at first. Basically you sit there while a tractor drives you across the ice. But as we picked up speed it turned out to be really thrilling, much more than I'd expected, even if it was a little cold.

Interviewer: Great! What tips do you have for visitors heading to the festival?

Juanita:

Well, it goes without saying that it can get quite cold there. Temperatures can reach around minus 20 degrees Celsius, so it's important to wrap up warm and I think most people would already have packed thick jackets and jumpers in their suitcases. Some travellers underestimate just how popular the festival is, so you really need to allow plenty of time in advance to sort out where you're going to stay. It doesn't matter so much where, as the attractions are spread out all around the city. Interviewer: You also talked a little bit about the ticketing system in your blog. Could you expand on that?

Juanita:

Sure! Tickets are for timed entry, and you have to leave when the time's up. I worked out that if you arrive at about 3 or 4 pm, then you get to see everything in daylight, but then when the sun starts to go down, you also get to see it when the whole site is all lit up - that's when it looks magical, so you sort of get two for the price of one, so to speak.

Interviewer: Well, it all sounds fabulous. Juanita, thank you very much.

## READING AND USE OF ENGLISH

SB P169

Make sure students read the Exam tips before attempting the exercise. After all students have completed it, ensure they check their answers, particularly the spellings. Once again, note down students' scores, so you know who needs extra practice.

1 frozen 2 exceptionally 3 harmful 4 irresponsible 5 beneficial 6 entertainers 7 selection 8 thrilling

### WRITING PART 2: REPORT

Read through the question with the class. Highlight the use of few without the article 'a' and point out that this implies a problem (not enough people attended). If your class is taking the exam soon, don't give any further support. If there are students who are not ready for the exam, you could brainstorm ideas before they write.

Give each student feedback on their reports, focusing on the layout (lists and headings), relevance to the question and use of language covered in the Writing section of this unit. The following sample report can be provided to students who request it.

### Model answer

### Report on the college summer party

The college students' association organised a party on July 12th, which was attended by only 14 students out of the 120 expected to attend. The purpose of this report is to suggest reasons for this low attendance and to make recommendations to ensure the success of future events. After the party, a questionnaire was sent to the students who did not attend, and the feedback revealed the following:

- As term ended on July 10th, most students had already returned to their home towns for the summer holidays.
- The party coincided with the New Town music festival, which many students had tickets for.
- About 20% of students didn't receive a reminder email about the party.

Having studied the feedback in detail, the organising committee has the following recommendations for future student events:

- 1. Arrange parties during term time.
- 2. Check the local events website to avoid clashes with
- Check the office has the correct email address for all students.

(169 words)

> WRITING BANK / pages 242-243

### **REAL WORLD**

### SB P170

1 Ask students if they have ever heard of Essaourira or know which country it is in. Ask them to quickly glance at the text to find out (Morocco). Ask students to look at the four photos before they start reading and talk to their partner about what they show.

They then read the texts very quickly to match the paragraphs to the photos. Students then read them again more slowly to answer the true or false questions.

1 - Photo B 2 - Photo C 3 - Photo A 4 - Photo D

2 false - Jimmy Hendrix wrote the song before he visited Essaouira. 3 false - It's a popular spot for filming, but the text doesn't say if it's also popular for 4 true 5 false - The local goats also help the local tourism industry.

Students practise working out the meaning of the vocabulary from context. They can highlight the words and phrases in their books if they wish.

A state-of-the-art **B** high-profile C is featured in D remarkable E increasingly F can't get enough

- 3 Students give a personal reaction to the text. Encourage them to use some of the new vocabulary in their answers if possible.
- 4 © 084 Tell students that they will hear a conversation between a tourist and a hotel employee. While the tourist, Peter, is checking into his hotel in Essaouira, the hotel employee shares some information about a local festival with him. They have to choose the three facts that Peter didn't already know.

Peter didn't know 2, 3 and 4.

5 @ 084 Tell students that Peter was quite surprised by some of the things the hotel receptionist told him, and he used a range of expressions to express his surprise.

Students match the parts of the phrases. Play the audio for them to check.

Tell students that showing surprise is as much about intonation as the actual words. Model saying some of the phrases with flat intonation and then again with a greater range of intonation to show that you are surprised. Get students to practise saying the phrases and giving each other feedback on whether or not they sound surprised.

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

### **AUDIOSCRIPT** 3084

Fatima: Welcome to the hotel, sir. Would you like to check in?

Peter: Yes, please. It's very busy in here today. Are you

always this busy?

Fatima: Not always. But we're always fully booked at this

time of year because of the festival.

Peter: No way! Is that on now?

Fatima: Yes, it starts tomorrow, and it lasts for three days.

Peter: How great is that! I had heard of the famous music

festival here. North African bands, world music ...

Fatima: That's it! There's lots going on.

Peter: And it's called the ... Gnaoua Festival I think, isn't it?

Fatima: The Gnaoua Festival, that's right, yes.

Peter: I had no idea that my visit was going to coincide

with the festival. It must be my lucky day.

Fatima: Actually, the hotel is one of the venues, and there'll

be a percussion performance in the courtyard tomorrow evening between 7 and 10 pm.

Peter: You're kidding! Right here? So I might actually be

able to watch it from my room?

Fatima: Quite possibly. I can allocate you a courtyard room

if you like.

Peter: That would be amazing! And I noticed on my way

here that the whole town is packed!

Fatima: Yes, around half a million people are expected to

attend the festival.

Peter: That's crazy! I imagined it would be much smaller as

Essaouira isn't the biggest city in Morocco.

Fatima: True, but someç people just come for the day.

Peter: Right, so, what, from Marrakesh and places. I mean,

that's only two and a half hours away, isn't it?

Fatima: That's right, yes. So, if I could just see your ...

- 6 Give students an example of some exciting news about yourself (it does not need to be true), e.g. I've just booked a Caribbean cruise and I'm leaving tomorrow! Students react to your news with one of the phrases. Give feedback on their intonation. Give them time to come up with three pieces of news of their own. They take it in turns to read them out and react to their partner's news.
- Tell the students that they are going to watch a short video about Essaouira. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

### Suggested answers

The city of Essaouira: located on Morocco's Atlantic coast, 80,000 inhabitants, on UNESCO's World Heritage list

The Citadel du Port: built in the 18th century, visitors can watch the sunset over the Atlantic Ocean

Tourism: camel rides along the beach; famous for its traditional handicrafts, musical instruments and leather bags; Gnoua music festival

Agriculture: argan nuts are produced here which are used to make hair and beauty products

Water sports: known as Morocco's 'windy city', visitors can try kitesurfing

### LIFE COMPETENCIES

SB P171

### **ANALYSING IDEAS, MAKING DECISIONS**

- 8 Students use IT skills to make a poster using information accessed online. Set a time limit on the research phase of about 15–20 minutes, or if time is short, ask students to do the research for homework. Students should avoid cutting and pasting text from the internet although it is fine to use pictures. Tell them to note down the important information and put it into their own words. They should come to the next lesson ready to share their information and start putting their poster together. Students practise speaking by negotiating what to include and how to lay out their poster with their partner. They also practise presentation skills by explaining their festival to the class with the help of the poster they have created.
- WORKBOOK / Unit 12, page 52

# 13 IN FASHION, ON TREND

### **UNIT OBJECTIVES**

Topic: shopping and fashion

Grammar: like and as; past modals,

Vocabulary: going, going, gone; the business of

shopping

Listening: spend, spend, spend
Reading: Part 7: multiple matching
Speaking: Part 3 and Part 4

Writing: Part 2: review

**Pronunciation:** main stress in questions **Exam focus:** Reading and Use of English Part 7;

Writing Part 2; Speaking Part 3;

Speaking Part 4

Real world: Going shopping in ... Milan

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

### **GETTING STARTED**

SB P172

### WARMER

Write the title of the unit on the board. Ask students how important fashion is to them. What styles do they think are 'on trend' at the moment?

Ask students to look at the photos and think of phrases to describe what the people in the photos are doing. They match the two parts of the phrases. Did they come up with the same phrases?

Students then match the phrases to the photos and use them to talk about their own shopping habits. Bring the class together and ask a few students to describe themselves as shoppers. Ask other students, who agree, to use the short answers with either, neither, so and too to respond, e.g.:

A: I usually go window shopping.

B: So do I.

1 C 2 A 3 D 4 B Photos: 1 B 2 A 3 C 4 D

2 085 Ask students if they ever do online quizzes. Say they are going to listen to two friends doing one about shopping. The first time they listen, they have to match Andrei's shopping habits to one of the photos.

Photo B best describes Andrei because he tends to buy a lot.

3 @ 085 Give students a minute to read through the questions and to try to guess what goes in the gaps. Play the audio again for them to check. 1 budget 2 bargain 3 shop around 4 designer brands 5 empty-handed

### **AUDIOSCRIPT** © 085

Vera: Andrei! You're home. Great. I've seen this quiz in a magazine. It tells you what sort of shopper you are.

Can I ask you the questions?

Andrei: Hmm. I'm not really interested in those, Vera, but go

on then. It might be fun. What do I have to do?

Vera: Fantastic. Right. Well, you just have to give me a number between one and four, with one being

strongly disagree and four being strongly agree.

Ready?

Andrei: Yep.

Vera: Right. Number one. When I go shopping, I always

decide on a budget and stick to it.

Andrei: Hmm. Well, I usually have an idea of the amount I

want to spend, but typically, I end up spending quite

a bit more.

Vera: So, would you say that's a two?

Andrei: No. 1 think I strongly disagree, so one.

Vera: OK. Number two. I avoid buying things I don't need,

even if I see a bargain.

Andrei: Right. Well, that's definitely a one. If I come across

something that's a lot cheaper because it's on sale,

then I can't resist buying it.

Vera: Ha! You're just like me, Andrei – I have to buy things

which are on sale too. Next, it's number three. I always shop around before I buy something to

make sure I get the best deal.

Andrei: Oh dear. I'm not doing very well, am 1? I never do

that. If I like something, I get it straight away without looking to see if I can find a better price elsewhere,

so it's strongly disagree again.

Vera: Hmm, I think I know where this is going, Andrei.

OK, number four. I don't buy designer brands because the brand name isn't important.

Andrei: Well, you know I like designer brands, Vera, so I

have to say one for that one. I strongly disagree.

Vera: Hmm ... one ... strong-ly dis-a-gree. Right. The final

one. If I can't find what I wanted to buy, I return

home empty-handed.

Andrei: Hmm. Well, I don't like leaving without buying

anything, so I usually get something, even if I don't really want to buy it, perhaps not every time. So, for that one, I'm going to say disagree, which is two,

isn't it?

Vera: Correct. That's it. Let's add up your score. OK so,

one, one, one, one, two. That's six out of a

possible 20.

Andrei: What does that tell us about my shopping habits?

Vera: Let's look. It's on page ...

UNIT 13

4 Students match the answers from Exercise 3 to their definitions. Ask students to compare their answers in pairs before feedback back as a class.

1 empty-handed2 budget3 designer brand4 shop around5 (a) bargain

- 5 Students complete the quiz about their own shopping habits. They score themselves between one and four for each question and add up their scores to get a total between 5 and 20. Encourage them to explain their answers to their partners.
- 6 What do each student's answers say about them as shoppers? Do they agree with the results of the quiz?
  Ask students what other kind of quizzes they have done online and if any of them were accurate. Why do they think people enjoy doing this kind of quiz?

### **OEXTENSION**

Students write a quiz about a related topic, e.g. clothes and accessories or the shops in the town where these things are.



### LIKE AND AS

1 Put the example sentence on the board:

You're just **like** me Andrei – I have to buy things which are on sale too.

Elicit the function of *like* in the sentence. Is the speaker the same as or different from Andrei? (The same). Which other word in the sentence tells us this? (*too*). What is the purpose of the word *just* in the sentence? (to emphasise that the speaker is very similar to Andrei).

- 2 Vera is making a comparison between herself and Andrei.
- 2 Students match some examples of *like* and *as* used in sentences to some of their uses. Tell students that they can refer to the Grammar reference on page 230 if needed. Highlight the use of *like* in sentence 1 and point out that this is only used in informal conversation.

1B 2C 3D 4A

### **FAST FINISHERS**

Students write their own examples of the two uses of *like* and two uses of *as* demonstrated in the exercise.

3 Students practise as and like through this key word transformation exercise (Reading and Use of English Part 4). Ask them to complete the questions individually before comparing with a partner.

1 the magazine as the 2 working as a 3 just like 4 known as

- Remind students that they need to get all the words for a full mark. If they miss out an article (the in question 1 or  $\alpha$  in question 2), they will lose marks.
- Ask students to choose the correct option and check their answers. Then give them time to give their own extended response to each question. Monitor, listening to students' responses. If you hear errors with like and as, correct them on the spot, as accuracy is the focus of this exercise.

1 like 2 as 3 like



### SPEND! SPEND! SPEND!

Students look at the signs and relate them to their own experience. Encourage students to think about the reasons why businesses use these types of signs.

### Suggested answers

- 1 They are all things that shops do to encourage people to buy their products. 2 at the mall, on Black Friday, in the summer/January sales
- 2 @ 086 Look at the example together and ask students to write the context for the other four sets of words. Before you play the audio, ask them to compare their ideas with other students.

### Suggested answers

1 interview/job interview shopping 3 a wedding customers spend more

- 2 shopping online/internet
- 4 how shops make

### AUDIOSCRIPT @ 086

- Speaker 1: I've put on smart clothes it's important to make a good impression, isn't it? And, I'm going to make sure I arrive early too. I'm quite nervous as I'm not sure what questions they'll ask, but I expect they'll be about dealing with customers. I am an experienced shop assistant though, so I'm sure that will help me in the interview.
- Speaker 2: It was such an incredible occasion. Everyone was well-dressed, and I thought she looked really elegant in her dress. There were around one hundred guests and one of them told me that he'd proposed while they were travelling. How romantic! It really was a lovely wedding.
- Speaker 3: It's straightforward really. I just selected what style I wanted and put my debit card details in and, a couple of clicks later, it was done. I know some people are worried about security, but I'm not. I like the convenience and the fact things get delivered to my door. I always choose to shop online if I can.

Speaker 4: Why are chocolates placed near the tills and essentials, like bread, at the back of the supermarket? Why do some shops play soft music? We know retailers do it and yet we, the consumers, still fall for the tricks they use to get us to part with more money. Hello, my name's Antonio Ballari and I'm here to talk about some of the tactics retailers use to get you spending.

3 Students work in pairs to 'retell' what the speakers said. There are two ways to approach this task:

Students try to use all the words in the audio for a detailed retelling. In this case, play the audio again.

One of them starts with the words from the first extract.

Give an example: The speaker is talking about an interview. You have to wear == smart clothes to an interview to create a good impression. If students get stuck, their partner can help them out. The second student does the same for the second extract and so on. Monitor and help them if they can't remember how a particular word was used. Allow them to refer to the audioscript if they are really stuck.

Students talk generally about why the set of words was used, rather than talking about each individual word. This is a quicker way to do the activity, but provides less speaking practice.

### Suggested answers (approach 2)

- 1 The speaker has put on smart clothes, as he or she is going for an interview.
  2 The speaker is talking about his or her experience of shopping online.
- 3 The speaker is talking about going to a wedding and describing the guests and bride.
  4 The speaker is talking about the tricks retailers use to get us to buy products.
- 4 Students practise predicting what they will hear based on the introduction to the task. Tell them that they should ask themselves this kind of question whenever they read or hear instructions in the listening test.
  - 1 a lecture; one speaker 2 neutral to formal
  - 3 students' own answers but could include: advertising, retailers, consumer, promotion, special offer, etc.
- one of these from students to think of other tactics. Elicit some of these from students that avenue that are determined in the extract (music, placement of goods). Question 1 asks students to think of other tactics. Elicit some of these from students. Read through all the questions together and tell students that even though we are not retail experts, we can all say something about these questions based on our personal experience and things we have read and heard about.

Give students time to discuss and make notes on the questions before listening. Play the audio and compare what the speaker says to their own ideas.

1 leaving clothes lying around so that people think that the item is popular 2 The electronic screens are used to keep consumers in the same place for longer so that they spend more money. 3 We now buy more online and it's now possible for companies to track what we are buying.

### **AUDIOSCRIPT @ 087**

Why are chocolates placed near the tills and essentials, like bread, at the back of the supermarket? Why do some shops play soft music? We know retailers do it and yet we, the consumers, still fall for the tricks they use to get us to part with more money. Hello. My name's Antonio Ballari and I'm here to talk about some of the tactics retailers use to get you spending. Instead of constantly tidying the shop floor, shop assistants are often told to leave clothes lying around. Why? To give the impression that the item is popular. With lots of people seemingly looking for the same thing it becomes a must-have. That is, an item which is essential or highly desirable. This tactic works particularly well for younger shoppers who are hugely influenced by what others are buying.

Brands are always trying to get your attention and to keep it. This might be done by using digital screens which are placed behind display stands and are fitted with eye-tracking systems. Activated within a matter of seconds, they flash images to both excite and confuse us. By surprising shoppers, it disrupts the consumers' thinking and encourages them to spend more time in one place and therefore spend more money.

When we talk about how technology has changed the way we shop, we think about data collection. Nowadays, when we buy something on the internet, the online retailer remembers what we have bought and then makes suggestions of other products we might be interested in. Furthermore, if you post your latest purchase on social media, you may also find that you see adverts for similar products or news of flash sales on your social media page within minutes.

## VOCABULARY

### GOING, GOING, GONE!

Draw students' attention to the title of the section. Ask in what context someone might say *Going*, *going gone!* (an auction).

### **CULTURAL NOTE**

An auction is a sale where people make increasing offers for the item on sale. When the bidding has stopped, the auctioneer will say going, followed by a long pause, going and another long pause, giving people a final opportunity to place a bid. If no one else bids, the auctioneer bangs a gavel on the table and says gone! S/he then says something like Sold! To the gentleman at the back for £160. Although online auction sites have largely replaced traditional auctions, some items such as farm animals, cars and antiques are still sold at live auctions.

The aim of this exercise is to raise interest in the idea of an online auction. Students describe what they see in the pictures. Tell them not to worry if they can't guess what they have in common. If you have introduced the theme of an auction, they might have more chance of guessing.

They were all put up for sale on e-bay / put up for auction and sold.

2 088 Play the audio once. Students order the photos. Ask students to compare their answers in pairs before conducting class feedback.

10 2 A 3 B 4 E 5 D

3 088 Each of the six sentences contains one error with words that are easily confused while listening. Before they hear the audio again, students predict which word in each sentence is wrong. Can they guess what the correct word is? Play the audio for them to check.

3 bid 1 auction 2 browsing 4 genuine 5 an exchange 6 cheap

### **AUDIOSCRIPT © 088**

Santiago: So, I was online the other day and I thought I'd

take a look at one of those websites where people sell things to whoever offers to pay the most.

Mia: Oh, you mean like an online auction?

Santiago: Yes, that's right. Anyway, I might get some new

running shoes after I've been paid, so I was browsing sports gear, when I came across someone selling a ghost in a glass jar! The seller said he would not be held responsible if the ghost escaped from the jar and started haunting its new owner. Someone had put in a bid for 55,000 dollars! I couldn't believe it. Who would be stupid enough to purchase that!

Mia: Yeah, I know. It's incredible what some people

will buy. Did you hear about Justin Timberlake's

half-eaten toast?

Santiago: No. What about it?

Well, that sold for 1,000 pounds online and Mia:

Britney Spears' chewing gum went for 9,500

pounds.

Santiago: Really? That's got to be the world's most

expensive piece of bread! And the gum, how on earth could anyone prove it was genuine and

had actually belonged to her?

Mia: I agree. You could hardly return it for an

exchange if you weren't satisfied. Moving on, there was also a guy who sold his entire life, including his house in Perth, Australia and his belongings. As part of the deal, he also included an introduction to his friends and a

trial at his job!

Santiago: That's got to be one of the weirdest things

I've ever heard. How much did he get?

Mia: Almost 400,000 dollars. And also, let's not

forget the man who sold his forehead as

advertising space.

Santiago: He sold his head?

Mia: Well, actually just his forehead. He agreed to have a semi-permanent logo, or brand name,

printed on his forehead for 30 days as an advertisement. There were several bids too.

He made almost 40,000 dollars.

Santiago: Hmm, well, I haven't eaten all my lunch. Do you

think anyone would want to buy a half-eaten cheese sandwich? The bread's a bit cheap but

the cheese is good quality.

Mia: Funny you should mention cheese sandwiches.

Did you hear about the one that sold ...

4 Ask a student to come to the board and write up the six correct words from Exercise 3. Other students may prompt him or her but should not look at the exercise. The words are: auction, browsing, bid, genuine, an exchange, cheap. Students match these words to the definitions 1-6.

4 auction 2 exchange 3 bid 1 genuine 5 cheap 6 browsing

Read through the task with the class. Point out that some of these items would only sell if they were of value for some reason, such as having belonged to someone famous. Tell them to be as creative as possible when writing their advertisements. When they have finished writing, you could show them a short clip of a real auction or teach them some useful language, e.g.:

What am I bid for this lovely old bicycle?

This is an absolute bargain.

Any advance on £50?

This is a rare opportunity. / This is the only one of its kind.

I'm bid £100 by the lady at the back. Going once, going twice ... gone!

You could give each student a 'budget' for the auction. At the end, share ideas on who got the best bargains. Ask students whether they would actually buy an item that had no real value just because it had been associated with a celebrity.

### SPEAKING PARTS 3 AND 4 TRAINING

SB P175

### **SEXAM INFORMATION**

Elicit from students the kind of task they have to do in Part 3 of the Speaking test (discuss different options in a given situation and come to a decision). Ask how Part 3 relates to Part 4 (the topic is related but the task is different).

- Students talk about both online shopping and shopping in person in relation to the words in the box. Encourage them to share personal examples where appropriate.
- 2 @ 089 Point out that the task they did in Exercise 1 could appear in a Part 3 task like the one shown. Students study the task in preparation for listening to two candidates doing it. Remind students that reaching agreement with the other candidate is not as important as the quality of the interaction. Tell students that they need to be aware of their own tendencies in discussions (e.g. to dominate or let the other students dominate) and to do their best to avoid any negative tendencies.

Joe dominates the discussion and does not allow Stephanie to speak.

### **AUDIOSCRIPT** © 089

Joe: Well, I'm going to start with this one.

Generally, I think you have a much wider choice of products when buying online compared to a shopping centre. For example, if one site doesn't have what you want, it's easy to search on another retailer's site. So, for the consumer, I would definitely say that online

shopping is better. Now ...

Stephanie: | agree to a point but [interrupted by Joe]

Joe:

Now, if I move on to the cost of items, I would suggest there's a lot of competition between online retailers which means it's easier for the consumer to find a bargain. These items tend to be cheaper online than in a shop, too.

Stephanie: Yes. Although, I'd argue that [interrupted by

Joe]

Joe: With regard to security, I'd say this is one of

the key things where there are potential problems for the shopper. When you pay by debit or credit card online, you can never be one hundred percent certain that your payment details are secure and that can be quite concerning. Of course online

shopping ...

Stephanie: Yes, it's important to [interrupted by Joe]

Joe:

As I was saying, of course online shopping can be time-consuming, perhaps because there is so much choice and it can be easy to spend too long browsing for something and actually you end up wasting time. The same can be said when browsing in a shopping centre, too, as people often end up buying more than they originally planned to buy.

Stephanie: Of course, but as we're reliant on [interrupted

by Joe]

Joe: Finally, I'd like to talk about customer service.

As far as my experience goes, that's another potential drawback of internet shopping. It can be difficult, if not impossible sometimes, to get support from a real person if, for example, you want to exchange something because the wrong item was delivered.

3 Give students time to consider this situation and share their ideas. Some points to make during discussion:

- It is advantageous to take the exam with the rest of the class as they will be partnered with someone they know who has been trained not to dominate the conversation.
- If their partner is too quiet, it is a good chance for them to gain marks for interactive communication by asking them for their opinions.
- Although it might seem difficult to speak when their partner dominates, it is important to do so because the examiner needs a big enough sample of language to mark them on.
- Learn some expressions for 'holding the floor', e.g. If I
  could just finish ..., What I was trying to say was ...,
  Just a minute, etc.
- Students should practise raising their voices as they are being interrupted to hold onto the turn.
- Students should check out some online videos on how to avoid being interrupted.
- 4 © 090 Ask students to unjumble the questions and write them in their books. These questions are some ways of inviting the other person to speak, which is a good way of achieving a better mark for interactive communication. Play the audio for them to check.

1 What do you think about this option? 2 What are your thoughts on this? 3 Do you have another idea here? 4 Is that similar to what you think? 5 Would you agree with that?

### P MAIN STRESS IN QUESTIONS

### SB P175

5 © 090 Students listen to the audio again and underline the word or words that are stressed. Point out that the speaker stresses the word you in some questions to emphasise that they are interested in the other person's opinion. Get students to practise saying the questions with the same emphasis.

### AUDIOSCRIPT @ 090

- 1 What do you think about this option?
- 2 What are your thoughts on this?
- 3 Do you have another idea here?
- 4 Is that similar to what you think?
- 5 Would you agree with that?
- 6 © 091 Remind students of the question about shopping online or in a shopping centre. Give them time to read through the questions. Play the audio and give them time to discuss their answers with a partner.
  - 1 security 2 What are your thoughts on this?
  - **3** Louise rephrases the questions to be more specific about what she wants Peter to comment on.

Point out that strategies such as the one Louise uses benefit both candidates. Louise will get marks for interactive communication and Peter will be more likely to demonstrate the language he knows.

### **AUDIOSCRIPT** © 091

Louise: Shall we start with this option?

Peter: Yes, OK.

Louise: Well, with regards to security, I'd say this is one of

the key things where there are potential problems for the internet shopper. When you pay by debit or credit card online, you can never be one hundred percent certain that your payment details are secure. What are your thoughts on this?

Peter: Err... I'm not sure.

**Louise:** OK, do you think it's safe to use a credit card online? **Peter:** Yes. I think most sites are safe to use, so I don't think

it's such a big problem for most people.

- To achieve the objective of this exercise, it would be better to create 'uneven' pairs. Pair your most talkative students with the least willing to talk. In this way, those who are likely to dominate have practice at involving their partner, and the quiet students are encouraged to contribute more. Remind students to set a timer for two minutes as they start their discussion. If possible, students should record their conversations on their devices. Give them time to listen back and see if they used any of the questions or strategies for involving their partner.
- Remind students that Part 3 generally ends with the examiner asking the candidates a follow-up question to round off the section. This question is based on the discussion they have had, so it is not necessary for them to come up with new ideas. Encourage them to refer back to things they said earlier with phrases like So, I think what you were saying is right, as I said before, and So, do we agree that x is the most important?

Once students have completed the activity, choose one of the strongest pairs to demonstrate to the class. Give feedback on the strengths of their performance.

- 9 Remind students that Speaking Part 4 questions tend to be more abstract than the questions they will be asked in Part 1. This means that instead of being asked: Where do you usually buy clothes?, they might be asked Do young people nowadays spend too much time thinking about what to wear? Answering this second question requires more complex language including opinion, speculation and comparison. Tell students that they will not have preparation time in the exam, but it is useful to plan when practising. Give them enough time to note down three points for each of the five questions.
- 10 Put students into random pairs to discuss the questions using the notes they made in the previous exercise.

  Tell them that although they are practising the questions in pairs, in Part 4 they answer the examiner's questions rather than interacting with their partner. Encourage them to discuss each question in detail. Monitor and listen to the pairs, noting down any errors you wish to discuss at the end of the activity.

### PUSH YOURSELF

CI

SB P176

### DISAGREEING POLITELY

1 Direct students' attention to the drawing and elicit what they see. Do 1 together as a class to make sure students understand what point is being made in the picture.

They then discuss 2 and 3 in pairs. Briefly share opinions as a class.

### Suggested answer

1 Advertising persuades people to buy things they neither need or want.

2 @ 092 Students listen to the audio and decide which of the two speakers think that certain types of advertising campaigns should be banned. Ask students to compare answers in pairs before feeding back as a class.

Amelia

3 © 092 Play the audio a second time. Students listen for specific phrases used to disagree and check the ones they hear.

1 / 2 / 3 x 4 / 5 / 6 x 7 /

### **AUDIOSCRIPT** © 092

**Tommy:** Surely advertising campaigns are simply a way to make us more aware of products and services and the choices available. Without advertising, consumers might miss out on buying something really useful. I don't think there's anything wrong

with tha

Amelia: I take your point, but that's not quite the way I see it, Tommy. I think brands can be quite misleading sometimes, for example companies that use famous sports stars to promote fast food to young people.

Tommy: Isn't it more a case of using innovation to attract attention to a product? Advertising helps businesses as well as the economy to grow.

Amelia: I can't argue with that. However, there's a difference between raising awareness and manipulating the consumer by using someone they look up to to promote their product. Most young people don't realise it's even happening, and that's just wrong.

Tommy: I'm afraid I just don't see it like that. You can't blame businesses for trying to sell their products.
As long as they don't make claims which aren't true, I can't see a problem with using these kinds of methods.

**Amelia:** OK. Well, we'll just have to agree to disagree on this point then. Where do you stand on ...

Students work in pairs to categorise the phrases from Exercise 3. Point out that all the phrases are polite (depending on intonation) but have slightly different functions.

A 1, 2, 6 B 4 C 5 **D** 3, 7

- 5 Students could do this exercise in groups of three with the strongest speaker taking the role of monitor and noting down the speakers' use of the phrases for disagreeing. The role of monitor could rotate as different points are discussed or the whole activity could be repeated with different students taking the monitor's role. Monitor, noting down how many appropriate instances of the phrases you hear.
- 6 Pairs or groups of three try to reach agreement on the most effective method. Hold a vote as a class at the end of the discussion to find out which method students think is the most effective and why.



- 1 Put students into groups of four. They can either approach the task like a Part 3 speaking activity, discussing each option in turn, or you could ask them to rank the items from most to least useful. Remind students to use phrases for giving opinions, agreeing, disagreeing and inviting input from others.
- 2 Give each student in the group a letter. If you have extra students, it is better to have two students in the group read the same text rather than have a text no one has read. Students read their text and answer the relevant questions. Ask them not to read the other texts at this stage.

### **ALTERNATIVE**

You might prefer to put all the As, Bs, Cs and Ds together and get them to answer the questions on their text together. This will depend on how strong you feel your class's reading skills are. If there are students who need support, this is a suitable approach.

### Student A:

- 1 His grandmother and grandfather had a clothes shop and his mother also worked there.
- 2 because it is a hard business to make money in
- 3 because he was turned down by over 20 different companies

### Student B:

- 1 when she was still at school
- 2 because she didn't have enough confidence
- 3 because somebody approached her on the street and asked where she had got her outfit

### Student C:

- 1 interior design
- 2 He wishes that he had started working in the fashion industry earlier rather than going to college.
- 3 He recommends that they get a job/apprenticeship in fashion and work their way up.

#### Student D:

- 1 She was put off by the fees and having to take out a
- 2 She could make contacts and keep an eye on the internal vacancies.
- 3 She doesn't have much free time.
- 3 Students retell their part of the article in their own words. They don't need to read out the questions or their answers but may use them as a guide. If you have used the alternative approach above, you will need to regroup students so that you have at least one A, B, C and D in each new group. Students retell their text in the order of the article (A, B, C and D). If two students in the new group have read one text, they should share the retelling between them. Once all the texts have been shared, the group discusses similarities and differences between the four people in the article.

### READING AND USE OF ENGLISH **PART 7 TRAINING**

SB P177

Students will now be familiar with the four people featured in the article. They should read the whole article through quickly before attempting the multiple matching activity. Remind them of the importance of recognising paraphrase in this task type. Students complete the exercise individually to test their own comprehension.

2 D 3 A 4 B 5 D 6 C 7 D 8 A 1 B 9 C 10 B

5 Remind students of the importance of being able to identify the same idea expressed in different words. Ask students to find and highlight the relevant words and phrases in the article.

Complete the exercise individually to test their own comprehension.

2 go for it 3 an option 5 outfit **6** give it a go 7 get into 9 keep an eye on 8 work your way up 10 time off



### PAST MODALS

- 1 Check understanding of the questions and ask students to discuss them in pairs. Elicit key ideas from the discussion with the whole class.
- 2 In order to understand the grammar, it is important for students to understand the main point being made. This gist listening task helps set up the context for the presentation of the grammar in the next exercise. It is also useful practice in listening for the main point. Play the audio and ask students to choose the main idea.

4

O93 Play the audio again. Tell students to ask you to pause after the gapped sentences if necessary. Put the gapped sentences on the board and elicit the words that go in the gaps so that the complete sentences are on the board.

1 have to purchase been persuaded

2 needn't have bought

3 have

### **AUDIOSCRIPT** © 093

Rachida: Hey Haruto, been shopping have you? Let's have

a look... Nice ... but haven't you got a shirt like

that already?

Haruto: Thanks. Yes, I have. I didn't have to purchase it,

really, but it was such a bargain, I got excited and couldn't resist. Plus, this label is really on-trend at

the moment.

Rachida: That's the problem these days, isn't it? We're all

under so much pressure to buy the latest fashion or gadget. This might sound a bit too serious but I

blame consumerism, personally.

Haruto: How so?

Rachida: Well, it's all about convenience, isn't it? It's easier

to replace than repair. I think we live in a throwaway society now. Look at your shirt, for example. The one you had already was perfect: it suited you and it was still in great condition, so you needn't have bought a new one. And then

there's your phone ...

Haruto: What about my phone? I love my phone - it's

stylish and very fashionable. I particularly like the

elegant ...

Rachida: Yes, maybe that's true, but you only had your last

one for six months. There was nothing wrong with it and yet, as soon as the latest model was released, you bought a new one. What did you

do with the old one?

Haruto: Hmm, it's in my cupboard with the others.

Rachida: Exactly! You haven't even bothered to recycle the

old ones. The problem is we love buying things and the act of shopping gives us a thrill, or a

high. But the feeling is short-lived. **Haruto:** What do you mean?

Rachida: Well, we get a feeling of great satisfaction when

we buy something and show it to friends or family, but that feeling is temporary. It's like an

addiction.

Haruto: Maybe you're right. I do like the feeling of

walking down the street with shopping bags but, after a few days, I often regret buying something I didn't need. Hmm, maybe I shouldn't have been

persuaded by the special offer.

Rachida: No, and if I were you, I'd take it back for a

refund. You'd better hurry though, the shops close

in 30 minutes.

4 Students discuss the questions in pairs. Highlight the sentences from Exercise 3 as follows:

I **didn't have to** purchase it really, but it was such a baraain.

The one you had was perfectly OK, so you **needn't have bought** a new one.

Maybe I **shouldn't have been persuaded** by the special offer.

1 3; other structures include: regret + ing / wish + past perfect / If only + past perfect

2 1 and 2; have to / need to / must

Point out that sentence 3 uses the passive voice as well as a past modal.

5 Students check their understanding of the past modal forms by choosing the correct option. Ask students to compare answers in pairs before feeding back as a whole class.

1 shouldn't have spent

2 didn't need to buy

3 needn't have bothered

4 didn't have to look

5 shouldn't have built

### **FAST FINISHERS**

Students write their own sentences using the incorrect options from Exercise 5 (didn't need to / needn't have bought / didn't have to bother / shouldn't have looked / didn't need to build).

### **OEXTENSION**

Ask students to write a list of past regrets and express them using the structures shouldn't have / regret + -ing / wish + past perfect / If only + past perfect.



### THE BUSINESS OF SHOPPING

1 Point out that this is useful vocabulary related to shopping from a business perspective. Students match the words and phrases in bold with their definitions.

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

- 2 Students share their personal responses to the questions as a way to reinforce the vocabulary. Monitor the discussions and make a note of interesting ideas to share with the class at the end.
- 3 Students choose the correct adverb for the gap in each sentence. Let them compare with a partner and try to explain their choice in case of disagreement.

1 appropriately

2 simultaneously

3 impatiently

4 deliberately

5 peacefully

6 negatively

7 carelessly

### WRITING PART 2: REVIEW TRAINING

SB P179

### **SEXAM INFORMATION**

Tell students that in Part 2, the review question might be about a product or website. The focus of a review is giving an opinion, so adjectives and adverbs are important.

- 1 Students answer the question and start to consider the idea of buying second-hand goods. Encourage students to give reasons for their decisions. Conduct a very brief whole-class feedback to share which items most students would not buy second hand.
- 2 Ask students if they shop online and what kind of items they do and don't shop for online. Share some experiences as a class. Put students into pairs to make a list of the types of information found on websites like the one shown.

### Sample answers

price or starting bid (for auctions) ways of paying delivery options with cost whether the item is new or if second-hand, the condition it is in second hand product reviews seller reviews product information: size, colour, style, etc. refund policy

3 Read through the question with the students. Elicit what information must be covered in the review (1. type of products 2. ease of use 3. comparison with other sites 4. whether you would recommend it).

Ask students to read the model answer and find the four pieces of information above (1. tickets for sporting events 2. fairly easy with one problem 3. other sites deliver instantly, this one didn't 4. The writer would not recommend it)

Students find the paragraph where the three functions listed are found.

1 paragraph 4 2 paragraph 3 3 paragraph 2

Students match the adverbs from the review with their meanings. Point out that students can use these adverbs in their writing.

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

Students check their ability to use the adverbs presented in context by selecting the correct option.

2 Curiously 3 Naturally 1 initially 4 Typically 5 Sadly 6 Thankfully

6 Ask students to read through the question. Elicit the four things they need to include (what they bought, customer service, compare with other clothes shops and whether they recommend it). Remind students that reviews often contain a range of adjectives and adverbs. Emphasise that they should include at least four adverbs from Exercise 4.

If you are setting the review for homework, tell students that they must bring their review as you will be doing peer evaluation on the day the homework is due.

You may share this model answer with students after they have done their own reviews. Ask them to study how the adverbs are used. Highlight the comma after the adverb when they are used at the beginning of the sentence.

### Model answer

Recently, I went to Luxurious in London for the first time. Initially, I didn't think I was going to buy anything as it has designer labels and is very expensive. However, as I was about to leave, I noticed some trousers which were on sale. They didn't have my size in the colour I wanted, so I thought I'd have to leave empty-handed. Fortunately, the sales assistant was very helpful. She not only offered to see if another store had my size but also agreed to send them to me free of charge. What's more, if the trousers didn't fit, I could return them for a full refund or exchange. Normally, I have to pay extra for delivery so, naturally, I accepted. The assistant wasn't sure they'd arrive before my holiday the following week, but said she would send them that afternoon. Thankfully, they arrived the next day and fit perfectly. I'd highly recommend Luxurious to other shoppers. Although the clothes aren't cheap, they do have lots of sales and special offers, and the service is excellent when compared to other designer clothes shops that I've been to in the past. (190 words)

- 7 Students use the checklist to evaluate their own and their partner's review. Collect in the essays to do more detailed correction.
- ⇒ WRITING BANK / pages 238–239

### **EXAM FOCUS**

SB P180

## READING AND USE OF ENGLISH PART 7

Remind students to read the texts quickly before reading the questions.

Give students a time limit of ten minutes to complete the exercise on their own. At the end of the time, check how many have finished and allow another few minutes for any who haven't. Go through the answers, asking students to highlight the part of the text where the answer can be found. Ensure all students understand any errors they made.

1 C 2 A 3 D 4 C 5 B 6 D 7 A 8 B 9 A 10 D

### WRITING PART 2

### SB P181

Before students start writing, highlight that the question asks them to write about something 'interesting'. It is probably best to avoid writing about common purchases like jeans or phones. Tell them that it is fine to make up their review. Remind them of some of the unusual things up for auction mentioned in the *Going*, *going*, *gone!* section. If students are short of ideas, brainstorm ideas or give them the model answers before they write their own.

### Model answer

I recently purchased an antique grandfather clock in an online auction. My great-grandfather was a clock-maker and my uncle dealt in antiques, so I have always loved old timepieces. Since I've started working, I've decided to start my own collection and this is my first. When I saw it advertised, I initially thought it was a reproduction but on closer inspection, I realised it was a genuine hand-carved item originating from the 1830s.

Naturally, I was cautious about buying such a precious clock online, but I needn't have worried. It arrived safely just two days later and was everything I had hoped for. What I love most is the smooth feel of the mahogany and the handpainted dial decorated with intricate designs. The only thing I am not sure about is that its chime is very loud!

Sadly, few people would want to buy a grandfather clock these days. However, I would recommend this longcase model to collectors, dealers and anyone who wants a reminder of a past era.

(170 words)

WRITING BANK / pages 238-239

### SPEAKING PART 3

#### SB P181

Put students with a partner they don't normally work with to do the speaking Part 3 practice activity. Tell them to time themselves and spend two minutes discussing the five considerations. They then time themselves for another minute trying to reach agreement on whether it is better to buy things online or in a shop. Pairs evaluate their performance in the task. Add any feedback you have based on what you heard while they did the task.

> SPEAKING BANK / pages 250-251

### SPEAKING PART 4

#### SB P181

Remind students that in Part 4, they will not be discussing these questions together, but will be answering questions posed by the examiner on their own. In this practice test, they take it in turns to be the examiner and ask a question, which the other answers. They should time themselves for four minutes. If, after four minutes, they haven't asked/answered all the questions, give them a few more minutes to finish. It is useful for them to know what the time limits (1, 2, 3 or 4 minutes) feel like as part of the preparation for the exam. However, it is also important to give them plenty of speaking practice.

> SPEAKING BANK / pages 252-253

### **REAL WORLD**

### SB P182

- 1 Students rank the questions individually. Tell them to think about the reasons for their order as they will have to explain them in the next section.
- 2 Students work in pairs to compare and explain their chosen orders. Remind students of ways of agreeing and disagreeing that might be appropriate in their discussions (neither, so, too, either and phrases from the Disagreeing politely section).
- 3 Ask students to read the title of the article and elicit the meaning of fashionistas (people who are interested in fashion). Students read about the three places and match them to the pictures. They then tell their partner which ones they would like to visit and why.

Photo A - Milan Fashion Week

Photo B - Galleria Vittorio Emanuele II

Photo C - street markets

4 Students find words from the texts for the definitions. Ask them to compare their answers in pairs once they've completed the task.

1 iconic 2 to your heart's content 3 in the heart of 4 soak up 5 get a glimpse of 6 biannual

5 Students check their comprehension of the texts by deciding if the statements are true or false. Ask students to highlight words or phrases which helped them decide.

1 false – 1800s or 19th Century 2 true 3 false – in the heart of the city 4 false – twice a year (biannual) 5 false – after the London Fashion Week

Students match the sentence halves before listening to check their answers. Point out that these are phrases that they might need when they are out shopping.

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

O94 Tell students that the phrases in italics are incorrect. Before playing the audio again, can students remember what the shop assistant actually said? Play the audio and students write what they hear.

1 unsuitable 2 receipt 3 an exchange 4 fitting room 5 cash desk 6 credit 7 loyalty

### **AUDIOSCRIPT** © 094

Customer: Hello, I was wondering if I could have a

refund for this, please?

Shop assistant: Why are you returning the dress,

madam?

Customer: Unfortunately, it doesn't go with the

shoes I already have.

Shop assistant: | see. So, it's unsuitable?

Customer: That's right.

Shop assistant: Is it unworn, madam?

Customer: Yes. I've tried it on but that's all.

Shop assistant: That's fine. Have you got the receipt?

Customer: It was a gift, so I don't have the receipt,

l'm afraid.

Shop assistant: Ah. In that case, I can't offer you a

refund, only an exchange.

Customer: OK. I'll just have a browse around and

see it there's anything else I want.

Customer: Could I try these on, please?

**Shop assistant:** Of course. Let me hang them in the

fitting room for you so you can keep

looking.

Customer: Thanks. And when I've finished, where

s it?

**Shop assistant:** Just over there, madam, next to the cash

desk. Your items will be in the first

cubicle.

Customer: I'm sorry, I've tried a few things on but

there's nothing else I like right now.

Shop assistant: That's OK. I can offer you a credit note if

you prefer?

Customer: Yes. Will I be able to use it online?

Shop assistant: Yes. Once you've added what you want

to your basket, and proceed to checkout,

enter this code.

Customer: OK, thank you. What's your return

policy for sale items?

**Shop assistant:** We don't offer refunds on sale items.

Customer: OK. Thanks for your help.

Shop assistant: Would you like to join our loyalty

scheme? You get points every time you

spend.

Customer: Not at the moment, thank you. It'll only

encourage me to spend more!

8 Give students a few minutes to prepare for their part in the role play. Ask them to read the audioscript and the phrases highlighted in Exercises 6 and 7. Student A should decide what item he or she is returning and why. What does he or she need to ask? Student B should study the corrected phrases in Exercise 7 and anticipate the questions Student A will ask and plan their responses.

Students do the role play in pairs. If the students enjoy it, or if you feel it was particularly useful for your group, ask them to change roles and repeat it. Invite a few pairs to come to the front and perform their role play for the class. Ask other students to note down any phrases from the section they used.

Tell the students that they are going to watch a short video about Milan. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

### Suggested answers

The city of Milan: ca. 1.7 million population; famous for architecture, food and fashion; attracts over 9 million tourists a year

The Navigli district: located southwest of the main square, named after the Navigli Grande canal, variety of shops, restaurants and boat tours

Duomo di Milano (Milan Cathedral): took 600 years to

build, 135 spires, 3,400 statues

Galleria Vittorio Emanuele II: Italy's oldest active shopping centre, built in the late 1800s, name comes

from the first king of the kingdom of Italy

Piazza Gae Aulenti: named after late Italian architect Gae Aulenti, located near Milan's main train station



### UNDERSTANDING FINANCIAL ISSUES, REFLECTING ON OWN SUCCESS

10 Tell students that they need to spend their money in one online shop. You can adapt the budget to local currency and increase/decrease the amount as appropriate to your context. Tell students that they can add items to their basket without checking out. Set a time limit of ten minutes for the shopping and another five to compare and explain choices. Share ideas of good places to shop online as a class.

> WORKBOOK / Unit 13, page 56

# 14 NOT JUST 9-5

### UNIT OBJECTIVES

**Topic:** work and careers

Grammar: adding emphasis and sentence fronting
Vocabulary: phrasal verbs for business; jobs and

careers

Listening: Part 2: sentence completion

Reading: the perfect job; Part 4: key word

transformation

**Speaking:** evaluating the advantages and

disadvantages of an idea

Writing: Part 2: letter of application

**Pronunciation:** auxiliary verb stress

**Exam focus:** Reading and Use of English Part 4;

Listening Part 2;

Real world: Going for a job in ... Frankfurt

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

### GETTING STARTED

SB P184

### WARMER

As you take the register, ask students to say a job beginning with the next letter of the alphabet, e.g.:

Juan - Architect

Fatima - Baker

Alex - Chef

If you have fewer than 26 students, finish the alphabet together. Then ask students to think of one good thing and one bad thing about the job they mentioned.

Elicit some reasons why people choose jobs (availability, interest, money, status, helping others). Ask students to discuss why people choose the four jobs in the pictures. Write the following on the board:

To be a nurse, you need to be \_\_\_\_. You need to have \_\_\_\_.

Elicit what kind of words go in each gap (adjectives/ nouns). Elicit an example for each gap.

To be a nurse, you need to be kind. You need to have patience.

Students discuss the reasons people choose the four jobs and the skills needed for each. Elicit a few ideas from the class, checking the students are using the adjective/noun forms appropriately.

### READING

SB P184

- Tell students that they can be creative when making their lists. So, their list doesn't have to be a conventional list of doctor, hairdresser, pilot, etc. but could be chocolate taster, holiday tester, secret shopper, etc. They make their lists individually and share with a partner, explaining their choices. Ask students for the most interesting job they or their partner came up with.
- 2 Students read through the text quickly (set a time limit of two minutes) and identify the job titles. Are any of them similar to the jobs they listed in the previous exercise?

### The three jobs mentioned in the article are:

- 1 video games commentator 2 location scout
- 3 ethical hacker
- 3 Students answer the Part 5 (multiple choice) questions individually and compare answers with a partner. If they have different answers, ask them to explain their answers and highlight the relevant part of the text.

1 to be / become less important than something else 2 B 3 B 4 C

4 Students discuss the questions, reflecting on what they have read and giving a personal response to ideas raised in the text. Elicit a few ideas from pairs as a whole class to round off the section.

## READING AND USE OF ENGLISH PART 4 TRAINING

SB P186

5 Ask students to find and highlight all eight words. In a different colour, ask them to highlight the other words in the phrase. Do one together as an example.

turned down the offer
discourage him from doing it
never had any intention of doing
There's no point in choosing
on behalf of their owners
In addition to finding
no matter how hard I tried
I had my doubts about

Point out that for the key word transformation exercise, they need to know how words function as part of phrases, for example which preposition and verb form they are followed by. They should try to notice these patterns when they are reading or listening in or out of class.

Referring to the parts of the texts they have underlined, students complete the key word transformation exercise.

1 turned down the/John's 2 discourage her from going 3 no intention of living 4 no point in getting 5 on behalf of 6 in addition to dealing 7 no matter how fast he 8 had his doubts about



### ADDING EMPHASIS AND SENTENCE FRONTING

Students discover the target language by extracting sentences from the article that they are now familiar with. As this is a grammar focus, make sure students write the complete sentence into their books rather than simply underlining it in the text.

1 It was only when I received my first pay slip that they realised it could work.
2 On the living room floor, there is an unpacked suitcase.
3 What I love the most about my job is the travelling.
4 Under no circumstances am I allowed to talk about the work I do for the government.
5 Meeting these three people is something that I'm really glad I did.
6 Since they all seemed so happy, it's easy to think that it does.

Read through the information and examples in the box with the students. Ask them to look back at the sentences they wrote in Exercise 1. Elicit the information the writer wanted to focus on in each sentence. What phrases are added for emphasis? (It was only – sentence 1, What – sentence 3, is something – sentence 5, Under no circumstances – sentence 4). Draw students' attention to sentence 4 and ask what they notice about it (change in word order – am I). Ask students to turn to page 232 and read the Grammar reference.

2 Using the sentences from Exercise 1 and the Grammar reference as a guide, students rewrite the sentences, starting with the given word. Allow them to discuss with a partner if they need to.

1 Going to the interview is something that I'm really glad I did. 2 In the corner of the office above the photocopier there is a small camera. 3 Since I had finished all of my work, I decided to leave the office for the day. 4 It was only when I got home that I noticed (that) I had left my phone at work. 5 What I really like about the job is the benefits. 6 Under no circumstances am I allowed to talk about the work I do for a security company.

Ask if any of the students have had a part-time job. Any older students who have worked can write about their full-time job or any part-time job they've had in the past. If they have not had jobs, imagine what jobs they might get as students in their country. Brainstorm some ideas as a class. This exercise could be used as a Part 2 (report) question if you feel they need more writing practice. Remind them to use the structures from this section. Write the following prompts on the board if you feel your students need more support:

What I most enjoyed was ...

Something I learnt was ...

Under no circumstances were we allowed to ...

It was only after I left that ...

After students finish their reports, get them to exchange them with another student to find examples of the structures from the section.



### PHRASAL VERBS FOR BUSINESS

Point out that an agenda is given out to participants before a meeting and typically includes who will be at the meeting, a summary of the previous meeting, items to be discussed at the meeting and 'Any other business' (AOB), which is when any points not on the agenda can be brought up. This document also includes notes from the meeting and actions that individuals need to take as a result of the meeting. Ask students to look up any unknown words on their phones or devices.

2 @ 095 Play the audio of the conference call once. Although students might find it helpful to have the agenda in front of them, tell them that they should not start completing the gaps yet. The first time they listen, they are only trying to work out the roles that Alice, Jack and Amelia have at the company.

### Suggested answers

Alice: project manager, Jack: CEO, Amelia: Head of digital (CDO)

3 @ 095 Play the audio again. Tell students that all the gaps in the agenda are to be filled with a phrasal verb. Before they listen, can they guess or remember which phrasal verb goes in each gap?

```
1 get back to 2 set up 3 got round to 4 look into 5 ran ... by 6 cut back on 7 take down 8 put back
```

### **AUDIOSCRIPT (2)** 095

Alice: Good morning, can you both hear me OK?

Jack: Yes, loud and clear.

Amelia: Yes, I can.

Alice: Great! So welcome to our monthly catch-up

meeting. We've got quite a packed agenda today so let's kick off with the action points from our previous meeting. Jack, you were planning to discuss the takeover bid with the board of

directors - how did that go?

Jack: Yes, so I met with them last week and we went

> through the proposal. They are going to get back to me with their comments at some point next week, so I'll let you know the decision in the next meeting,

if that's OK.

Alice: Yes, that sounds good. OK, point two. Jack, you

> were also due to set up a meeting with the sales team to discuss the quarterly sales figures.

Jack: I'm really sorry but I haven't got round to that yet.

> I'm meeting them at the sales conference in two weeks' time so I'll book a meeting in with them

then.

Alice: No problem. I'll add it to next month's agenda.

> Finally, Amelia, you were about to look into some of the bugs that have been reported by users on the

website when we last spoke, right?

Amelia: Yes, that's right. I ran these issues by the tech team.

It turned out to be a bigger problem than we'd anticipated and we were on the point of taking the website offline completely. Luckily, though, the tech team were able to resolve these issues while

keeping the website live, which is great.

Alice: That is good news! So let's move on to this month's

items. Firstly, we need to update the budget for the new financial year.

Jack: That's on my list for this week. I've already looked

into a few areas and made the decision to cut back on the amount of trips we take abroad, as a lot of these can be replaced by video conferences. I'll do a full analysis this week and send an email round to

Alice: That sounds good. The other point was for you,

Amelia, regarding information on the homepage

that is no longer relevant.

Amelia: Yeah, so I've got in touch with the marketing

department and asked them to provide us with an updated version. As soon as we have this, we'll take down the old content and replace it with the new version. We'll make sure this is reflected across our

social media pages, as well.

Alice: Great. Well that took less time than expected.

Is there any other business you want to raise?

Amelia: Nothing from me.

Jack: I just wanted to say that I've put back my annual

leave until next month.

Alice: OK, I'll update the team calendar straight after the

meeting.

4 Students check their understanding of the phrasal verbs presented in Exercise 3 by using them in a different context. Tell them that they might need to change the form of the verb in some of the sentences.

2 cut back on 3 got round to 1 set up by 5 taken ... down 6 put back 7 looking into 8 getting back to

### **OEXTENSION**

Remind students that some phrasal verbs are separable, which means an object can come between the verb and the particle. Give a few examples, such as look (a phone number) up and give (the money) back. Other phrasal verbs are inseparable, e.g. break into and look after. Phrasal verbs with two particles are generally inseparable. Ask students to divide the phrasal verbs in Exercises 3 and 4 into separable and inseparable and use some of each to write their own sentences.

Separable: set up, run by, take down, put back Inseparable: look into

Can they add any more to the lists? If necessary, elicit these:

Separable: hand in, pick up, try on, point out Inseparable: come across, get over, take up, grow up



### EVALUATING THE ADVANTAGES AND DISADVANTAGES OF AN IDEA

### **©EXAM INFORMATION**

Tell students that they might need to talk about the advantages and disadvantages of an idea in the speaking exam. Some of the phrases they practise in this section may also be useful in Part 1 of the writing exam.

- 1 Ask the students to read through the questions and check they understand the meaning of entrepreneurs and pros and cons. Give them four or five minutes to discuss the questions. Invite them to share some of the ideas with the class.
- 2 Draw students' attention to the fact that each word in the phrase (articles, prepositions, etc.) is important. Tell students to write the phrases out in their notebooks rather than numbering the words so that they can access the phrases easily later.

### **Advantages**

- 1 The main advantage of this product is
- 2 One of the key benefits of this is
- 3 What makes this stand out is the fact that

### **Disadvantages**

- 4 One of the major drawbacks of this is
- 5 A major disadvantage of this is
- 6 One of the downsides to this product is

- 3 Give students time to read about the four ideas and consider what their advantages and disadvantages are. They work with another student to discuss their ideas. Encourage them to use the phrases from Exercise 2. At the end of the discussion, ask students whether they and their partner agreed on the idea most likely to be successful. Which idea is most popular with the class as a whole?
- Tell students they are going to write the script for a video advertisement for one of the ideas. Tell them that this could be a monologue (one speaker) or have parts for multiple speakers. They have to decide how best to advertise the idea and set up a scene in which the idea solves a problem for one of the characters. Students work in pairs to write their scripts. If possible, get them to record their advertisements with their phones or devices and share them with others. Alternatively, get some pairs to act out their advertisements for the rest of the class.



### **SEXAM INFORMATION**

Remind students that Part 2 of the listening test is a sentence completion task. They will hear a single long text and have to identify specific information or stated opinion.

- Point out that there is no right or wrong order, but students should work individually to decide on what they think are the most to least dangerous jobs. The more important part of the exercise is to explain their order to a partner and give reasons for their choices. Put the following language on the board to help students:
  - ... could potentially be dangerous because
    I doubt whether a ... is in much danger
    I'd say being a ... is a relatively safe job
    I've never heard of a ... being injured on the job
    In certain circumstances, this could be hazardous
- 2 Students consider whether dangerous jobs are better paid that safer jobs. Tell students that the amount paid to each profession will vary by country and sometimes by the level of an individual (e.g., a chef in a top restaurant compared with a chef in an ordinary restaurant). However, they should order the jobs as best they can with the knowledge they have and assuming an average salary for the job. Again, the focus should be on the discussion between students as they evaluate the statement together.

### LISTENING PART 2 TRAINING

SB 189

- 3 @ 096 Play the extract for students to decide why the answers are wrong and find the correct answers. Play it a second time if necessary. Point out that these are the type of errors students commonly make in this part of the test.
  - of errors students commonly make in this part of the tes

    1 adventurous

irresponsible is incorrect because this is the word Harry's parents use to describe him.

2 courses

*qualifications* is incorrect because Harry says that he knew there would be qualifications, so this didn't surprise him.

### **AUDIOSCRIPT** © 096

Hi, my name's Harry and I'm going to talk about my life as a stuntman. It all started around thirty years ago when I was about six or seven. If you spoke to my parents, they would probably describe me as an irresponsible young boy, but I prefer to call it adventurous, owing to the fact that I loved to explore new environments, no matter how dangerous they may have been. It wasn't until I had children of my own that I understood where my parents were coming from.

The first job I got in film wasn't actually as a stuntman, but as an assistant. I was inspired by the stuntmen and women who were jumping off buildings and setting themselves on fire and decided that this was the career for me. There was a fair amount of support online and I knew that there would be qualifications that I needed to get. What I didn't realise was just how few courses there were for people who wanted to get into this line of work. I managed to find one in the end, and after a lot of training, I became a fully qualified stuntman.

- 4 © 097 Tell students they will hear all three of the adjectives in the extract but only one describes the film set. Play the audio once for them to get the answer and a second time for them to say why the other two are incorrect.
  - 3 extraordinary

*ambitious* is incorrect because this is the word Harry uses to describe the director.

fantastic is incorrect because this is the word Harry uses to describe the actors.

### **AUDIOSCRIPT** © 097

I'll never forget the first film that I was hired for as a stuntman. It was a sequel to a very popular action film that was given an enormous budget, most of which was put aside for stunts. I didn't really know what to make of it at first. The director was really ambitious with his plans and had cast a fantastic set of actors to perform in it. The location that was chosen for the filming was extraordinary, we ended up having a great time on set and thankfully all the stunts went as planned.

5 @ 098 Try to get students into the habit of predicting what might go in the gaps. Ask them to study the sentences and guess a few possible words that could go in the gaps. Elicit the type of word that is needed in each case. Play the audio and assess how much they were able to predict.

4 relief 5 chef 6 bridge 7 unemployed 8 nephew

### AUDIOSCRIPT @ 098

By the end of filming, when the director shouted "That's a wrap", I was expecting to feel a huge sense of satisfaction that I had got through my first film unscathed, when in actual fact, it was more relief than anything else. It was an unforgettable experience and my mind instantly turned to what my next project would be.

People often think that being a stuntman is similar to being a footballer, in so much as there is a high risk of getting injured. I've never sustained any serious injuries, although I have had my fair share of cuts and bruises. It's to be expected though, much in the same way that a chef is likely to hurt themselves it's just part of the job. I've lost count of the amount of times a director has run across the set to make sure that I'm OK after a particularly dangerous stunt.

It's not just me who suffers, though. The worst injury I have ever encountered actually happened to a colleague of mine. The original idea was for him to jump off the side of a building and onto a train that was travelling at about 70 kilometres per hour. It was later changed to a bridge in order to make the scene more dramatic. Unfortunately, he mistimed the jump and landed heavily on his right arm, breaking it in two places. Luckily, he made a full recovery and returned to work four months later.

Being a stuntman isn't always as glamorous as you might think. There are times when I feel really tired, particularly from jetlag if we're filming overseas. Most stunt performers are selfemployed, which means that work isn't always guaranteed. Therefore, it's possible to go for several months without working, which essentially means you are unemployed and that's something that I get worried about the most if I'm honest, especially as I have a wife and two children.

All things considered, I love what I do. Sure it has its drawbacks, like the ones I've just mentioned, but overall, it's a great career choice. I'm in the process of convincing my nephew to take it up too, though I'm not sure my brother will be entirely happy about that, given all the stories I've told him over the years. Though, I like to think that I'm a pretty cool uncle.

6 Students discuss the questions in pairs. Round off the section by asking them to share ideas with the whole class.



### JOBS AND CAREERS

Write job and career on the board. Ask students what the difference is. (A job is a particular role you are in. A career is a series of jobs you do over your lifetime, usually with a sense of progression to higher or more specialised roles.)

The photos show workplaces but it is not necessarily clear what jobs the people are doing. Encourage students to use language of speculation. They should also share their opinions about whether they would like to work in these workplaces and why.

### **ALTERNATIVE**

These photos could be used to practise a Speaking Part 2 task. Ask students to pick two photos and answer the question 'What do you think the people in these photos enjoy about their workplaces?'.

2 Students build their vocabulary by choosing the word that is different from the others in each set. Once they have completed the exercise individually, they should explain their choice to their partners. This is an important step as they need to be clear about why their answer is correct. Allow them to use their devices to look up any words they are not sure of.

1 promoted 2 headquarters 3 decline 4 deadline 5 employee 6 overtime 7 fire 8 CEO

3 Students complete the exercise individually. Emphasise that some questions have more than one possible answer. When checking answers, point out that being made redundant is different to being sacked or fired as it means the company no longer needed the employee. Also, explain that both sacked and fired are informal. The more formal term is dismissed.

1 sacked / fired / made redundant 2 corporation / firm / institution 3 employee (n) 4 workforce 5 decline

Students personalise the vocabulary by giving their own answers to the questions in Exercise 3. Read the information in the pronunciation box as a class and ask students to focus on the stress of the auxiliary verbs when asking the questions.

### **OEXTENSION**

Students write their own sentences or questions with some of the other words from Exercise 2. If they have written questions, they ask them to other students.

### **PUSH YOURSELF**

CI

SB P190

### COMPOUND WORDS WITH WORK

1 Start (with books closed) by asking students what kind of information is usually included in a staff handbook (working hours, rules, policies, health and safety information, benefits, etc.). Students use the context to decide which of the two definitions is correct.

1 A 2 B 3 A 4 B 5 B 6 A

2 Students work in pairs and explain why they would or would not like to work for SmartCorp. Which are the most/least attractive aspects of the workplace?

## WRITING PART 2: LETTER OF APPLICATION TRAINING

SB P191

### **SEXAM INFORMATION**

Tell students that writing a letter of application is one type of email/letter they might be asked to write in Part 2. Elicit that this is typically a formal type of writing in which they don't know the person they are writing to. As a job candidate, they need to show themselves in the best possible light by matching their skills and experience to the advertised jobs. In the exam, they will be asked to apply for a job that a student could do, such as a tour guide or volunteer, rather than a job that is beyond their knowledge or experience.

### WARMER

Ask students whether they have ever applied for a job either in English or their own language. Ask them to share their experiences with their classmates.

Students read the question and underline the three points they need to write about.

### Tour guides wanted

We are looking for English-speaking tour guides to work at the university, showing visitors around the campus and telling them about the university. Write a letter to Mrs Sandra Jones, the communications director, giving details of:

- Your experience of working as a tour guide
- Your knowledge of English
- What skills you have that will be useful for this role.

Reassure the students that it is fine to be creative when writing. It doesn't matter if they don't have any relevant experience.

2 Students often have difficulty knowing how to begin and end their letters, as norms vary between countries.

Correct answer: Dear Mrs Jones

### **CULTURAL NOTE**

In the UK and most other English-speaking countries, titles like Mr, Mrs and Dr are followed by the person's surname and not their first name. A woman should only be addressed as Mrs or Miss if she has used that title for herself. If in doubt, it is better to use the title Ms, which is equivalent to the title Mr for men. If you don't know who you are writing to, use Dear Sir or Madam or Dear Sir/Madam. Don't use Dear Sir or Dear Sirs unless you are sure you are only addressing men. The words Sir and Madam are not followed by a name. If a man has been knighted by the Queen and is a commonwealth citizen, he can use the title Sir followed by his name. For women, the title is Dame.

3 It is important that students are able to start their letters appropriately. Students choose the correct option and explain why the others are not appropriate.

Sentence 1 is the most appropriate.

Sentence 2 isn't appropriate because it's too informal. Sentence 3 isn't appropriate because the writer says they saw the advert in the local newspaper (it should be the college magazine).

Sentence 4 isn't appropriate because it contains a grammatical error:

I have recently seen the advertisement for the job of tour guide and I would like to be considering considered for the role.

4 This exercise focuses on common errors students make in writing. Students identify and correct the grammatical and spelling mistakes. This raises awareness of the need to proofread every part of their writing. Apart from these errors, the extract provides a good model of a response to the first bullet point.

For the past year, I am working have been working as a tour guide in my hometown. This involves talking about the varius various historical and cultural landmarks of the town in adition addition to hand handing out leaflets which explain some of the best things to do there. I am also responsable responsible for making sure that the group stays together and is safe untill until the end of the tour.

Again the focus here is on accuracy. Specifically, it highlights the need for students to pay close attention to verb forms in their writing. Ask students to complete the exercise individually and then compare their answers in pairs.

1 passed 2 obtaining 3 spent 4 are

6 Students consider some of the attributes they might mention in their applications. Tell them that they should include a variety of sentence structure, so that they use a mixture of nouns and adjectives when highlighting their skills and qualities. Check students have the correct adjectives before they start the ranking activity. After they have ranked the qualities, they compare their lists with a partner. Encourage them to use both nouns and adjectives in their discussion and to use phrases for agreeing, disagreeing and giving opinions they have practised in previous units, e.g.:

Student A: I think you need to be energetic to be a tour guide.

Student B: Yes, that's true, but don't you think having patience is more important?

Noun	Adjective	
energy	energetic	
enthusiasm	enthusiastic	
humour	humorous	
knowledge	knowledgeable	
organisation	organised	
patience	patient	
punctuality	punctual	

- Remind students that they will get credit for using complex structures in their writing. Elicit the structure 'Having + past participle' from the first sentence of the text. Point out that this structure can only be used when the subject of both clauses is the same.
  - 1 Having worked as a waiter for three years, I am very good at speaking to customers. 2 Having (already) passed all of my exams, I am available to work for the whole summer. 3 Having lived in England for three years, I am able to speak English fluently.
- 8 Draw students' attention to the box. Point out that a formal letter should end with Yours sincerely if the person's name has been used or Yours faithfully if they have used Dear Sir/Madam. In both expressions, Yours has a capital Y and sincerely/faithfully start with a lower case letter. Highlight the structure of the phrase I look forward to hearing from you, as students often make mistakes with this. Copy the model answer below and highlight the useful language and phrases that students can use.

Dear Mr Barnes

I am interested in working as an organiser at your summer camp. In this letter, I will outline why I feel I am suited to this role.

Last summer I worked as a camp counsellor in my home town in Italy. I organised games and activities for around 100 children aged between 8 and 14, which I enjoyed very much. I also coach a girls' netball team in my home town.

I am studying for the Cambridge First B2 exam at school and I visit the UK every summer with my family. Because of that, speaking is my strongest skill and I am a confident communicator. I spend a lot of time chatting to English-speaking friends online and I always encourage them to point out my mistakes.

Apart from being very energetic and sporty, I am a patient and friendly person. I am good at motivating students to do their best. I also enjoy drama, singing and dancing, so I would be willing to help the students to take part in a play at camp.

I look forward to hearing from you soon.

Yours sincerely,

(189 words)

### **EXAM FOCUS**

SB P192

## READING AND USE OF ENGLISH PART 4

This practice exercise covers a variety of phrases and structures and is similar to what students will find in the exam. Students complete the activity in no more than ten minutes under exam-like conditions. Remind them that there are two marks available for each question and it is possible to be awarded one mark if the answer is close.

1 to take such a 2 who managed to solve 3 came up with 4 had difficulty getting/finding 5 was an increase in 6 took up cooking at

### LISTENING PART 2

SB P193

© 099 Remind students to predict the word class of the missing words. Play the audio twice with a pause in between for students to check their answers and decide which answers they need to listen for again. To make it more like exam conditions, don't allow them to discuss their answers.

1 colleague 2 camera equipment 3 space travel

4 script 5 family life 6 (professional) actors

7 communication skills 8 health and safety 9 certificate

10 fashion

### **AUDIOSCRIPT** (2) 099

Narrator: You will hear a woman called Elizabeth Moore talking about a filmmaking course she attended. For questions 1-10, complete the sentences with a word or short phrase.

Elizabeth: Hello. My name's Elizabeth Moore and I'm here today to talk about a filmmaking course that I recently went on at the Longman Institute.

I have always been interested in filmmaking, ever since I was a young girl and my father would take me on trips to film local wildlife. One day, while I was on my lunch break, a colleague of mine told me about a three-month, part-time course in filmmaking and recommended that I give it a try. It was perfect, as I could fit it around other commitments. In fact, when my husband heard about the course, he was really supportive, being a film-enthusiast himself.

On the first day, we were told what we'd be learning. This included the story development, how to use editing software and an introduction to working with music. That afternoon, we jumped straight into filming and they taught us the basics of operating camera equipment, which was a little difficult at first but I soon got the hang of it.

Our course tutor, Jonathan Smith was great. As well as being a famous director, he also works as a TV critic and I had actually read one of his reviews on a documentary series about the environment prior to the course. He was keen to tell us about a production that he'd recently directed about space travel, which was voted best new series at the local film festival. He also told us about his upcoming production on foreign languages.

For our first course project, we were put into groups and asked to discuss what makes an effective opening scene for a film. We were then asked to come up with our own ideas for a film and create a script for the first five minutes of it. We chose to write something in which our main character is stranded on a desert island. In addition to the classes, we were also invited to presentations that were taking place at the institute. I remember one particularly good one where the director was talking about a film she had made about her childhood. This got me thinking about doing something on family life and how this has changed over the years. Without realising it, I had actually done the ground work for the next assignment, which was to produce a short film about a topic of our choice. This gave me the chance to work with professional actors, which I really enjoyed. One of my course mates worked with a couple of celebrities for her short film who she met through one of the instructors on the course.

One of the main benefits of the course for me was learning from the experience of the tutors and presenters. They had fantastic communication skills, which was something that I also had the

chance to improve as the course went on. I was particularly impressed with their problem-solving skills and their ability to provide answers to all of our questions.

Overall, I enjoyed almost all of the courses on the programme. There were always going to be some modules that were better than others. I mean, when you've just had a class about using cuttingedge technology, learning about health and safety can be pretty boring, but I guess it's all relevant to filmmaking.

At the end of the course, the organisers put on a small ceremony for us and we all received a certificate which was accredited by the institute. This was great because it meant that we were now recognised filmmakers, which was particularly useful when applying for a job as some of the participants wanted to do. We also gave a gift to the tutors as a thank you for all their hard work. Filmmaking is still a big part of my life. I'm just putting the finishing touches on a film about tourism which I'll upload at some point in the future. I'd really like to make a series about education though I don't know enough about it, really, so I'm going to just stick to fashion which is a topic I'm more familiar with.

### WRITING PART 2: LETTER OF APPLICATION

SB P193

Set students a time limit of 45 minutes to plan and write their letters. Give feedback on all aspects of their writing. Use the model answer in any way you find helpful.

### Model answer

Dear Sir or Madam,

I was excited to hear that the Hotel International is going to open in our town later this year. I would like to submit my application for the post of receptionist.

I am currently employed as a receptionist in Hotel Garden View in Belleview Heights. In this position, I have developed skills relating to customer service, such as clear communication and dealing with difficult situations. I am punctual, friendly and calm under pressure. I have enjoyed my three years at Hotel Garden View but feel I am now ready to move into a larger hotel with an international clientele. If I am appointed, I would be keen to receive training in dealing with customers from different countries, such as how to greet them and any topics that should be avoided. I'd also like to improve my computer skills, particularly working with spreadsheets.

I am available to attend an interview at your convenience. I look forward to hearing from you.

Yours faithfully,

(165 words)

### **REAL WORLD**

### SB P194

 Before sharing the cultural information below, ask students to use the photos to predict the kind of jobs that are most common in Frankfurt.

### Suggested answer

people who work in the financial district of a city including stockbrokers, investors, lawyers and consultants; airline staff, including pilots, flight attendants, engineers, etc.

2 This exercise is similar to the multiple matching task (Reading and Use of English Part 7), except that some of the items relate to more than one text. Tell students to write the letters of all the texts that contain the information.

1 Salary – B 2 Working hours – B and C

3 Location - A and C 4 Work benefits - C

5 Language skills – A and B 6 Type of contract – B

7 Closing date - C 8 Essential skills and experience - A 9 Desirable skills and experience - B

3 Students discuss their answers to the questions, explaining their answers in full.

### **CULTURAL NOTE**

The term work-life balance was first used in the UK in the late 1970s. The term refers to an individual's need for a balanced life, giving appropriate amounts of time to their working and personal life (family, friends, hobbies, cultural activities, etc.). Some employers impose a maximum number of hours that can be worked as well as a minimum, respecting the importance for employees of work-life balance.

### **OEXTENSION**

Students who need extra writing practice could write a letter of application for one of the jobs.

4 Ask students if they know what CV stands for (Curriculum Vitae - Latin for 'the course of my life'). What other ways are there to describe the same document? (Resumé - US; bio-data - Indian sub-continent). Elicit the kind of information that should be included (contact details, educational qualifications, work experience, skills, references). Ask them to read Ricardo's CV and guess which job he is applying for.

### Suggested answer

Ricardo might be applying for a job as a social media manager.

5 Students analyse the language used in Ricardo's CV. Encourage students to make a list of useful phrases from the CV for future reference.

> 1 DOB 2 Bachelor's degree and Master's degree

3 Present 4 Ensure 5 up-to-date 6 Extensive 7 Excellent, Exceptional 8 References are available

upon request.

### **OEXTENSION**

Highlight features of the CV such as headings in bold, bulleted lists, dates of qualifications and employment, note form, short (one page), etc. Students write their own CVs (real or imagined), using some of the language highlighted in Exercise 5.

6 🔘 100 Ask students if they have ever attended an interview for a job or course. Share experiences as a class. Before they look at the questions, elicit some examples of questions they think they might be asked at an interview. Tell them that interviews often follow a similar format and it may be possible to predict the kind of questions that will be asked at different stages of the interview. In this exercise, students predict the order of the questions. They do this individually and then check with a partner. Play the audio once for students to check the order of the questions.

1 Why did you apply for this role? experience do you have in this field? 3 What do you think makes a good team member? 4 What do you think the main challenges of the job will be? 5 What skills do you have that will help you succeed in this role?

6 Where do you see yourself in five years' time?

7 What are your salary expectations?

7 Some students time to look at the phrases and try to remember/guess the words that Ricardo uses. Play the audio again for students to check.

> 1 innovative 2 Prior 3 characteristics 4 face

5 can-do attitude 6 ambition 7 further

8 region

### **AUDIOSCRIPT** (2) 100

Recruiter: Good morning, Ricardo.

Ricardo: Good morning.

Recruiter: Thanks for coming along to the interview today.

Tell me, why did you apply for this role?

Well, the reputation of the company was certainly Ricardo:

a factor. I've been really impressed with the innovative work that the company has been

doing in recent years.

Recruiter: What experience do you have in this field?

Ricardo: I have extensive experience in managing social

media pages in my last two positions. At AB Associates, I am responsible for the general management of our five social media sites, making sure that they reflect the key USPs of our products. Prior to this, I worked at Brighter Together as an assistant social media manager, working with the team to develop engaging

content.

Recruiter: Speaking of teams, what do you think makes a

good team member?

Ricardo: In my opinion, the characteristics of a good team

member are reliability and flexibility.

It's important that you can be trusted by your colleagues and solve problems as and when

they arise.

Recruiter: What do you think the main challenges of the job

will be?

Ricardo: One challenge that I would expect to face in the

role would be dealing with the large number of comments from users when we post messages on our social media pages. It's vital that we manage this well to ensure that our customers are happy.

Recruiter: What skills do you have that will help you

succeed in this role?

Ricardo: Personally, I believe that I am well-organised,

diligent and have a can-do attitude. I take great pride in my work and ensure that it's of the best

possible standard.

Recruiter: OK, let's talk about your goals for the future.

Where do you see yourself in five years' time?

Ricardo: That's a good question. I'm really excited by this

position at the company because in five years, it is my ambition to become a valued and respected employee. I am looking to further my skills as a social media manager and take on more managerial responsibilities and even take

the lead on some bigger projects.

Recruiter: Finally, what are your salary expectations?

Ricardo: I would be happy to consider an offer in the

region of 30,000 to 35,000 Euros. I think that would be a fair reflection of the work I'll be

doing.

Recruiter: Thank you very much, Ricardo. That's the end of

the interview. We'll now move onto ...

Tell the students that they are going to watch a short video about Frankfurt. Ask students to make notes under the headings. Give them time to compare their notes in groups or pairs. Play the video again, if necessary, for students to check their answers.

### Suggested answers

Frankfurt Airport: one of Germany's busiest airports, a key attraction of the city attracting over 1 million visitors a year

The Opera House: built in the late 1800s

The Christmas market: takes place in November and December each year, dates back to the 14th century The business district: nicknamed 'Mainhattan' (combination of the River Main and the fact that there are lots of skyscrapers in the city), home to many banks and the Frankfurt stock exchange

### LIFE COMPETENCIES

SB P195

### USING APPROPRIATE REGISTER, PRACTICAL SKILLS FOR LEARNING

Students role play an interview for one of the jobs from Exercise 2. Allow students to choose the job they want to be interviewed for and write the questions they think they will be asked. Students then swap papers and add two more questions. Tell them that in a real interview, they won't know what questions they will be asked but might be able to predict some of them. Before students start their interviews, check that their questions are grammatically correct. Suggest that indirect questions might be appropriate. Remind them of some ways of asking indirect questions, e.g.:

Could you tell me ... ?

Would you mind telling me ... ?

I'd like to know ...

Once students' questions have been checked, they conduct their interviews. At the end, they should work together to evaluate each of their performances and say whether they think they would have got the jobs. If students are willing, you could ask a few pairs to repeat their interviews in front of the class. Give the other students a task to do while listening, such as noting any adjectives used or any errors with tense. Also, ask listeners to suggest ways the interviewees could improve their answers.

WORKBOOK / Unit 14, page 60

### PROGRESS CHECK 5 UNIT 12 TO UNIT 14

### SB P196

1

1 compulsory for students to wear
2 don't have to bring
3 are not allowed to smoke
4 are not / aren't supposed to buy
5 advisable for guests to arrive

2

1 managed 2 be able 3 enable 4 unable 5 could 6 able to 7 capable

3

1 C 2 B 3 B 4 D 5 A 6 C

4

1 as 2 like 3 as 4 as 5 like 6 as 7 like 8 like

5

1 should have bought
3 shouldn't have spent
4 he didn't have/need to have
5 I didn't need to buy

6

1 They created a huge marketing campane campaign to promote their new line of shoes. 2 You don't need to perchase purchase an extra ticket as my friend can no longer make it. 3 The two leaders are trying to promote comerce commerce between their countries. 4 A lot of websites delibarately deliberately increase the price of holidays during the school holidays. 5 There seems to be a lot of jelousy jealousy in the fashion industry these days. 6 I recently won two tickets for a luxury spa weekend in an online outtion auction. 7 They have installed a ramp outside the shop to increase accessibility accessibility for wheelchair users. 8 Initialy Initially, most people rejected the plans to build a new shopping centre in the town.

7

1 get back to 2 hired 3 surge 4 Employees 5 to make ... redundant 6 looking into 7 headquarters 8 to set up

8

Under no circumstances must you talk in the exam.
 Since I had already seen the film, I decided not to go with them.
 What I really like about my job is the salary.
 Waiting in the meeting room was the head of the organisation.
 Going to the presentation was something I'm really happy I did.

### GRAMMAR REFERENCE

### Page 204

## STARTER THE PRESENT PERFECT SIMPLE AND CONTINUOUS

#### Exercise 1

- 1 have / 've been preparing; have / 've not finished have
- 2 have you been doing/ 've you been doing
- 3 have / 've been looking; have they been working
- 4 have / 've not completed; have/'ve been chilling
- 5 have / 've been doing; have/'ve damaged
- 6 have / 've been
- 7 has / 's become
- 8 have / 've been changing

#### Exercise 2

- 1 Correct
- 2 I have finally learnt
- 3 he has been eating
- 4 Correct
- 5 Correct
- 6 They have been browsing
- 7 I have been going

### Page 205

### **Exercise 3**

- Scientists have discovered vaccines to cure many fatal illnesses.
- 2 He has not put his recent qualifications on his CV yet.
- 3 Wake up! You have been sleeping for over two hours now.
- 4 We all feel thirsty, because as usual we have not been drinking / have not drunk enough during training.
- 5 She has known him since he was a small child.
- 6 It has been snowing heavily all morning and as a result the roads are slippery now.

### COMPARATIVES AND SUPERLATIVES

### Exercise 1

- 1 worst
- 2 more often
- 3 most complicated
- 4 most memorable
- 5 cheapest
- 6 more irregular

### Exercise 2

- His ambition has always been greater than his brother's.
- 2 Her analysis of the financial situation was as accurate as the report in the magazine.

- 3 The lecturer is less available to her students since she started work on her thesis.
- 4 His skills are not developing as fast as people predicted.
- 5 My interest in the project is considerably greater now than it was at the beginning.
- 6 My motivation is not quite as high as I would ideally want.
- 7 There are slightly fewer people living in the town than ten years ago.
- 8 It's considerably more exhausting to travel by car than by train.

### Page 207

### UNIT 1

### **GERUNDS AND INFINITIVES**

### Exercise 1

- 1 He decided to make a high offer
- 2 Correct
- 3 They persuaded me to apply
- 4 Correct
- 5 Can I remind you not to drive
- 6 The lawyers advised him to say

### Exercise 2

- 1 to speak
- 2 following
- 3 joining
- 4 celebrating
- 5 taking up
- 6 watching
- 7 to do

### Exercise 3

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

### **Exercise 4**

- 1 to buy
- 2 carrying
- 3 taking
- 4 to stay / staying
- 5 Analysing / To analyse
- 6 paying

### Page 208

### UNIT 2

### THE PASSIVE

### Exercise 1

- The safe in my room was opened by a member of the hotel staff.
- Lots of bargains can be found on the market.

- Tickets for the event can be bought online.
- 4 It was thought that children were to blame for the damage to the trees.
- 5 My phone was taken out of my jacket pocket.
- 6 The winter tyres on my car have been replaced.

#### Exercise 2

- 1 A
- 2 C
- 3 C
- **4** B
- 5 C
- 6 A

### Page 209

### USED TO, GET / BE USED TO

### Exercise 1

- 1 didn't use to enjoy
- 2 didn't use to do
- 3 used to spend
- 4 used to own
- 5 Did he use to keep
- 6 didn't use to like

### Exercise 2

- 1 used to tour
- 2 | used to work / I worked in a steel factory
- 3 she used to enjoy / she enjoyed riding
- 4 | used to live in New York State
- 5 Correct
- 6 Correct

### Exercise 3

- 1 is used to
- 2 to get used to
- 3 I'm not used to
- 4 to get used to
- 5 am getting used to
- 6 get used to

### Page 210

### UNIT 3

### ZERO, FIRST AND SECOND CONDITIONAL

### Exercise 1

- 1 will get
- 2 get
- 3 are
- 4 takes 5 If
- 6 won't win

- 1 is; will have to
- 2 were; would buy

- 3 come; will see
- 4 had; wouldn't be
- 5 study; will pass
- 6 would buy; won

### Exercise 3

- if the neighbours stopped having parties
- 2 We'll hire a car
- 3 Correct
- 4 | won't either
- 5 We definitely won't cancel the beach party, unless it pours with rain. / We definitely will cancel the beach party, if it pours with rain.
- 6 Correct

### Page 211

### **GIVING ADVICE**

#### Exercise 1

- 1 recommend speaking
- 2 ought to get
- 3 might want to find
- 4 had better send
- 5 Make sure you take
- 6 I would delete

#### Exercise 2

- 1 ought to
- 2 don't
- 3 might not
- 4 Why not
- 5 Make sure

### Page 212

## UNIT 4 COUNTABLE AND UNCOUNTABLE NOUNS

### Exercise 1

- 1 suitable accommodation
- 2 charged us extra for our luggage
- 3 Pollution caused by plastic
- 4 I usually reject any advice from my doctor. / I usually reject advice from my doctor.
- 5 Correct
- 6 extremely valuable works of art

### Exercise 2

- 1 coffee
- 2 any
- 3 cardboard; paper
- 4 was
- 5 equipment; is
- 6 damage

### Page 213

### UNIT 4 ARTICLES

### Exercise 1

- 1 a; the
- 2 the; the; a; the

- 3 an; the; the
- 4 the
- 5 The
- 6 a; the

### Exercise 2

- 1 the
- 2 The; the; the
- 3 The: the
- 4 The; the; the; the
- **5** a
- 6 -;-

### Page 215

### UNIT 5

### PAST PERFECT SIMPLE AND CONTINUOUS

#### Exercise 1

- 1 had / 'd been waiting
- 2 had / 'd been cheating
- 3 had / 'd built
- 4 had / 'd handed
- 5 had / 'd already put
- 6 had / 'd picked up

#### Exercise 2

- 1 had not / hadn't ordered
- 2 had / 'd committed
- 3 had / 'd fallen
- 4 had / 'd been riding
- 5 had / 'd been watching
- 6 had / 'd lived

### Page 216

### **UNIT 6**

### **PREPOSITIONS**

### Exercise 1

- 1 on / at
- 2 at
- Z al
- 3 in
- **4** in
- **5** in
- **6** on

### Exercise 2

- 1 at the backdoor
- 2 in the queue
- 3 in the world
- 4 Correct
- 5 Correct
- 6 on that cruise ship

### Exercise 3

- 1 on
- 2 on
- 3 on
- 4 at
- **5** in; on
- **6** at

### Page 217

### UNIT 6

### RELATIVE PRONOUNS AND RELATIVE CLAUSES

### Exercise 1

- 1 which
- 2 whose
- 3 which
- 4 where
- 5 who
- 6 who

### Exercise 2

- 1 that/which
- 2 where
- 3 that/why
- 4 that/who
- 5 that/who
- 6 whose

### Page 218

### UNIT 7

### WISH, IF ONLY, HOPE

### Exercise 1

- 1 had
- 2 could
- 3 would stop
- 4 would start
- 5 weighed
- 6 didn't keep

### Exercise 2

- 1 He wishes he had chosen
- 2 I hope you make lots of money
- 3 Correct
- 4 He hopes to get a job
- 5 We all hope you managed / manage to get a visa
- 6 Correct

### Page 219

### THIRD CONDITIONAL AND MIXED CONDITIONALS

### Exercise 1

- 1 C
- 2 C
- 3 C
- 4 A
- 5 B 6 B

- 1 hadn't arrived; wouldn't have missed
- 2 had gone; wouldn't have woken up
- Z had gone, wouldn't have wo
- 3 had enrolled; might have got4 had been; would have learned
- 5 hadn't gone; would never have met
- 6 would have caught; had had

#### Page 220

### UNIT 8 DIRECT AND INDIRECT OBJECTS

### Exercise 1

- I've just bought a new computer for my brother.
- 2 I lent my new phone to my friend and she broke it.
- 3 They offered the role of assistant to her at the company.
- 4 I ordered the new Taylor Swift album for my wife.
- 5 I made a cake for my sister for her birthday.
- 6 I will bring some flowers to/for her when I visit next week
- 7 I found a new dress for her in the endof-season sales.
- 8 I would like to show the photographs to them from our honeymoon.

### Page 221

### MODALS OF SPECULATION AND DEDUCTION

#### Exercise 1

- 1 couldn't have been
- 2 can't be
- 3 might/may/could have gone
- 4 must be revising
- 5 might/may/could have handed
- 6 might/may/could be

### Exercise 2

- 1 must have grown
- 2 must have left
- 3 can't be at home
- 4 Correct
- 5 must have gone off
- 6 Correct
- 7 must have forgotten

### Page 222

### UNIT 9 FUTURE FORMS (*WILL, BE GOING TO*)

### Exercise 1

- 1 are going to order
- 2 Are you going to see/watch
- 3 am going to apply
- 4 aren't going to see
- 5 are going to visit
- 6 am going to write

### Exercise 2

- 1 is unlikely that Martin will
- 2 are bound to discover
- 3 are going to stay
- 4 is little prospect

### Page 223

### FUTURE PERFECT, FUTURE CONTINUOUS

### Exercise 1

- have stopped
- 2 be sitting
- 3 be coming
- 4 have had
- 5 be watching
- 6 have finished

#### Exercise 2

- 1 will have been driving
- 2 will have been
- 3 will have been living
- 4 I will have worked
- 5 will have reached
- 6 will have retired
- 7 will have been cooking
- 8 will you have been studying
- 9 will have known
- 10 will have earned

### Exercise 3

- 1 will have learned
- 2 Correct
- 3 have you been waiting
- 4 Correct
- 5 will have walked
- 6 will have been travelling

### Page 224

### UNIT 10 CAUSATIVES

### Exercise 1

- 1 had/got
- 2 had/got
- 3 have/get
- 4 had/got
- 4 had/got
- 5 had/have had/are having
- 6 got

### Exercise 2

- 1 made me sit
- 2 my sister to come
- 3 help me to find
- 4 let me finish
- 5 ten people to like
- 6 made us queue
- 7 my children to do
- 8 helped us to solve
- o neiped of to

### Page 225

### ADJECTIVES WITH -ING AND -ED

### Exercise 1

- 1 fascinated
- 2 irritated
- 3 amusing
- 4 exhausted
- 5 tired; depressed
- 6 disgusting

### Exercise 2

- 1 appealing
- 2 fascinating
- 3 involved
- 4 astonishina
- 5 dissatisfied
- 6 irritating
- 7 disgusting
- 8 prejudiced

### Page 226

### UNIT 11

### REPORTED SPEECH

### Exercise 1

- 1 worked
- 2 was having
- 3 had never done
- 4 had got; had eaten
- 5 would ring; woke up
- 6 could; couldn't

### Exercise 2

- 1 A
- 2 A
- **3** B
- 4 B 5 A
- 6 A

### Exercise 3

- given him clear instructions about what to do the previous day.
- 2 they had discovered her missing sports gear in the washing machine that morning.
- 3 he was working on the following day.
- 4 his essay was extremely confusing.
- 5 she had done the previous day.
- 6 had noticed any of his belongings there.

### Page 228

## UNIT 12 EXPRESSING OBLIGATION AND PERMISSION

### Exercise 1

- 1 have to
- 2 must
- 3 must
- 4 supposed to
- 5 should
- 6 ought
- 7 can

- 1 You are not allowed to park
- 2 Correct
- 3 Correct
- 4 | needn't have done
- 5 Correct
- 6 Correct

### Page 229

### UNIT 12 EXPRESSING ABILITY

### Exercise 1

- Could
- 2 couldn't
- 3 can
- 4 was able to
- 5 can't
- 6 can't

### Exercise 2

- 1 I wasn't able to
- 2 fortunately I was able to
- 3 I am afraid I can't accept it
- 4 Correct
- 5 Correct
- 6 He was able to / managed to run

### Page 230

### UNIT 13 LIKE AND AS

#### Exercise 1

- 1 as a dental receptionist
- 2 he looks like a professional player
- 3 As far as I can tell
- 4 such as onion soup
- 5 Correct
- 6 As she stole a bottle

### **Exercise 2**

- 1 as; as
- 2 like
- **3** as
- 4 as
- 5 like
- **6** as; as

### Page 231

# UNIT 13 SHOULDN'T HAVE / NEEDN'T HAVE / DIDN'T NEED TO / DIDN'T HAVE TO

### Exercise 1

- 1 didn't have to
- 2 have eaten
- 3 I needn't have brought
- 4 should have arrived
- 5 should have listened
- 6 didn't have to
- 7 didn't have to
- 8 He shouldn't have used his phone

### Exercise 2

- 1 needn't have updated
- 2 should have gone
- 3 didn't need to take / need not have taken
- 4 shouldn't have shouted

### Page 233

### UNIT 14 ADDING EMPHASIS AND FRONTING

### Exercise 1

- Since I don't eat meat, I will choose the vegetarian option.
- 2 Passing my driving test is something that I'm really happy I did.
- 3 Why she had received the letter, Amy didn't know.
- 4 In the corner of the room was a small, dark object.
- 5 It was only when Sarah got home that she realised she had left her phone at work.
- 6 When she was going to receive her results, Julie didn't know.

#### Exercise 2

- Saturday was the day that Stephanie went to visit her friend
- 2 It was David who had problems with his car last week.
- 3 The cinema is where I spend most of my pocket money.
- 4 The reason why Mark went to the dentist was to have a tooth removed.
- 5 It was Alison who won the competition and received two tickets to a music festival.
- 6 The reason why I signed up to private English classes was to improve my reading skills.

### WRITING BANK

### Page 234

### ESSAY

### Exercise 1

Question: Will environmental problems be worse in 20 years?

Ideas: pollution, climate change and your own idea

### Exercise 2

It includes the extra idea of a growing population.

### Exercise 3

Ideas 1, 3, 4, 6, 8

### Exercise 4

- 1 sentence 1
- 2 sentences 3, 6
- 3 sentences 4, 8

### Page 235

### Exercise 5

 B. It makes general statements to introduce the topic and the arguments which will be developed in the essay.) 2 C. It sums up arguments on both sides, and expresses a personal opinion.)

### Exercise 6

- 1 as
- 2 in my opinion
- 3 In addition to this
- 4 Firstly
- 5 such as
- 6 To sum up
- 7 On the other hand
- 8 as a result

#### Exercise 9

### Model answer

Cycling is becoming a very popular way of getting around cities nowadays, and a lot of big cities have cycle schemes which allow people to use public bikes. But there are advantages and disadvantages to bikes as a form of city transport.

On the one hand, cycling is good for your health. It provides good exercise, and can help you to lose weight and keep fit. It is also cheap, because if you have your own bike, it does not cost you anything to travel around the city. A third advantage is that cycling is good for the environment, because it does not cause any pollution.

On the other hand, cycling on busy streets can be dangerous. Car and lorry drivers do not always notice cyclists, especially when it is dark, and this can lead to accidents.

On balance, I would say that cycling is an excellent form of transport in cities during

excellent form of transport in cities during the day and when the weather is nice.

However, when it is dark or the weather is bad, I think that buses and trains are a better option.

### Page 236

### **EMAIL / LETTER**

### Exercise 1

You should write an email to a friend, Jo. You should write about your new home, things there are to do in the city and your new friends.

### Exercise 2

Yes, it answers all the questions in Jo's email. The tone is informal.

### Exercise 3

- 1 false
- 2 true
- 3 true
- 4 false
- 5 true
- 6 false

### Exercise 4

Sentences 2, 5, 6 and 8. They are suitable because they are formal.

### Page 237

### Exercise 5

- 1 Dear Ms Copeland
- 2 in response to
- 3 currently
- 4 would be interested in working
- 5 studied different aspects of
- 6 was employed
- 7 gained some experience as
- 8 customer satisfaction
- 9 I would be grateful if you would
- 10 I look forward to hearing from you.

#### Exercise 7

- 1 It was great to hear from you.
- 2 Why don't you come and ...
- 3 It would be a good idea
- 4 I would be able to help
- 5 Could you give me some information
- 6 I look forward to hearing from you.

#### Exercise 9

### Model answer

Dear Ms Simpson,

I am writing in response to your job advertisement, which appeared in the Weekly News last week.

I am interested in applying for the job of receptionist at your hotel this summer. This role interests me particularly because I am a very friendly and outgoing person, and I would enjoy meeting guests and helping them feel welcome. As I am currently studying English, it would also be a good opportunity for me to practise using the language.

I have experience of working as a hotel receptionist, as I spent last summer working in a hotel in Ireland. I am therefore used to taking reservations, helping guests check in and check out and dealing with problems they may have. I am cheerful and hardworking, and I understand the importance of providing good customer service. I am also a good team worker, which I know is a very important quality for working in a busy hotel. I have a good level of English, and I am able to communicate well in the language. I hope you will consider me for this role, and I look forward to hearing from you. Lisa Bianchi

### Page 238

### REVIEW

### Exercise 1

You should write a review of a film you have seen. You should say what it is about, say why you did or didn't enjoy it, and say whether you think other people will enjoy it. People will read your review in an English-language magazine.

### Exercise 2

- 1 yes
- 2 yes
- 3 anyone except young children
- 4 informal and friendly

### Exercise 3

Plan A is better. Each paragraph has a clear topic and gives the reader useful and helpful information; it starts with a general introduction with factual information; it gives good points and problems about the website/product; it ends with a clear recommendation. Plan B contains information that is not relevant for the reader, e.g. the writer needed a new tablet, how the writer found the website; the third heading is not appropriate, as the focus should be the product you bought, not games that you play; it doesn't end with a clear recommendation.

### Page 239

### **Exercise 4**

- 1 incredibly
- 2 ridiculously
- 3 rather
- 4 brilliantly
- 5 extremely
- 6 very
- 7 absolutely
- 8 really

### Exercise 5

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

### Exercise 6

- 1 spite
- 2 though
- 3 despite
- 4 Although
- 5 However

### **Exercise 8**

- 1 than
- 2 disappointing
- 3 will
- 4 miss
- 5 using
- 6 advise

### Exercise 10

### Model answer

### Playa de Oro

Last summer, I spent a week with my family in a holiday resort called Playa de Oro in the south of Spain. This is a popular tourist area, but we were keen to choose a quiet resort where we could just relax on the beach or by the pool.

The resort had some positive points. The apartment buildings were attractive, and our apartment was spacious and well-equipped. The resort had two swimming pools, and both were extremely clean and well-maintained. The staff were also incredibly friendly and helpful.

However, we were disappointed to find that our resort was surrounded by several other, much bigger resorts. The beach was therefore absolutely packed with people every day, and it was almost impossible to find a place to sit. Even worse, the advert said that the resort was peaceful, but in fact there were two nightclubs nearby which were open every night until four o'clock in the morning! We hardly slept, and came home exhausted.

This resort might be OK if you want a week-long party, but my advice is to avoid it if you want a peaceful, relaxing holiday.

### Page 240

### ARTICLE

### Exercise 1

You should write an article about your hobby. You should say what it is, when you started doing it, and why you enjoy it. People will read your article in an Englishlanguage magazine.

### Exercise 2

- 1 yes
- 2 four
- 3 one
- 4 informal

### Exercise 3

**B** is the best. The title is interesting and makes the reader think. The first sentence is a question which engages the reader and makes them think for themselves about Mandela's achievements.

### **Exercise 4**

- 1 d
- **2** e
- **3** a

### Page 241

### Exercise 5

- 1 fascinated by
- 2 packed
- 3 huge
- 4 freezing
- 5 terrifying
- 6 absolutely essential

- 2 I like is
- 3 that really surprised me was
- 4 I will never forget is
- 5 I noticed was

### **Exercise 8**

- 1 For
- 2 in
- **3** as
- 4 which
- 5 tell
- 6 What

### Exercise 10

#### Model answer

A healthy life is a happy life

Can you be happy if you're not fit and healthy? For me, the answer to this question is definitely no, and keeping fit and healthy is an important part of life. Firstly, a good diet is vital if you want to maintain a healthy life. This means eating plenty of fruit and vegetables, and avoiding foods high in fat and sugar. It can be difficult to achieve this if you eat out in restaurants, where portions tend to be large and the food is often rich. However, it is possible to maintain a balanced diet if you make careful choices. The second important part of a healthy lifestyle is exercise. There are obviously hundreds of different ways to exercise, from running and hiking to playing football and tennis, but in my opinion, the most important thing is to find a form of exercise that you enjoy. After all, no one can motivate themselves to do something every week if it isn't fun!

By eating sensibly and doing regular exercise, it is possible for anyone to improve their health, and remember – healthier people are happier people!

### Page 242

### REPORT

### Exercise 1

The report is for the group leader of some English-speaking students. The report should include: the best time of year to visit your city, interesting places to visit and the best way to travel around the city.

### Exercise 2

Yes, it covers all the points in the input.

### Exercise 3

- **1** c
- **2** a
- 3 b

### Exercise 4

B. The information is relevant to the topic of the report and uses personal experience to support the recommendation.

### Page 243

### Exercise 5

Introduction: C. It explains the aim accurately and uses formal language. (A is too informal; B is not accurate, as the report does not discuss disadvantages.)

Conclusion: A. It gives a clear recommendation and uses formal language. (B is too informal; C does not give a clear recommendation.)

#### Exercise 6

- 1 is often recommended
- 2 is considered to be
- 3 is expected
- 4 has been suggested
- 5 are recommended

### Exercise 8

- 1 The aim of this report
- 2 In addition to this
- 3 college. Moreover, the ones
- 4 I have no hesitation in recommending
- 5 All things considered, the
- 6 In conclusion,

#### Exercise 10

#### Model answer

### Introduction

The aim of this report is to look at the shops in a popular shopping centre in Oxford and make recommendations for additions.

### Green Cross Shopping Centre

Green Cross is a large and popular shopping centre near the city centre. It has nearly 150 shops as well as several cafés and restaurants.

### Popular shops

The most popular shops are the large clothes shops, especially those selling well-known brands of clothing. A lot of these shops offer significant discounts throughout the year, which makes them popular with shoppers who are searching for bargains. The more exclusive stores offer additional services such as fashion advice, which makes them attractive to customers who are looking for something special.

Recommendations for improvements

Some smaller independent shops would be a good addition. There are very few of these at present, and they would offer shoppers a good alternative to the big High Street names.

### Conclusion

To sum up, Green Cross is a busy and successful shopping centre, which already has plenty of popular shops. It could be improved by having some smaller stores offering more unusual alternatives to the standard brands.

### SPEAKING BANK

### Page 244

### PART 1

### Exercise 3

- 1 a
- **2** c

- **3** e
- 1
- 5 b
- 6 d
- 7 d
- **8** c
- 9 e
- 10 b

### Exercise 4

Yes, she does.

### Track 101

**Examiner:** What do you like about your home town?

**Sofia:** Well, I'm from Milan, in the north of Italy. It's a big city, and I enjoy living there because there's always lots to do, like going to the cinema or music concerts. There are also a lot of young people there, so I like that as well.

**Examiner:** What do you enjoy doing in your free time?

**Sofia:** Well, I'm quite a sporty person, so I do a lot of exercise. For example, I go to the gym two or three times a week, and I play tennis. I also enjoy spending time with my friends.

**Examiner:** Which country would you most like to visit?

Sofia: I would love to go to Australia.
The reason for this is that I like hot weather and I love going to the beach. The beaches in Australia look amazing. I also think the way of life in Australia is quite relaxed – having barbecues and things like that, so I think I'd enjoy that.

**Examiner:** Which subject did you most enjoy when you were at school?

**Sofia:** Could you repeat that, please? **Examiner:** Yes. Which subject did you most enjoy when you were at school?

**Sofia:** That was definitely geography, because I'm really interested in different countries, and I love learning about how people live in other parts of the world. I had a very good geography teacher at school too, and I think he made the subject very interesting.

### Page 245

### Exercise 5

- 1 past
- 2 present
- 3 future
- 4 present
- 5 future
- 6 past

- 1 C
- 2 A
- 3 B
- **4** B
- **5** C
- \_ **U** A

adding extra information: also, as well, plus, too

giving a reason: because, the reason for this is that

giving an example: for example, for instance, like, such as

#### **Exercise 8**

- 1 The reason for this is that
- 2 too
- 3 because
- 4 like
- 5 For instance
- 6 also

#### Track 102

Examiner: In what ways do you think you will use English in the future?

**Dan:** I think I'll use English for my job in the future. The reason for this is that I want to work for an international company, so probably everyone will speak English to each other. I'll probably use it for travelling too, because I'd like to travel and visit lots of different countries.

**Examiner:** What do you usually do on your birthday?

Dan: I usually see my family on my birthday because they like to wish me a happy birthday and they might have presents for me. Then in the evening I usually get together with some friends and do something, like go for a meal together.

**Examiner:** What kind of music do you enjoy listening to?

**Dan:** I really enjoy R&B music. For instance I like American singers like Rihanna. I'm also keen on classical music because I find it very relaxing.

Page 246

#### PART 2

#### Exercise 3

The topic is holidays. You have to say why the people have chosen these holidays.

#### Page 247

#### **Exercise 4**

Yes, for both photographs.

Track 103

**Examiner:** In this part of the test I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Tania, it's your turn first. Here are your photographs. They show people on holiday. I'd like you to compare the photographs and say why you think the people chose these holidays.

Tania: Both pictures show people on holiday, but they're different kinds of holidays. The people in the first photo are in the countryside, whereas the second photo shows a big city. It looks as if the people in the first photo are on a walking holiday, because they've got backpacks and a map. On the other hand, the other people are probably doing some sightseeing. They seem to be up in a tower, and they're taking a selfie. Another difference is that the people in the city look happy and relaxed, whereas the people in the countryside look worried. I think they might be lost. They don't look as happy as the people on the city break. I think the people in the first photo must enjoy walking. Maybe they chose this holiday because they enjoy being in the countryside. I think the people in the second photo enjoy city life, so I guess they probably chose to visit this city because there are lots of interesting things to see.

#### Exercise 5

- 1 Both
- 2 different
- 3 whereas
- 4 other
- 5 difference
- 6 as

Track 104

Narrator: 1

**Tania:** Both pictures show people on holiday.

Narrator: 2

Tania: They're different kinds of holidays.

Narrator: 3

**Tania:** The people in the first photo are in the countryside, whereas the second photo shows a big city.

Narrator: 4

**Tania:** On the other hand, the other people are probably doing some sightseeing.

Narrator: 5

**Tania:** Another difference is that the people in the city look happy and relaxed.

Narrator: 6

**Tania:** They don't look as happy as the people on the city break.

#### Exercise 6

1 c

**2** e

**3** a

4 f

**5** b

6 d 7 h

**8** g

Track 105

Narrator: 1

Tania: It looks as if they're on a walking

holiday.

Narrator: 2

Tania: They're probably doing some

sightseeing.
Narrator: 3

**Tania:** They seem to be up in a tower.

Narrator: 4

Tania: They look happy and relaxed.

Narrator: 5

Tania: I think they might be lost.

Narrator: 6

Tania: They must enjoy walking.

Narrator: 7

Tania: Maybe they chose this holiday

because they enjoy being in the countryside.

Narrator: 8

**Tania:** I guess they probably chose to visit this city because there are lots of interesting things to see.

## Exercise 7

Speaker 1 - B

Speaker 2 – D

Speaker 3 – A

Track 106

Narrator: Speaker 1

Student 1: These two photos both show people cooking food. I prefer the first photo because it shows a dad cooking with his children. I think they might be making a cake or something. He looks very happy, and the children are both looking very serious, so I guess they're concentrating on what they're doing. I think that when they eat the cake, they will all feel very proud that they made it together. I think it's really nice for parents to spend time in this way with their children. The second photo shows a chef in a restaurant.

Narrator: Speaker 2

Student 2: Both photos show people preparing food. The first photo shows a dad cooking with his children, whereas the second photo shows a professional chef cooking in a restaurant. The main difference between the two photos is that the dad is cooking for pleasure, whereas the chef is cooking because it's his job. The dad probably only cooks from time to time. On the other hand, the chef probably cooks every day. The people in both photos look quite happy, although the children look a bit serious. The chef looks as if he enjoys his work, but I think it's much more fun when you're cooking just for pleasure, rather than cooking as a job. I think the professional chef must get very hot sometimes, and he might get a bit fed up with his job sometimes, because chefs

often have to work late at night. I would prefer to just cook at home, for fun, or to cook meals for my friends.

Narrator: 3

Student 3: The first photo shows a dad with his children. I think they're at home, and they're making a cake together. The dad is smiling and he's looking very relaxed and happy. The two children look a bit serious, but I'm sure they're looking forward to eating the cake. Personally, I love making cakes at home. The second photo shows a chef in a restaurant. He's cooking a big pan of something, but I can't see what it is. He looks like he is concentrating on what he is doing, so I think he is taking a lot of care with the food he's preparing. I wouldn't like to be a professional chef because I think it's very hard work!

#### Page 249

#### **Exercise 8**



Student: Both photos show people working, but their jobs are very different. The first photo shows two factory workers, making a car, whereas the second photo shows a doctor treating a child. The factory workers might be quite bored. I guess this kind of work is quite boring because you probably do the same thing all day, whereas a doctor's job changes all the time. I think the doctor's job is quite sociable, whereas the people in the first photo are working with a piece of machinery rather than with people. I think that in both jobs the people have a lot of responsibility. I think the factory job must be difficult because you have to concentrate a lot, to make sure you do it properly, but it isn't very interesting. I think the doctor's job is more difficult because sometimes you see people who are very ill, which might be upsetting.

#### Page 250

#### PART 3

#### Exercise 3

You have to discuss how the different ideas might attract more guests to a hotel. There are five prompts to discuss.

#### Exercise 4

They discuss all the prompts. Yes, they both express their opinions.

#### Track 108

**Examiner:** Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that a hotel wants to attract more guests. Here are some ideas they're thinking about. Talk to each other about why these ideas would attract more guests to the hotel.

**Paul:** Shall we start with tennis courts? This sounds like a good idea. A lot of people like playing tennis.

Eva: I can see what you mean, but not everyone likes tennis, and a lot of people go on holiday to relax, so they perhaps don't want to do sport. I think a swimming pool might be a better idea, because people of all ages can use a swimming pool. Do you agree?

**Paul:** Yes, you're right. I hadn't thought about that. I agree that a swimming pool's a good idea because people like to sit by it even if they don't swim. ... What do you think about the idea of reduced prices? I think that would make a difference.

Eva: Yes, that's true. There are so many hotels to choose from, and people usually look at the price and try to find a bargain. But I'm not sure that price is enough on its own because people are often happy to pay a bit more money for a hotel with better facilities.

Paul: Yes, I agree. I think evening entertainment might be a good idea, though. That's a bit different, too, because not many hotels offer it.

**Eva:** Yes, and it would be good if they offered entertainment for children too, not just adults.

**Paul:** Yes, I completely agree with you. Do you think that having an awardwinning chef would attract customers?

**Eva:** Yes, I do. Everyone loves good food, but a lot of hotels don't have very good restaurants. They could also open the restaurant to everyone, but offer cheaper prices for guests.

**Paul:** That's a good idea. I think that would definitely encourage more people to stay at the hotel.

#### Page 251

#### Exercise 5

Yes, they do.

# Track 109

**Examiner:** Now you have about a minute to decide which idea would be best for the hotel.

**Eva:** So, what do you think would be best for the hotel?

Paul: I'd suggest either the swimming pool or the evening entertainment. Both those things are easy for people to see when they look on the website, and I think they would both be popular with guests.

Eva: Well, I think everyone enjoys a swimming pool, especially children and young people. But on the other hand, most people only use a swimming pool in the summer, whereas evening entertainment can continue all year, and, like we said, they could offer different entertainment for different ages.

**Paul:** That's true, so shall we choose the evening entertainment?

Eva: Yes, let's go for that.

#### Exercise 6

Pair 1 - C

Pair 2 - A

Pair 3 - B

#### Track 110

#### Narrator: Pair 1

**Student 1:** Shall we talk about the swimming pool first? I think ...

**Student 2:** Yes, I think the swimming pool is a very good idea because most people enjoy ...

**Student 1:** I agree. Everyone loves swimming when the weather's hot, so ...

**Student 2:** But I don't think that tennis courts are a very good idea because most people ...

**Student 1:** But I think a lot of people like playing tennis!

#### Narrator: Pair 2

**Student 3:** I think that entertainment would be a great idea. Do you agree?

**Student 4:** Yes. For example, there could be films for children to watch, and maybe shows later in the evening. Children always love watching films, especially with their friends, and I think older people like watching shows, like comedy shows, for example.

Student 3: Yes, that's a good idea.
Or maybe live music in the restaurant.
I think that might be popular, because most restaurants don't have live music.

**Student 4:** Yes. I think that entertainment would definitely attract more guests, especially if people don't have to pay for it. Not many hotels offer entertainment, do they?

**Student 3:** No, so it would make this hotel a bit different, and I think people would choose it for that reason.

**Student 4:** OK, shall we quickly talk about the other ideas?

#### Narrator: Pair 3

**Student 5:** Well, personally I think that reduced prices would be a very good idea because price is the most important thing for a lot of people. I also think that evening entertainment would be popular with guests, and that would attract people.

**Student 6:** I would say that an award-winning chef would be a good idea, because it would improve the experience that people have in the hotel. I also think a swimming pool would attract more guests because most people enjoy swimming, especially in the summer.

**Student 5:** But I don't believe that tennis courts would be very popular because only a small number of people play tennis, and they don't always want to play when they're on holiday.

#### Exercise 7

1 b

**2** e

3 a

**4** c

5 d

Track 111
Narrator: 1

**Student 1:** It might be a good idea to offer reduced prices.

Narrator: 2

**Student 2:** Perhaps they should have a swimming pool.

Narrator: 3

**Student 1:** Tennis courts sound like a good idea.

Narrator: 4

**Student 2:** They could offer entertainment for children, too.

Narrator: 5

**Student 1:** I would say that an award-winning chef would be a good idea.

#### **Exercise 8**

1 Do

2 do

3 Would

4 Do

Track 112
Narrator:

Student 1: Do you agree?

Narrator: 2

**Student 2:** What do you think about the idea of a swimming pool?

Narrator: 3

Student 1: Would you agree with that?

Narrator: 4

Student 2: Do you think that's true?

#### Exercise 9

1 think

2 that's

3 right

4 agree

5 mean, better

6 sure

7 but

Track 113
Narrator: 1

Student 1: I think so too.

Narrator: 2

Student 2: Yes, that's true.

Narrator: 3

Student 1: Yes, you're right.

Narrator: 4

Student 2: I agree with you.

Narrator: 5

**Student 1:** I can see what you mean, but I think a swimming pool might be a better idea.

Narrator: 6

Student 2: I'm not sure about that.

Narrator: 7

**Student 1:** Yes, that's true, but on other hand, entertainment would also be popular.

#### Exercise 10

a 2 and 4

**b** 5

Track 114

Narrator: 1

**Student 1:** I'd suggest either the swimming pool or the evening entertainment.

Narrator: 2

Student 2: Are you OK with that?

Narrator: 3

**Student 1:** My choice would be the reduced prices.

Narrator: 4

**Student 2:** So, shall we choose the evening entertainment?

Narrator: 5

Student 1: Yes, let's go for that.

#### Exercise 11



**Examiner:** Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that some people are discussing modern technology. Here are things that some people say it would be difficult to live without. Talk to each other about why it would be difficult to live without these things.

**Student 1:** Shall we start with the mobile phone? I definitely couldn't live without my phone, and I think most people would agree. What do you think?

Student 2: I agree. We use our phones for everything now – keeping in touch with friends, using the internet, finding information, taking photos. I think people depend on mobile phones more than they do on laptops, for example.

**Student 1:** I can see what you mean, but people use laptops for work, so they're also very important. People who travel for their jobs would find it very difficult to manage without a laptop.

**Student 2:** Yes, you're right. I hadn't thought about that. What do you think about a car? I think maybe people who live in cities could probably live without a car.

Student 1: Yes, that's true, although a car is much more important for people who live in the countryside. But most people live in cities, so a car is probably less important to them. I think people might find it very difficult to live without a bank card. Do you agree?

**Student 2:** Yes, I think so too. We're used to paying for everything with our cards, and it would be really annoying if we had to have money to pay for everything.

**Student 1:** Yes, that's true. On the other hand, we might spend less, which might be a good thing!

**Student 2:** Yes, maybe. ... I'm not sure about a washing machine. Do you think people could live without it?

Student 1: Well, it wouldn't be very convenient to be without a washing machine, but I think it would be OK. People could wash their clothes by hand. It would take more time than using a washing machine, but it would be possible.

Student 2: Yes, I think you're right.

#### Exercise 12

Track 116

**Examiner:** Now you have about a minute to decide which thing people would find it the most difficult to live without.

**Student 1:** So, which thing do you think people would find it the most difficult to live without?

**Student 2:** Well, for me it's definitely the bank card or the mobile phone. I think people use both these things a lot, and life would be very difficult without them. What do you think?

Student 1: Yes, I agree with you. I think the car and washing machine are nice to have, but I don't think people rely on them as much every day. And a laptop is important, but only for work, whereas a bank card and mobile phone are important for work and social life.

**Student 2:** Yes, that's true. Which would you choose between those two?

**Student 1:** Probably the phone, because I think people spend so much time on their phones, they would find it very difficult to be without it.

**Student 2:** OK, so shall we choose a mobile phone?

Student 1: Yes, let's go for that.

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#### PART 4

Exercise 3

Yes, they do.

Exercise 4

В

Track 117

**Examiner:** Alex, some people say that travel is bad for the environment. Do you agree?

Alex: Yes, I do, because I think that when people travel they use fuel, for example in a plane or a car, and that's very bad for the environment. They also create a lot of rubbish, for example if they have a picnic on the beach, and that's bad for the environment too.

**Examiner:** What do you think, Nicola? **Nicola:** Well, I agree with Alex that travel can be bad for the environment,

but on the other hand, I'd say that you can be a responsible tourist. For example, I prefer to travel by train because it's better for the environment, and I never leave rubbish. So I think it's possible to travel in a way that isn't bad for the environment.

Examiner: OK. Alex, what do you think young people can learn by going travelling?

Alex: Oh, I think they can learn a lot. For example, they can learn about other cultures and ways of life, and they can also see some of the problems that exist in other parts of the world. I think that travelling is very good for young people.

Examiner: What do you think about this, Nicola?

Nicola: I completely agree with Alex, and I also think that young people can benefit personally by becoming more independent when they go travelling. For example, when you're travelling you might have to deal with some difficult situations, and if you do this successfully, it can give you a lot of confidence.

#### Exercise 5

Pair 1 - D

Pair 2 - A

Pair 3 - B

#### Track 118

#### Narrator: Pair

**Examiner:** Tania, what places are popular for holidays in your country?

Tania: Well, there are a lot of beaches in my country which are very popular for holidays, for local people and for people from other countries. There are also

Peter: Everyone wants to go to the beach in the summer! For example in my country ...

#### Narrator: Pair 2

**Examiner:** Bruno, what is the advantage of going on holiday with friends, rather than with family?

Bruno: I think it's definitely more fun to go on holiday with your friends.

Examiner: OK. Sofia, what do you think is the advantage of going on holiday with friends, rather than with family?

Sofia: Lagree with Bruno. I prefer to go on holiday with friends. I don't like going on holiday with my family.

#### Narrator: Pair 3

Examiner: Marina, some people say that tourism is bad for an area. What do you think?

Marina: Well, I agree in some ways, because tourism can cause pollution and it can also make places very crowded. For example, if a beach is full of tourists, it isn't much fun for local people. But, on the other hand, tourism brings money into an area, and that's very good for it.

Examiner: What do you think about this, Pablo?

Pablo: Sorry, what did you say? Were you talking about tourism?

#### Exercise 6

Student 1: Why? Student 2: Where? Student 3: When?

#### Track 119

# Narrator: Student 1

Examiner: Do you like eating in

Nicola: Yes, I really enjoy eating in restaurants. One reason is that I'm not a very good cook, so the food is much better in restaurants. Also, I think it's difficult to relax and enjoy food if you have to prepare it and then clean up afterwards. So, I prefer to eat in restaurants if I can.

#### Narrator: Student 2

Examiner: Do you think people should try to eat food that is produced locally?

Alex: Yes, I think it's important to eat food that's produced locally. For example, where I live, the farmers grow a lot of different kinds of fruit and vegetables, and I think the people who live there should try to eat this food, to support the farmers.

#### Narrator: Student 3

Examiner: Some people think that advertising junk food should be banned on TV. Do you agree?

Bruno: Well, junk food is obviously bad for people, especially children, and I definitely think that advertising it should be banned early in the evening, when children might be watching TV. For me, it isn't so bad later in the evening, because I don't think that advertising has such a big influence on adults.

#### Exercise 8

Student 1 - C Student 2 - A

Student 3 - B

#### Track 120

#### Narrator: Student 1

**Examiner:** Which are the most popular sports in your country?

Peter: Well, sport is very popular in my country, and a lot of people play sport or watch it on TV. I think the most popular sport is probably football because when there's a big match, for example if our national team is playing, nearly everybody watches the game.

#### Narrator: Student 2

Examiner: What could schools do to encourage healthy eating habits?

Tania: Well, that's a very interesting question. Let me see. I would say that they could sell healthy snacks, and of course they could serve healthy food at lunch time. Another thing is to teach children about why healthy food is important. I think schools should do all of these things.

#### Narrator: Student 3

Examiner: Is it better to exercise alone

or with other people? Sofia: Well, on the one hand, I think

maybe it's better to exercise alone if you are serious about getting fit, so you can really focus on your own fitness. But on the other hand, I think it's probably more fun to exercise with other people, in a class or in a team sport. So, I think this is probably better.

#### Exercise 9

# Track 121

**Examiner:** Some people say that there will be no shops in 20 years because people will buy everything online. Do you

Alex: Well, online shopping is definitely very popular nowadays, and a lot of people prefer it because it's quick, and it's often cheaper than buying things in a shop. Also, it's much easier to look on five different websites than to visit five different shops. But on the other hand, I think people will always want to see and touch some things before they buy them, especially if the things are expensive, so I think there will probably always be shops.

**Examiner:** Are there advantages to living in the countryside rather than a big city?

Nicola: Yes, I think there are some advantages to living in the countryside, especially for children. The countryside is safer than a city, so children can have more freedom to ride their bikes, for example. But I think that for teenagers and young adults the countryside is boring because there are no cinemas or concerts, or anything like that. So I'd prefer to be in a city.

Examiner: Why do you think that so many people dream of becoming a celebrity?

Marina: That's a good question. It's true that a lot of people, especially young people, would love to be a famous music star or sports star. I think they probably like the idea of being very rich and having a big house and expensive clothes. And they like the idea that everyone looks up to them. But I suspect they don't think about the disadvantages of being famous.

Examiner: How do you think people benefit from going on holiday?

Pablo: I think the main benefit is that you can relax on holiday and forget about work and exams, and all the things that are worrying you. Another big advantage is that you can travel to other places and see how people live there. I think that can help people to understand different cultures and think more about their own culture. For me, that's a big advantage of going on holiday.

# **WORKBOOK ANSWER KEY**

# STARTER UNIT GRAMMAR

#### Exercise 1

- 1 Have ... met
- 2 have been travelling
- 3
- 4 have ... tried
- 5 have ... been doing
- haven't listened 6
- 7 studied
- 8 have known
- 9 sent ... hasn't replied
- 10 has eaten

#### Exercise 2

- 1 easier
- 2 the best
- 3 more confident
- 4 as tall as
- 5 hotter
- 6 the most relaxing
- 7 worse
- 8 the most beautiful

#### VOCABULARY

- delighted 1
- 2 annoyed
- 3 shocked
- 4 worried
- disappointed

# LISTENING

- C 1
- 2 Ε
- 3 F
- В 4
- 5 Н

# WRITING

- 1 not even
- 2 in theory
- 3 secretly
- 4 anyway
- 5 As long as
- 6 as you can imagine
- 7 On the bright side
- looking back

#### READING

#### Exercise 1

B and D

#### Exercise 2

- 1 receptive
- 2 objective
- 3 for
- 4 dislike
- 5 will not
- differences

# **SPEAKING**

F 1 D 4 7 G 2 E 5 В 8 C 3 H 6 A

# UNIT 1 GRAMMAR

#### Exercise 1

- 1 to join
- 2
- 3
- 4 falling 5
- playing 6
- 7 eating

#### Exercise 2

- 1 G
- 2 H
- 3 E
- 4 F
- 5 A
- C 6
- В 7
- 8 D

#### Exercise 3

- Nevertheless
- 2 Instead of
- 3 Despite
- 4 Although
- 5 However
- rather than

# Exercise 4

- 1 Despite
- 2 However
- 3 Although
- 4 Instead of
- 5 Unlike in the past
- 6 whereas

# **VOCABULARY**

- keep track of
- 2 keep up with
- 3 cut down
- 4 touch and go
- keep in shape

#### **PUSH YOURSELF TO C1**

- В 1
- 2 D
- 3 C
- E 4
- 5

# READING AND USE OF **ENGLISH PART 7**

- 1 В
- 2 D

- 3 A 4 C
- 5 В
- A
- 6 7 D
- 8 В 9 A
- 10 C

# **SPEAKING PART 2**

# Exercise 1

7 В 4 A 7 2 В 5 В

# A Exercise 2

3

7 5 from on 6 2 at in 7 3 on In

In

6 A

4 8 in

# **UNIT 2** GRAMMAR

# Exercise 1

- 1 False
- 2 True
- 3 True
- 4 True
- 5 False
- 6 True 7 False
- 8 False

## Exercise 2

- 7 use
- 2 used
- sharing
- 3
- 4 put
- 5 used
- 6 getting
- 7 Did 8

# Exercise 3

- 1 A/B
- 2 В
- 3 В
- 4 A
- 5 A 6 A/B

# **Exercise 4**

- This delicious curry was cooked by Amesh.
- I think the lesson will be understood by all the students.
- 3
- 4 I've been told off by the teacher three times now.
- 5
- When were those ruins 6 discovered?

- 7
- A new version of the film Titanic is going to be made.

# **PUSH YOURSELF TO C1**

- It has been suggested that online friends aren't real friends.
- 2 It could be argued that friendship is less sincere nowadays.
- 3 It has been said that families are growing further apart.
- It is believed that social media will become less popular in the future.

# **VOCABULARY**

# Exercise 1

- 1 nephew
- 2 stepdaughter
- 3 father-in-law
- 4 cousins
- 5 sister-in-law
- 6 widow
- 7 siblings 8 granddaughter

# Exercise 2

- 1 D
- E 2
- 3 В 4 F
- 5 C

6

1

2

**LISTENING PART 4** В 5 В

C

6

7

A 3 C

#### 4 C

# **WRITING PART 1**

Exercise 1 Paragraph B

- Exercise 2 There is no doubt that 7
- One of the main drawbacks
- 3 For me
- 4 Finally
- it doesn't matter whether

# **UNIT 3 GRAMMAR**

# 1, 2, 5, 7, 8

- Exercise 2 7 pass
- 2 join

- don't work 3
- 4 would learn
- 5 need
- 6 would quit

- will start / is going to start 1
- 2 finish / have finished
- 3 happens
- 4 doesn't rain / isn't raining
- 5 offered
- 6
- won't be able to / aren't 7 going to be able to
- would be / 'd be 8

## PUSH YOURSELF TO CI

- 1 C
- 2 В
- 3 C
- 4 A
- 5 В

# VOCABULARY

#### Exercise 1

- 1 experience
- 2 experiment
- experimental 3
- 4 education/educator
- 5 educate
- 6 study
- 7 graduate/graduation
- 8 tutor

#### Exercise 2

- 1 experiments
- 2 graduation
- 3 tutorials
- 4 experience
- 5 studious
- 6 educate

#### **Exercise 3**

- 1 C
- 2 D
- 3 F
- 4 E
- 5 G
- 6 A
- 7 B

#### **Exercise 4**

- 1 won a scholarship
- 2 a study
- 3 to resit
- 4 campus
- 5 dissertation
- 6 graduation ceremony
- 7 cramming
- 8 lecture theatre

# READING AND USE OF **ENGLISH PART 6**

- 1 E
- 2 D
- 3 G 4 F
- 5 A
- 6 B

# **SPEAKING PART 3**

#### Exercise 1

Agree - location, facilities Disagree - reputation and rankings, cost, job opportunities

#### Exercise 2

- 1 В
- 2 C
- 3 A
- В 4
- 5 D
- 6 A
- C 7
- 8 D

#### **Exercise 3**

- F 1
- 2 T
- 3 T
- 4 F
- 5 F

#### T 6 **UNIT 4**

# VOCABULARY

#### Exercise 1

- 1 commuters
- 2 jet lag
- 3 cockpit
- 4 diese 5
- motorway
- 6 helmet
- 7 departure lounge
- 8 motorists

#### Exercise 2

- 1 В
- 2 F
- 3 H
- 4 A E 5
- 6 C
- 7 D
- 8 G

#### Exercise 3

- 1 last
- air-2
- 3 part

- 4 submit
- 5 long-
- 6 invested
- 7 cut-
- 8 attraction
- 9 members

# GRAMMAR

# Exercise 1

- 1 The
- 2 the
- 3 a
- 4 a
- 5
- 6
- 7 the
- 8 an
- 9
- 10 a

#### Exercise 2

Countable - virus, crash, pedal, footprint, resort, voyage Uncountable - data, cash, stuff, scenery, chaos

Both - life, business, room, land, time, gear

# **PUSH YOURSELF TO C1**

- lives, Life
- 2 gear, gears
- 3 time, times
- 4 businesses, business
- 5 room, rooms
- 6 land, land
- pain, pain

# LISTENING PART 1

B

B

A

- C 5 1 2 В
- 6 3 A 7
- 4 C 8

# SPEAKING PART 1

# Exercise 1

- What do you do in the school holidays? -Speaker 3
- В Can you tell me about the place you come from? -Speaker 1
- What type of holiday would you like to go on? - Speaker 4
- How do you usually get to school? - Speaker 2

# **Exercise 2**

- 1 sleepy
- boiling 2
- tram 4 energy

3

- 5 season
- hang 6
- 7 choose
- action

# Exercise 3

Good advice: 1, 5, 6

# UNIT 5 GRAMMAR

# Exercise 1

- had already been using 1
- 2
- 3 had forgotten
- had only been playing 4
- 5 had completed
- 6
- 7 had been thinking
- had already eaten 8

# Exercise 2

- I was tired last night because I had been studying in the library the whole day.
- 2 Correct
- We had already eaten a big steak so I didn't really fancy eating desert.
- We had been looking for our cat, Joe, for three hours before we found
- him asleep under the bed. 5 I had just finished my assianment when I realised that I had written
- about the wrong topic.
- Correct 6 She asked if she could borrow my tablet but I had already lent it to
- someone else. Correct

# VOCABULARY

- Exercise 1 a real page-turner, I couldn't put it down,
- she got me hooked have me in stitches, bestselling author, bedtime
- reading confusing, heavy-going, tedious

- 1 set in 2 awful
- 3 deals with 4 dull
- 5 vital
- 6 gripping

#### PUSH YOURSELF TO C1

- 1 absorbing
- 2 outstanding
- 3 twists
- 4 dense
- 5 a must-read
- 6 minor role
- 7 contemporary
- 8 remake

# READING AND USE OF **ENGLISH PART 1**

- 1 Whereas (B)
- 2 set up (C)
- 3 appeal (A)
- 4 aspects (D)
- 5 are (B)
- 6 communicate (C)
- 7 works (A)
- 8 participating (D)

# **WRITING PART 2:** ARTICLE

#### Exercise 1

Yes

#### Exercise 2

One of my favorite favourite art forms is ballet. I first got into it when I was about eight years old and my parents took me to watch a <del>performence</del>

performance at the local theatre. It was outstanding! From then on, I was hooked. I begged my mum to let me go to ballet classes after school and I was thriled thrilled when she did.

Ballet is elegant and graceful. The dancers seem quite fragile, but don't be fooled. Ballerinas are top-class atletes athletes who train for many years to become the best at what they do. One of the reesons

reasons I love ballet so much is how effortless they make it look.

If you're a fan of a good story and classicle classical music, then ballet is for you. That being said, I would incourage encourage everyone to go and see a ballet show at some point in their lives.

#### Exercise 3

- 1 got into
- 2 outstanding
- 3 hooked
- elegant 4
- graceful

- effortless 6
- a fan
- 8 at some point

#### Exercise 4

- Paragraph 2, after sentence 3
- Paragraph 2, after sentence 4
- 3 Paragraph 3, after sentence 2

# **UNIT 6** GRAMMAR

#### Exercise 1

- 1 G
- 2 F
- 3 D
- 4 В
- 5 Ε
- 6 A
- H 7
- 8 C

#### Exercise 2

- 3. 5 and 6
- Because it indicates that the relative clause is nondefining.
- Because the relative clauses are defining.
- 2. 7 and 8
- 1, 4, 7 and 8

#### Exercise 3

- 1 where
- 2 which
- 3 which/that
- 4 who/that
- 5 which/that
- 6 where

#### Exercise 4

- all of which
- 2 for which
- 3 one of which
- 4 both of whom
- 5 on which
- 6 to whom
- neither of which
- along which

#### Exercise 5

- 1 from
- 2 of
- 3 against
- 4 as
- 5 of
- 6 on
- 7 on
- 8 about

# PUSH YOURSELF TO C1

- 'by means of' is incorrect.
- 2 Both are correct.
- 3 'in front of' is incorrect.
- 4 Both are correct.
- 5 Both are correct.
- 6 'on account of' is incorrect.

# VOCABULARY

#### Exercise 1

D 4 A F 5 В 2 3 E 6 C

#### Exercise 2

- 1 trip
- 2 tell
- 3 effect
- 4 advice
- 5 sensitive
- 6 borrow 7 choose
- 8 site

# Exercise 3

- 1 unforgettable
- 2 capital
- 3 habitat
- 4 heading
- 5 border
- 6 range 7 famous
- 8 vehicles
- 9 wildlife
- 10 memorable

# **LISTENING PART 3**

- Speaker 1 H
- Speaker 2 E
- Speaker 3 B
- Speaker 4 C
- Speaker 5 A

# **WRITING PART 2:** REVIEW

#### Exercise 1

- 1 entertaining
- 2 hilarious
- 3 serious
- 4 deadly
- 5 challenging
- 6 shaky

#### Exercise 2

- 1 Recently
- 2 The best bit
- 3 Although

In addition

5 Overall

4

#### Exercise 3

- C 3 В 7 2 D 4 A
- **Exercise 4**

the animals, these creatures, they

# UNIT 7 GRAMMAR

#### Exercise 1

- 1 Yohan
- 2 Olivia
- 3 Nisha
- 4 Tomasz
- 5 Nisha
- 6 Tomasz

# Exercise 2

- wishes she lived 7
- 2 wishes he had learned / he'd learned
- 3 gets annoyed
- 4 regrets not
- 5 wishes he did not / didn't
- 6 were not / weren't
- 7 wishes

# Exercise 3

- I would have chosen 1 (third)
- 2 Correct (third)
- 3 If I hadn't forgotten (third)
- 4 I'd have spent (third)
- 5 Correct (mixed)
- 6 Correct (third)
- 7 If my uncle had gone (mixed)

# **PUSH YOURSELF TO C1**

- 1 Apparently
- 2 Remarkably 3 Ultimately
- 4 Supposedly
- 5 Inevitably Undoubtedly

# VOCABULARY

# Exercise 1

3

- 1 alleraic
- 2 savoury

in season

- 4 ambiance
- 5
- appetite 6 stick to
- 7 gone off 8 portions

- 1 5 Е A
- G 2 6 F C 3 В
- 4 D

- 1 illegal
- 2 misunderstood
- 3 rewrite
- 4 unaware
- 5 dislikes
- irresponsible 6

# READING AND USE OF **ENGLISH PART 2**

- 1 such
- 2 be
- 3 if
- 4 US
- 5 on
- 6 for
- 7 were
- 8 all

# **SPEAKING PARTS 3** AND 4

#### Exercise 1

pizza

#### Exercise 2

- C 1
- 2 D
- 3 A
- 4 B

#### Exercise 3

- 1 F 5 G 2
- D E 6 3 В 7 C
- 4 A

#### **Exercise 4**

- Speaker 1 C
- Speaker 2 D
- Speaker 3 B
- Speaker 4 A

#### Exercise 5

- 1 tasty
- 2 desserts
- 3 filling
- 4 stuffed

# **UNIT 8** GRAMMAR

# Exercise 1

- 1 D 5 S 2 S 6 D D
- 3 D

4

# S Exercise 2

- must be 1
- 2 can't have been
- 3 may be / might be
- 4 may have / might have
- 5 must have
- 6 can't be

#### Exercise 3

- В 7
- 2 E
- 3 G
- C 4
- F 5
- 6 D
- 7 A

#### Exercise 4

- You need to tell me the
- 2 Can you pour me another cup of tea, please? / Can you pour another cup of tea for me, please?
- 3
- 4 Can you do me a favour?
- 5
- 6
- 7 Leila gave her cousin some good advice. / Leila gave some good advice to her cousin.

#### **PUSH YOURSELF TO C1**

- likelihood 1
- 2 though
- 3 suggests
- 4 possibly
- 5 appears
- Realistically

# **VOCABULARY**

#### Exercise 1

- 1 got our wires
- 2 run out of
- 3 not rocket
- 4 has (got) a short
- 5 had a light bulb
- 6 to pull the plug

#### Exercise 2

- Speaker 1 spreadsheets
- Speaker 2 screenshot
- Speaker 3 backup
- Speaker 4 icons
- Speaker 5 upgrades
- Speaker 6 breakthroughs

# **LISTENING PART 2**

- two to six / 2 to 6
- 2 survive
- 3 change colour
- 4 elephant
- 5
- eyesight delicate
- 6
- flash 7
- 8 strong
- 9 restrictions
- 10 adopt

# **WRITING PART 2:** REPORT

#### Exercise 1

- 1 Introduction
- 2 Findings
- 3 opinions
- 4 The problem is
- 5 however
- 6 The most useful thing
- Recommendations

#### Exercise 2

- 1 F
- G 2
- 3 E
- 4 В
- 5 A
- 6 C
- 7 D

# Exercise 3

## Introduction

- The aim of this report is to describe ...
- This report is intended to inform ...
- The main purpose of this report is to provide ...

# Advantages and disadvantages

- 4 One of the main advantages of this is ...
- The positive aspects of this 5
- One of the drawbacks to this is ...

# Recommendations

- I would strongly suggest
- 8
- This would be ideal for ... We might want to consider ...

# **UNIT 9 GRAMMAR**

# Exercise 1

- Both 1
- 2 will become
- 3 will be
- 4 will have given up
- 5 will eventually be
- 6 Both
- 7 Both
- 8 be speaking

#### Exercise 2

- will be working
- will have achieved 2
- 3 will be watching
- will have finished

- will be going
  - will be swimming
- will have already prepared
- will be communicating

#### Exercise 3

- 1
  - There is little / no prospect
- 3 will find / will have found
- 4
- 5 will have disappeared / will disappear / will be disappearing
- have become / be 6
- 7
- 8 will have replaced

#### **PUSH YOURSELF TO C1**

- get around to
- 2 sooner or later
- 3 sign of things to come
- just around the corner
- counting down the days

# **VOCABULARY**

# Exercise 1

- 7 gale-force
- 2 Dense 3 violent
- 4 soaring
- 5 heavy 6 bright
- Exercise 2
- 1 qu 2 down
- 3 over
- 4 up

5

6 through

#### 7 up

Exercise 3

over

- 1 persistent 2 humidity
- 3 visibility
- 4 changeable glorious 5
- downpour fierce

7

- **Exercise 4**
- glorious sunshine
- 2 persistent rain 3 a heavy downpour
- 4 a fierce storm
- 5 poor visibility stifling humidity
- changeable weather

-ation	-ence	-ment	-ist	-ful	-ive	-acy
celebration	evidence	achievement	biologist	colourful	competitive	privacy
hesitation	reference	development	specialist	meaningful	decisive	

#### Exercise 6

- 1 evidence
- 2 celebration
- 3 biologist
- 4 achievement
- 5 competitive
- 6 accuracy

# READING AND USE OF ENGLISH PART 3

- 1 equipment
- 2 slightly
- 3 storage
- 4 unable
- 5 specially
- 6 activities
- 7 spectacular
- 8 untied

#### **SPEAKING PART 1**

#### Exercise 1

- False (The candidates are asked questions individually.)
- 2 False (Each candidate is asked one or two questions.)
- 3 True
- 4 True
- 5 False (Part 1 is designed to give candidates the opportunity to use general social language.)

#### Exercise 3

- which is (B a relative clause)
- 2 as beautiful as (E a comparative)
- 3 get the chance (C a conditional sentence)
- 4 the most breathtaking (D
   a superlative)
- 5 have been formed (A a passive structure)

#### **Exercise 4**

- Last summer I visited London, which is full of historic buildings.
- The countryside can be just as beautiful in winter as in summer. / The countryside in winter can be just as beautiful as in summer.
- 3 If you get the chance, I'd definitely suggest that you go there. / I'd definitely suggest that you go there if you get the chance.
- 4 I would say that Istanbul is one of the most beautiful cities in the world.
- 5 The museum has been extended over the last 10 years.

# UNIT 10 GRAMMAR

#### Exercise 1

- 1 don't let me / won't let me
- 2 arrange for Taro to
- 3 get her tennis racket repaired
- 4 makes us get up
- 5 get my report finished/ written
- 6 have our new kit designed

#### Exercise 2

- 1 help
- 2 to coach
- 3 let
- 4 get
- 5 to come
- 6 get
- 7 helps

#### Exercise 3

- 1 confusing
- 2 shocked
- 3 irritating
- 4 amazing
- 5 disappointing
- 6 exhausted
- 7 exciting
- 8 fascinating

#### **PUSH YOURSELF TO C1**

- 1 It was my brother who got me interested in tennis.
- 2 The thing (that) I enjoy about bungee jumping is the excitement.
- 3 The reason (why) I go running every day is to keep fit.
- 4 What I love about playing sport is the competition.
- 5 One activity which/that is really popular in my country is baseball.

#### **VOCABULARY**

#### Exercise 1

- 1 decision
- 2 spectators
- 3 competition
- 4 separated
- 5 excitement
- 6 impressive
- o impressiv

#### **Exercise 2**

- 1 athlete
- 2 opponent
- 3 spectators
- 4 supporters
- 5 audience
- 6 competitor

	HONZA, CZECH REPUBLIC	ALICIA, SPAIN
Name of the place	Kutná Hora	Ciudad Encantada
Why people visit	historic buildings	the rocks formed into strange shapes
The atmosphere of the place	relaxed	mysterious
Adjectives used to describe the place	stunning, beautiful	memorable, breathtaking, misty
The speaker's opinion	He would recommend it.	She thinks everyone should go there.

- Jan agrees and Isabel disagrees.
- 2
- A Isabel
- **B** Jan
- C Jan
- D Isabel
- E Isabel
- F Jan

#### **Exercise 4**

- 1 in comparison with
- 2 First of all
- 3 For example
- 4 in particular
- 5 On balance
- 6 Besides
- 7 Having said that
- 8 in my view

#### **LISTENING PART 3**

#### Exercise 1

- Speaker 1 C
- Speaker 2 B
- Speaker 3 E
- Speaker 4 D
- Speaker 5 A

#### **Exercise 2**

- D (you hire the equipment,/not buy it)
- 2 A
- 3 D (people think it is riskier than it is)
- 4 A
- 5 D (this not presented as a disadvantage, just a fact)
- 6 D (cost is mentioned but this is a reduced cost)
- 7 A
- 8 D (suggests chess is mentally challenging but not 'too' challenging)

# SPEAKING PARTS 3 AND 4

#### Exercise 1

A community park

#### Exercise 2

3 (cinema complex, bowling centre, community park)

#### Exercise 3

to be honest, in comparison to, in that case, such as, anyway, I think

#### Exercise 4

#### Question 1

- 1 Yes
- 2 Governments should spend more money on sports and leisure facilities.
- 3 for example, However, in my view, I mean
- 4 tennis courts, running tracks, relaxation

#### Question 2

- 1 Yes
- Sports should not be compulsory at school.
- 3 Well, For me, So
- 4 competitive, naturally sporty

# UNIT 11 GRAMMAR

#### Exercise 1

- Sophie said (that) they were going to see *Dream Girls* at the theatre the following Thursday.
- 2 Alain asked (me) what kind of news stories I liked to read.
- 3 The teacher asked (me) whether/if I had ever taken part in a play before.
- 4 Carlos said (that) his sister could sing well but that he was a hopeless singer.
- 5 The article said (that) The Shape of Water had been directed / was directed by Guillermo del Toro.
- 6 Leyla said she would come to the cinema (with us) if there was an action film showing.

#### Exercise 2

- 1 criticised
- 2 threatened
- 3 promised
- 4 refused
- 5 denied
- 6 suggested
- 7 explained

#### Exercise 3

- 1 He told me he would ...
  / He said he would ...
- 2 ... me where we got the costumes ...
- 3 ... whether I could sing.
- 4 ... suggested we go / suggested going ...
- 5 ... told the DJ to play ...
- 6 ... whether we had read ...
- 7 ... he would blow up ...

#### **VOCABULARY**

#### Exercise 1

- 1 audience
- 2 promote
- 3 influence
- 4 credible
- 5 predicted
- 6 viewers7 attract

#### Exercise 2

- 1 B
- 2 E
- 3 A
- 4 F
- **5** D
- 6 C
- 1 media censorship
- 2 go viral
- 3 reality shows
- 4 prime time
- 5 brand awareness
- 6 invasion of privacy

# **PUSH YOURSELF TO C1**

- 1 It speaks
- 2 All things
- 3 In light
- 4 Regardless of
- 5 on the assumption

# READING AND USE OF ENGLISH PART 5

- 1 B
- 2 D
- 3 A
- **4** C **5** B
- 6 C

#### **WRITING PART 1**

#### Exercise 1

7 celebrities' wealth

# Exercise 2

MONEY	FAME	POSSESSIONS	JOBS
wealth, make money, huge fortunes, millions, well paid, rich	well-known, celebrities, recognisable, famous people, the stars	ordinary cars, flashy cars, cheap clothes	teacher, actors, nurse, singers

#### Exercise 3

- 1 the wealth of the stars
- 2 famous people
- 3 young people
- 4 ordinary jobs

# UNIT 12 GRAMMAR

#### Exercise 1

- 1 A and B are correct
- 2 A and C are correct
- 3 B and C are correct
- 4 A and C are correct
- 5 B and C are correct
- 6 B and C are correct

#### **Exercise 2**

- ought not / oughtn't to have done
- 2 will/'ll be able to
- 3 would not / wouldn't have needed to
- 4 was able to see
- 5 should have included
- 6 must not / mustn't talk
- 7 do not / don't have to participate

# **PUSH YOURSELF TO C1**

- All guests will need to / have to show their
- invitations on the door.We might have been able to catch the last few
- minutes.

  You will not / won't be able to take food into the
- 4 You should have brought your identity card with
- you.

  They will be able to book their tickets via the app.

#### VOCABULARY

#### Exercise 1

- 1 invitation
- 2 exceptional
- 3 impressive
- 4 regardless
- 5 delightful
- 6 requirements
- 7 hopefuls
- 8 profitable

#### Exercise 2

- In my last year at school, we put on a Shakespeare play.
- 2 I love dressing up in sparkly costumes at the carnival each year.
- 3 When we arranged the local festival, we came up against many obstacles.
- 4 OK, since we all think we should have Mum's 60th birthday party at Chessington Manor, we should go ahead and book it.
- 5 If we don't get our tickets early, we might miss out on the best bands.
- 6 After going to the festival, I really got into rap music.
- 7 My sister was invited to take part in the May Queen pageant but she turned down the offer.

#### Exercise 3

- 1 appeal
- 2 reputation
- 3 venues
- 4 accessible
- 5 host
- 6 publicise
- 7 volunteer
- 8 unique
- 9 upcoming

# LISTENING PART 4

- 1 A
- 2 B
- **3** C
- **4** B
- **5** C
- 6 A 7 B

# WRITING PART 2: EMAIL

#### Exercise 1

- 1 a bit tricky
- 2 only takes place
- 3 is a massive range of
- 4 stunning
- 5 huge mansions
- 6 all this is accompanied by
- 7 a blast
- 8 scorching

## Exercise 2

- To tell you something about the festival, Regarding what to bring
- 2 might be, can see, can be
- 3 excited to, proud of
- 4 managed to book, prepare to have
- 5 The main thing is
- you will be doing a lot of walking
- 7 that are normally closed

# UNIT 13 GRAMMAR

#### Exercise 1

- 1 C
- 2 A
- **3** C
- **4** B
- 5 B

#### Exercise 2

- works as a software engineer
- 2 treats me like a
- 3 looks just like
- 4 looks like / looks as though / looks as if
- 5 what sounded like

# Exercise 3

- 1 D
- **2** S
- **3** S
- 4 D
- **5** S
- 6 D

#### **VOCABULARY**

#### Exercise 1

- 1 purchase
- 2 auction
- 3 bargain
- 4 consumers/customers
- 5 spree
- 6 vlogger
- 7 outfits
- 8 imports
- 9 campaign
- 10 industry

#### Exercise 2

- 1 Marc
- 2 have been
- 3 less
- 4 spent too much
- 5 seems to know

#### Exercise 3

- 1 window shopping
- 2 bargains
- 3 shopping spree
- 4 budget
- 5 designer brands
- 6 shop around
- 7 empty-handed
- 8 overspend

# **PUSH YOURSELF TO C1**

- 1 Isn't it more a case of people spending too much money?
- 2 I'm afraid I just don't see it like that
- 3 Actually, that's not always the case.
- 4 I guess we'll just have to agree to disagree.
- 5 I think it's clear that we don't see eye to eye.
- 6 That's not quite the way I see it.

# READING AND USE OF ENGLISH PART 4

- 1 got away with copying
- 2 do as their parents tell
- 3 feel like going to
- 4 | am / I'm unfamiliar with
- 5 didn't expect to see
- 6 make me watch

# **SPEAKING PART 2**

# Exercise 1

- 1 B
- **2** A
- **3** A
- **4** B
- **5** A **6** B

# Exercise 2

- 1 don't appear to be
- 2 looks like
- 3 probably
- 4 looks
- 5 might be
- 6 seems to be
- 7 could be
- 8 might be

# UNIT 14 GRAMMAR

#### Exercise 1

- Under no circumstances must you reveal the plans for the new products to anyone.
- 2 It's only when you start working full-time that you realise how easy student life is.
- What I feel is that most companies still don't give employees enough time off
- 4 Not only does Isla run her own company but she also works as a volunteer at the local hospital.
- 5 Never have I worked with such annoying people!
- 6 What I find frustrating is that you can only get a job if you already have experience.

- 1 have known
- 2 eating
- 3 getting
- 4 Provided5 many
- 6 hadn't even finished
- o naan re
- 7 warned8 studying
- 9 must
- 10 will have fixed
- 11 join
- 12 refused
- 13 compulsory
- 14 shouldn't have eaten
- 15 must you

#### **VOCABULARY**

#### Exercise 1

Speaker 1 – pharmacist Speaker 2 – freelance

consultant

Speaker 3 - property

developer

Speaker 4 - financial adviser

Speaker 5 – air traffic

controller

Speaker 6 - children's

entertainer

#### **Exercise 2**

- 1 freelance
- 2 application
- 3 notice
- 4 redundant
- 5 expenses
- 6 promotion
- 7 sack
- 8 vacancy

#### Exercise 3

- 1 H
- 2 C
- 3 A
- **4** D
- **5** G
- **6** F
- 7 E
- **8** B

#### **PUSH YOURSELF TO CI**

- 1 workshop
- 2 counterpart
- 3 recruitment
- 4 step down
- 5 turnover
- 6 workaholic
- 7 dismissed
- 8 workload

#### **LISTENING PART 2**

- 1 child care
- 2 business
- 3 uncle
- 4 retiring
- 5 golden/50th
- 6 brides
- 7 weather
- 8 creative
- 9 sensitive
- 10 supermarkets

# WRITING PART 2: LETTER OF APPLICATION

Dear Mr Patton,

I am writing to express my interest in volunteering for Help Abroad. I am committed to improving life for people in the developing world and your organisation would give me an excellent opportunity to do that.

I am interested mainly in construction work. I have done some bricklaying with my uncle during my school holidays and he has taught me some basic building skills. I am planning to study architecture at university from next October and have a special interest in environmentally-friendly design. I think this would make me a strong candidate for the school-building project. I am a very practical kind of person who likes to take a hands-on approach to whatever I do. I am also physically fit, which I feel would help with the work I have chosen. I am willing to go to any location where my skills are needed. However, as a Spanish speaker, I might be of greatest use in South America. I am available at any time to discuss this opportunity further. Yours sincerely

#### Exercise 2

1 Language

Gonzalo Muñoz

- 2 Communicative achievement
- 3 Organisation
- 4 Content
- 5 Language
- 6 Communicative achievement
- 7 Language
- 8 Organisation

# **WORKBOOK AUDIOSCRIPTS**

#### STARTER



#### Speaker 1

I started learning English at school in my country and most people didn't take it very seriously at all. We had a lot of difficult academic subjects such as maths and science, so the English lessons were seen as a chance to relax a bit. The teacher was a young American guy. He was really nice but not strict like our other teachers. He got us to do role plays, which I thought would be a great opportunity for us to practise speaking. The trouble was, most of the time I was paired with a student who wouldn't try to speak English and either spoke in our language or didn't bother to do the activity at all.

#### Speaker 2

In my country we focused a lot on reading and grammar in our English lessons. We were encouraged to make sure we had chosen the correct tense and that the subject always agreed with the verb. Spelling was also considered very important. When I first came to the UK, I was terrified of opening my mouth and speaking English in case I made a grammatical mistake. It took several weeks before I would even say a few words. I was amazed that no one laughed at me. In fact, everyone helped me express myself and cared more about what I had to say than whether I made a mistake.

#### Speaker 3

I used to be very dependent on my translation app on my phone. It translates between English and my language. It took me a while to realise that people often didn't understand what I was saying or writing because I wasn't using natural English but a kind of weird computer translation. I'll still use it to look up words but I also use an English learners' dictionary to make sure I'm using the word or phrase correctly. I ask native speakers for feedback too – I've learned you have to use lots of different approaches when learning a language.

#### Speaker 4

When I decided to come to London, I spent a couple of months listening to British English speakers on the BBC news and in films and documentaries. By the time I arrived, I was able to understand the English accent easily. When I got to London, though, I was in for a shock! The reality was that in London people come from all over the world and from different parts of the UK. The skill I actually needed to develop was understanding a wide range of accents – even understanding people whose English was not as good as mine.

#### Speaker 5

In my country we learn American English, so when I came to the UK there were lots of things I noticed that were different. My teacher here said that it was OK to use either variety but we should be consistent. The problem was I got so confused. I knew the back of a car was a 'boot' or a 'trunk', but which was American and which was British? It was just so hard to remember. Now I speak a strange mix of American and British English!

#### Track 03

#### Speaker 1

Last weekend, we went to a music festival in another town. I'm usually the one in our group who organises stuff like that, so I got the tickets and booked a hostel for us to stay the night. There were eight of us altogether and we had a great time.

#### Speaker 2

I'd have to say my dad. We look alike, for a start. Also, we're both very ambitious and always looking out for the next opportunity. He started his career with a market stall when he was still in his teens and now he's got a whole chain of shops. He never stops working. I'm also very restless and always want to do something new.

#### Speaker 3

The best thing about my town is that you can be who you want to be there. People mind their own business and aren't interested in gossip. They're not bothered if you want to dress differently or dye your hair pink. I couldn't live somewhere where people judge you.

#### Speaker 4

I've always wanted to have a go at polo – you know that game you play on horseback with a ball and a stick called a hammer. I've been riding horses for years but I've never played polo, only watched it. You need a special kind of horse and other equipment so I'm not sure if I'll ever get the chance.

#### Speaker 5

Definitely my grandmother. She's such a character, so full of life, even though she's in her 80s now. You almost never find her at home, and she still walks everywhere. Her clothes are always fashionable and her hair's always nicely done. I hope I'm like her when I'm her age.

#### Speaker 6

Yes, when I was a kid I had a huge collection of badges. Some of them were from tourist places and others had slogans on them. Lots of them were of pop and rock bands. I used to pin them onto these big cotton sunhats. The hats were too heavy to wear but I hung them on hooks in my bedroom so everyone could see them.

# Speaker 7

Most of my friends are still students so we try to find activities that don't cost us a lot of money. We've all got bicycles so we often go on long cycle rides and take a picnic with us. In my country, we have free entry to museums and art galleries so we often visit those places – or just hang out in the park.

#### Speaker 8

I've lived in my hometown ever since I was born. My parents and grandparents were all born here too, so we go back several generations. We're a well-known family in the town and I always see someone I know when I'm out.

#### UNIT 2



**Katie:** So, how are you enjoying working life, Patrick? **Patrick:** Umm, well, it has its ups and downs. I'm still getting used to it, to be honest. How about you?

**Katie:** Well, I've certainly found it easy to get used to having money to spend! Do you remember how we used to share a coffee because we couldn't afford one each?

**Patrick:** Yes, I do, and how we used to queue for hours to get cheap tickets for the theatre.

**Katie:** I know, happy days, eh? But we didn't use to get up very early, did we? I hardly ever used to make it to early lectures.

**Patrick:** Me neither, but I think I'm used to the early starts now. I've been working a few months longer than you, remember.

Katie: Well, I'm not used to the early mornings yet. I've been late a few times already. And I'm not used to having to dress smartly either. I miss my comfortable tracksuit trousers and T-shirts.

**Patrick:** Yeah, I know. I used to love going to uni in my pyjamas. No one cared how you looked. I still can't get used to wearing a tie every day!



Interviewer: So, today we're talking about the ways the order in which children in a family are born affects each child's developing personality. Our guest is Dr Antonia Russo, a psychologist who has studied this area for several years. Good morning, Dr Russo. Tell us, how did you first become interested in the effects of birth order on personality?

Antonia Russo: Good morning and thanks for inviting me. This whole topic has interested me since childhood. I'm a middle child myself and I made the conscious decision to have only two children because I always felt like the odd one out as a child, which, admittedly, I found both fascinating and strange at the same time. When I became a psychologist, I was keen to find out whether there was any evidence to support how I felt as a middle child and whether this was the same for other families.

Interviewer: You argue that the firstborn children are often more successful than their siblings. Why is this?

AR: Well, the oldest child tends to be quite controlling and they are typically diligent high achievers. Furthermore, it's natural for first-time parents to be more attentive. They often encourage their firstborns to try out many different activities, such as sports and music, which means that firstborn children are more likely to discover their gifts and talents. They are also more likely to be CEOs of companies, and that often comes from the fact that they learn to manage people, i.e. their younger brothers and sisters as they grow up.

**Interviewer:** That's really interesting. I'm the baby of my family, so what can you tell us about the characteristics of the youngest child?

AR: Well, the good thing is they are likely to be uncomplicated, meaning that they are clear about who they are and what their role is. Compare that to, say, their older siblings, who often don't know this and can suffer from a crisis of confidence. The youngest is known to be outgoing and fun-loving. Being the 'cute' younger one, they probably realised that they are more likely to get what they want and that gave them confidence. That being said, they are often accused of being self-centred as a result of this.

Interviewer: That sounds like me! But you're a middle child. How do you think this influenced you growing up?

AR: Well, I was born between two sisters and we didn't always see eye to eye, to be honest. My elder sister had the chance to do more things and my younger sister was a typical youngest child. I had to find my own way of standing out from the crowd – and like many middle children, I did that outside the family. I developed a huge circle of friends and didn't always do what my parents told me to do – that was my way of getting noticed, I suppose.

Interviewer: And, of course, we mustn't forget to mention only children. What are they like?

AR: Well, they tend to mature quite quickly and often value their privacy more than, say, those who grow up with brothers and sisters. This is usually because they spend more time on their own. However, there is no evidence to suggest that they are more spoilt; in fact, the opposite is true in most cases. When researching only children, I found that they have more in common with the oldest child, in that they both tend to make good leaders. But I should also say that the evidence points to oldest children being more successful as heads of companies, even countries, than only children.

Interviewer: I see. Do you think that gender plays a role in how children develop?

AR: That's an interesting question. There are psychologists who believe that gender plays a vital role in the development of children's personalities and that it's something that should be researched further. I do sometimes question whether or not this is accurate, though, as none of the research I've come across suggests that it has a big influence on children's personalities as

they grow up. Furthermore, I don't think that it's something that the mother and father need to think about too seriously in terms of personality development when it comes to bringing up their children.

Interviewer: That's interesting to know. So, in conclusion, how would you summarise your findings?

AR: Well, there have been enough studies to show that birth order matters and that there are definitely tendencies for oldest, youngest, middle and only children to have certain personality types. However, when you're dealing with humans, it's not as simple as saying 'all firstborn children are like this'. Birth order is just one influence on a child's personality. Genetics, experience in and indeed outside the family, culture and environment all play a part too – so it's not a straightforward subject.

Interviewer: Thank you, Dr Russo.

# **UNIT 3**



**Donny:** So, Ms Poulter, what advice would you give me regarding my plans to study medicine?

**Teacher:** Well, to start with, you might like to visit a few practising doctors to find out what working in a hospital is actually like. It's not as glamorous as many people think. And why not try to get some work experience so you can find out if it's really for you? I'd probably consider volunteering at a few charities or nursing homes just to get a taste of what working in healthcare is like.

Oh, and make sure you find other like-minded students to share your ideas with. For example, I'd recommend joining a few web forums where actual medical students share their experiences. Talking to somebody with similar plans or experience can be really helpful.

What else? Well, you should start reading up on the different medical specialities now. It can be a good idea to think about which areas you are actually interested in – or at least to rule out any that you definitely don't want to do. I'd suggest having a list of two or three possible specialities. Some people pin all their hopes on one specific medical career and then find it difficult to get on the course they need. Having more than one possibility means you do have an alternative if you don't get the grades you need. Last but not least, you'd better start going to university open days soon. That's essential not only to check that a course is right for you, but also to find a place you would be happy to live and study in. I have ex-students who accepted places on courses before seeing the facilities and meeting the lecturers – they discovered only after they'd started that the course was not what they were looking for. So be careful!

#### Track 07

**Examiner:** Now I'd like you to talk together about something for about two minutes. Here are some factors that students must consider when choosing a university to study at. Talk to each other about why these might be important to students.

**Mario:** OK, Yuriko, where shall we start? What do you think is the most important factor?

**Yuriko:** Umm, well, they're all important but let's talk about the reputation or rankings first. Some people are really obsessed with what's said about the university or what its position in the rankings is.

Mario: Sorry, but can you explain what the rankings are? I've never heard that term before.

**Yuriko:** Yes, it means lists of universities from best to worst published by newspapers. They change every year, but in the UK, the universities of Oxford and Cambridge are always at the top.

Mario: Oh, I see. Well, I'd say it's not as important as all that. I mean, who decides on those positions anyway?

**Yuriko:** I'm afraid I completely disagree with you there. After all, that university will be on your CV for the rest of your life. What I mean by that is that it's really crucial to go to the best university you possibly can. Most employers will use the rankings to judge the quality of an applicant's degree.

**Mario:** Well, I suppose you might be right, but to be honest, I'm not convinced that's the case. OK, let's talk about location. Do most people consider that, do you think?

**Yuriko:** I think it varies a lot from person to person. Some students need to find a university near to where they live, don't they? But lots of people move to a different country to get a better education, so that's a tricky one.

Mario: Yes, I'd go along with that. I couldn't wait to get away from my hometown, but some of my friends went to the university nearest home. So, shall we think about cost now?

**Yuriko:** Well, this has to be a major factor, doesn't it? If you can't afford the fees, you can't go!

**Mario:** I'm not so sure about that. You can always get a student loan to pay for your course and pay it back once you're working. And don't all universities cost the same in terms of study fees?

**Yuriko:** Not necessarily – they do vary a bit – but I see your point. OK, moving on, I'd say that facilities are a huge consideration for students, aren't they?

Mario: I couldn't agree more, particularly if you want to do a scientific subject or perhaps engineering. I think that's probably the most important thing to consider for those students. What do you think?

Yuriko: Yes, you're right, though it's possibly less important for arts students.

**Mario:** That's true. So, the last point is job opportunities. Do you know what they mean by that?

**Yuriko:** Yes, I think so. We're talking about the rankings again. They collect information about how many graduates of each university get jobs, how soon they get jobs and how much they get paid. You can check the rankings for that too.

Mario: That's the most important of all, then!

**Yuriko:** Well, I agree up to a point, but there is a lot of information those figures can't show us. I mean, do the students get jobs they like, are they happy in those workplaces and how soon do they get pay rises?

**Examiner:** Thank you. Now you have a minute to decide which of the factors ...

#### Track 08

**Examiner:** Thank you. Now you have a minute to decide which of the factors would be most important for younger students.

Mario: OK. All of them are important so it's going to be hard to decide. Perhaps we can rule some out. For a start, I would say that location is not going to be important for everybody. What do you think?

Yuriko: Yes, you're right. And I think you were right about cost, too. Course fees are generally the same for all universities in the UK, so that's not likely to be a major consideration when choosing one university over another. I mean, it costs more or less the same wherever you go.

**Mario:** Agreed. I think we need to consider why students go to university. For me, the main reason is to get a good job afterwards, right? Surely job opportunities has to be the main motivating factor.

**Yuriko:** For many yes, but for other students it's the academic side of things that matters. The reputation of the university, the standard of its lecturers and how good its facilities are – you know, that sort of thing.

Mario: I'm not convinced that's the most important thing for the majority of students, at least in my country, but I can see your point. Ultimately, I think it depends on the needs of the individual. So I'm going to stick with job opportunities as my number one.

**Yuriko:** OK, in that case, I'm going to choose something related to that – such as reputation. As I said earlier, employers look at your university when they assess you as a potential employee. The right university can lead to the right job.

**Examiner:** Thank you.

#### **UNIT 4**

#### Track 09

1

Getting down to where my parents live was an absolute nightmare. It's actually not that far, but there were problems on the track and we were delayed for about an hour getting out of the city. After about 20 minutes, we just stopped. We weren't at a station and we didn't get any information about what was happening. We just sat there for over half an hour wondering what was going on. Luckily, there was someone serving sandwiches and drinks. They were expensive but at least we had something to eat.

2

**Man:** Did you get a supersaver ticket? It's a lot cheaper if you're doing more than one journey.

**Woman:** Yes, it works out as quite reasonable, doesn't it? I've tried to avoid taking the train since the fares went up so much.

**Man:** I know what you mean, but this bus isn't doing my back any good. The driver seems to be in a bit of a rush.

**Woman:** A bit? I think he must be running late – and these new buses have such hard seats.

Man: Yeah, they could do with being a bit softer, couldn't they?

Man: I can't believe we actually saw the Sunflowers!

**Woman:** You know it's not the only version of it, don't you? There are at least three others.

Man: I know, but this was the first one I've seen. I loved it, but I'm not so keen on the artist's dark period. Did you see the one of the woman digging in the field? It was so gloomy.

**Woman:** Yes, but he had a lot of talent. Anyway, I'm tired after all that walking. How about having a look in the gift shop to see if we can find some presents for Oliver and Sophie?

4

So, your holiday is all booked for you. Seven nights at the Blue Sapphire resort in Santorini. The price includes the three excursions you selected so you don't have to worry about that. Oh, before I forget, as you're going in January and the nights can get a bit chilly, remember to pack a jumper or jacket. OK, the excursions all include a pick-up from the hotel and they're included in the insurance you've purchased with the package. So if they're cancelled for any reason, you'll get a full refund.

5

Last night Julie, my daughter, wanted me to watch that *Holiday* programme she likes so much. Usually, that's not really my kind of thing as I don't especially want to listen to endless advice about places I'll probably never go to. Anyway, this episode was about Bangkok. I didn't think it would be that good, but it was absolutely brilliant. The street food looks amazing and there's a market that goes on till the early hours of the morning. I still wouldn't go there, though, because it's a 15-hour flight and over 30 degrees most of the year.

6

The last time we had a long weekend we went to a town called Bewdley, which is near Birmingham. It has these little winding lanes with cute country cottages which all looked similar to each other. I felt like I'd gone back in time and was about 10 years old again – I'm not sure if I've told you but I grew up in a village with a river running through it just like Bewdley. So that was nice, but Amy and Ben didn't enjoy it that much as there's not a lot for kids to do there.

#### 7

Hi. We're thinking of booking a stay at your hotel. I've already checked your website and the room we want is available for our dates. I just have a few questions before we make a final decision. We're coming with our children – who are four and two – so I was wondering whether I need to hire a car. It all depends on whether the public transport is reliable and taxis are easy to get hold of. We're hoping to go out to restaurants in the nearby villages most evenings and we need to be sure we can get there and back easily with the kids.

#### 8

Well, I did enjoy the cruise most of the time but to be honest, I wouldn't go again. It was great to see the scenery from the ship and the places we saw weren't as bad as I'd expected. But the thing about a cruise, though, is that you're stuck on board for days at a time with the same group of people. They only had one band and they kept playing the same old songs. We ate in the restaurant every night. I suppose I can't really complain about the food and it was good that it was included in the price of the trip. But we had to pay for everything else.

#### Track 10

#### Speaker 1

Krakavany is a small village about an hour's drive from Prague, the capital of the Czech Republic. It's a sleepy little place, with just one shop, a school and not much else really. It's surrounded by pine forests. There's no water close by, no lakes or rivers, so many people have swimming pools in their gardens because it's absolutely boiling in summer. It's such a peaceful place but it's not very exciting.

#### Speaker 2

I haven't passed my driving test yet so I usually take the bus or tram to school. Sometimes I get a lift from one of my friends as a few of them have got driving licences already. In the summer I might walk if I've got the energy, but that's not very often!

#### Speaker 3

It depends on the season. If it's the summer holidays, I spend a lot of time at the beach with my friends. We play beach volleyball and sometimes have barbecues in the evenings. During the winter holidays, we just hang out at each other's houses or go out for pizza or something like that.

#### Speaker 4

I'd probably choose a city break as I live in the countryside and big cities are much more exciting. I particularly like cities where there's great nightlife and also cultural attractions such as museums and art galleries. I'd definitely want to stay right in the centre, where all the action is.

#### **UNIT 6**

# Track 11

#### Speaker 1

A few years ago, I volunteered at a local animal sanctuary. The project involved looking after the monkeys they had there. I know a few people were really irritated by the co-ordinator leading the project, who they felt was quite rude and distant at times. Personally, I didn't have a problem with him and we got along quite well. In fact, at the end of the programme, he told me that he was really proud of the work I'd done. This gave me the confidence to apply for a full-time job at the animal sanctuary and I've been working there ever since.

#### Speaker 2

I have just finished a six-week volunteer programme at the local wildlife park. The people working at the park were really good, despite the lack of support they received from the local council in terms of funding, which is why they were looking for volunteers in the first place. They taught us everything we needed to know to

do the job properly, which I really respected as they didn't have a lot of free time themselves. I thought it would be quite boring, you know, doing the same things every day, but I actually really enjoyed the work I did there.

#### Speaker 3

I'd never considered becoming a volunteer until a friend of mine told me about how rewarding and inspiring it was for her when she did it. I love nature and so I applied for a programme that looked after the local wildlife at a nature reserve. I remember on my first day when they asked me to feed one of the horses and I ended up feeding the wrong one, which I still can't believe I did! I was relieved, though, when my mentor told me that this wasn't such a big deal and that it actually happened all the time.

#### Speaker 4

I volunteered as an assistant at the natural history museum last month. I thought it would be a really good opportunity to get experience as I'm currently studying biology at university. I can't complain about the organisation because they were able to accommodate me at quite short notice. The majority of the people who worked there were really friendly, except for my boss, who wasn't really that interested in teaching me anything. That was quite irritating as that was the main reason why I wanted to work there in the first place.

#### Speaker 5

During the school holidays, I went to work for the local aquarium. I was only allowed to work there for a week, which was a little annoying as I wanted to spend the whole summer there. The person who looked after me was really nice. She kept calling me by the wrong name on the first day, which she was really embarrassed about when I corrected her at the end of the day. I didn't mind, though. We did a lot during that week and by the end I was really impressed with what I'd accomplished in such a short space of time.

#### UNIT 7

#### Track 12

**Sofia:** OK, so I think it would be really nice to have a formal dinner at a restaurant. What do you think?

**Enrique:** Well, I agree it would be nice, but I don't think many of the students were planning to spend a lot on the party.

**Sofia:** You've got a point. It would be quite expensive. So what about going for a pizza?

**Enrique:** Yes, I think that would work well. There's that Italian restaurant just around the corner. It's cheap and pretty convenient.

**Sofia:** That's true and their pizzas are delicious. So that's a possibility. What about everyone cooking a dish at home? We could all make something from our different countries. That would be really fun.

**Enrique:** Definitely not! I can't cook at all and neither can a lot of the students.

**Sofia:** Oh, come on! There must be something simple you can make. It might turn out better than you think.

**Enrique:** No, really. It won't work. Maybe we should have tea, coffee and cake. If the party is straight after school, it will be 4.30 and that's what people usually eat at that time.

**Sofia:** Well, yes, but it's not very special, is it? We have coffee and cake almost every day, don't we?

**Enrique:** I suppose so. So that leaves the snacks, then. Personally, I'm not keen on this option because it's so unhealthy. When there are crisps and nuts, I just can't stop eating!

**Sofia:** I know what you mean. All right, then. I think there's only one option we both like, isn't there? I hope the rest of the class will be happy with that.



#### Speaker 1

There are a lot of special foods we prepare for festivals in my country. For the most important festival, we make biriyani, usually with chicken or lamb. The main ingredient is rice, plus lots of different spices. It takes quite a long time to make, which is why it's really tasty. We serve it with yoghurt and pickles.

#### Speaker 2

Nowadays, like most families in my country, we don't sit and eat a meal together every day because everyone is busy with work and extra classes. But on Sundays, we always get together at my grandparents' house and have a huge meal. My grandma is an amazing cook and my aunts and uncles usually bring cakes and desserts, so I always enjoy Sunday lunch.

#### Speaker 3

Indian cuisine is extremely popular. The food is really tasty and filling and you can ask them to make it less spicy if you want. It's ideal for vegetarians like me as all the food is clearly separated into vegetables or meat. Most Indian restaurants are very good value for money as they give large portions, and they often do home delivery too.

#### Speaker 4

A few weeks ago, we had a party for my grandparents' golden wedding anniversary. It was at an Italian restaurant called Franco's. There were so many different dishes to choose from. I had garlic mushrooms as a starter and salmon for the main course. There were huge dishes of pasta and salads on the tables. The desserts were amazing, too. I ate so much that I was absolutely stuffed!

## **UNIT 8**



#### Speaker 1

I have used them before but I don't really know how to do calculations or anything like that. If someone else has set one up, I can add data into the rows and columns, but I don't know any of the formulas.

#### Speaker 2

I've only recently found out how to do this. On my device you have to press the home button and the sleep/wake button at the same time. You hear a click and it's saved to photos. I think it's a bit different on laptops and PCs though.

#### Speaker 3

Nowadays it happens automatically on some devices, but if that doesn't apply to yours, you'll have to save everything to a hard drive or the cloud or you'll lose all your work if your device stops working.

#### Speaker 4

Well, the whole point of them is that it's really easy to find what you're looking for on your computer screen. The symbols are quite colourful and clear so you can easily see where each programme is, or what kind of file you have.

#### Speaker 5

These relate to either hardware or software. Obviously with software they happen much more regularly, so with some programmes it could be every few weeks. They are generally free, quick and easy. With hardware, you have to buy new equipment, so it can be difficult and expensive.

#### Speaker 6

These don't happen very often – only a couple of times a century, most probably. It's when something is developed or discovered that really moves science or technology forward – things such as the invention of 3D printing or the development of certain medicines.

#### Track 15

Good evening. I'm here tonight to talk about my work as a marine biologist and, more specifically, my work with seahorse conservation. I'll start by telling you something about these adorable little creatures and, before I finish, I'll tell you what you can do to help protect them.

Some of you may know that seahorses are the only species in which the male gives birth. The female passes the eggs to the male and he grows the babies. It only takes two to six weeks, though. He gives birth to hundreds at a time. Before you start wondering why we haven't been taken over by seahorses, I should point out that only around one in 20 of these babies survive. Sadly, many of them are eaten by predators. Seahorses mate for life, but the males and females live in separate territories. Every morning they meet up with their partner. They actually change colour when they see each other and do a kind of dance display, which can last up to an hour. Something else that has always interested me about seahorses is that they have to eat constantly. They need to consume up to 3,000 pieces of food every day. This is because they don't have a stomach. They suck up their food with their long, straw-like mouths - or snouts - rather like an elephant. They can't chew so the food disintegrates as they eat. Their snouts can expand to allow them to take larger prey.

Seahorses live all over the world and there are over 40 different species. The smallest are the size of your little fingernail and the biggest could be larger than your hand. All types of seahorses have wonderful eyesight. In fact, their eyes can move independently so that they can keep an eye out for all the food they need. To swim they beat their dorsal fin – the fin on their backs – between 30 and 70 times per second! Their tails are also really cool because they can use them to grip hold of things. But, unfortunately, seahorses are extremely delicate creatures. They can easily be damaged or even killed. Because they are so fascinating, people try to capture them on film, but a camera flash can be very harmful to them.

Now, because seahorses are such unique creatures, there are lots of myths and cultural beliefs about them around the world. For example, it is believed that eating seahorses can make you strong. Also, seahorses are used in traditional medicine and are very much in demand - both dead and alive - as souvenirs and for aquarium displays. Every year between 15 and 20 million seahorses are caught and traded around the world. We don't realistically believe that we will be able to put a stop to that completely, but the seahorse population needs to be sustainable. In my conservation organisation, we're working at many different levels to protect seahorses in their natural habitats. One of the things we do is work with governments to place restrictions on catching and trading seahorses. We work with local populations to set up 'no take' areas, where seahorses can live undisturbed. There are several ways in which you can help. First of all, you can record your seahorse sightings and upload them to our website so that we can learn more about where seahorses are and in what kind of numbers and condition. Also, you can adopt a seahorse. No, you can't take it home, but your donation will help us conserve these wonderful little creatures.

#### UNIT 9

#### Track 16

#### Honza, Czech Republic

OK, a place I've visited in my country is called Kutná Hora. It's a town on the banks of the River Vrchlice. There are loads of historic buildings, such as the Cathedral of St Barbara, which is really stunning. Actually, I would say it's just as beautiful as Prague. In some ways the atmosphere is even better because there are fewer tourists and it's more relaxed. If you get the chance, I'd definitely recommend a visit.

#### Alicia, Spain

One really memorable place I've visited in Spain is Ciudad Encantada. The name means Enchanted City and it really is the most breathtaking place I've ever seen. Over many years, the rocks have been formed into strange shapes by the weather and the water from the nearby river. Many of the rocks have imaginative names – for example, Mushroom Rock, the Turtle, the Bears and so on. When I went there, it was a misty day and the atmosphere was really mysterious. We lit a campfire and told each other scary stories. It was a lot of fun! Everyone should go there.

# **UNIT 10**



#### Jan

I think it would be a good idea to introduce a four-day working week. I know that in comparison with the past we have a lot of leisure time, but there are several reasons why it is still not enough. First of all, life in general is a lot busier than it was. What I feel is that technology has actually given us more to do. For example, we have to update our social media, answer emails and keep up with all the latest TV shows just so that we can talk to our friends about them. There's a lot of pressure on young people in particular. We have to know about the latest songs and movies and keep up with fashion. Most of us don't have time to work five days a week!

#### Isabel

On balance, I feel that most of us have about the right amount of leisure time. The majority of us work or study for more or less eight hours a day, which gives us eight hours to sleep and another eight to do household chores, meet friends and relax. Besides, for most of us work is not as hard as it was in the past because we have machines to help us. This means we are not as tired at the end of the day. Having said that, lots of people have to move far away from their hometown for work or college, so sometimes a two-day weekend is not enough to go back and spend time with family and friends. But in my view, we don't need a three-day weekend every week – just a few more each year.

#### Track 18

#### Speaker 1

I started diving when I was on holiday in Thailand about six years ago. I'd always wanted to have a go and even thought about doing it professionally. There are lots of jobs that involve scuba diving but you need a much higher level of training. I've done a basic course, which allows you to dive to a depth of 40 metres. It's true you need a lot of equipment, but most people hire it. Even for recreational diving, you do have to be quite fit, but diving as a hobby is not nearly as risky as people think.

#### Speaker 2

I started gymnastics at the age of four. It's best to start young as children are very flexible before they turn five. Although female gymnasts tend to be short and slim, they are extremely strong. You also need to be a risk-taker because injury is always a possibility. There are lots of different kinds of apparatus, such as parallel bars, rings and the balance beam. You also have floor exercises, which use balls, hoops and ribbons. Some equipment is used only by men, some only by women and some by both. For me it's just a hobby – being a professional gymnast must be a lot of work!

#### Speaker 3

I've been taking part in equestrian events since I was about 12. I have my own horse, a grey called Monty, who I keep at the local riding stables. The cost of keeping him there is lower because the school uses him for lessons. A few years ago, I started taking part in tournaments. You get showing classes, where you just walk, trot and canter around the ring, or jumping contests. I feel that people get too competitive in this sport. Although Monty and I have won lots of prizes, I don't really care if we win or lose. I just enjoy taking part.

#### Speaker 4

I learned to play chess at school. You have to concentrate really hard and plan a lot of moves ahead. There are different pieces such as the king, the queen and the knights. All of them have their own way of moving – but that's the easy part. The hard part is planning your moves so that your opponent's king gets into trouble and can't be saved. I've taken part in a few tournaments but I've never won one. The winners are people who can dedicate many hours every day to chess. I'm too busy with schoolwork for that

#### Speaker 5

I've got quite a good collection now – maybe 200 or more in total, so it's not a cheap hobby. The craze for action figures started in the 1960s, but really took off in the 80s. The most popular ones are Transformers, Star Wars and the heroes from the Marvel comics. My favourites are Power Rangers and I have about 20 or 30 different ones. Most action figures are between seven and 28 centimetres tall but my biggest, Galactus, is five times larger than average. I sometimes swap figures with my friends. We all know which ones are rare and worth more. It's really exciting when you find an unusual one.

#### Track 19

**Christina:** OK, so shall we discuss the cinema complex first? Do you think it's a good idea?

**Todd:** Well, I absolutely love going to see films but, to be honest, I feel that people don't go to the cinema much any more, in comparison to, say, when our parents were young.

**Christina:** I know, most people watch films online so I'm not sure if it's worth building a complete new cinema. I mean, we already have a cinema in this town.

**Todd:** OK, let's come back to that one. What about a bowling centre? We don't have bowling yet, do we?

**Christina:** No, but don't you think it would only be for young people? I don't think older people would go there. We should probably choose something that everyone can enjoy.

**Todd:** In that case, the community park is the best idea. There could be things older people like, such as a rose garden and tea rooms, as well as a park for kids to play in.

**Christina:** Yes, and one of those outdoor gyms which all ages can use to keep fit.

**Todd:** Those are brilliant. The cost of gym membership is too high for retired people and students. Being outside is much healthier anyway.

**Christina:** I think it might be one of the cheapest options as well. So, are we still considering the cinema?

**Todd:** No, the community park is by far the best option.

#### **UNIT 12**



Interviewer: Today we're talking to Paul Fenton, who's an independent film festival organiser. Welcome, Paul. That sounds like an interesting job. Can you tell us how you got into it?

**Paul Fenton:** Well, a lot of people are surprised that such a job exists, and to be honest, it hasn't existed for all that long. Until about 20 years ago, there were only a few well-known national and international film festivals, but in recent years, the number of people interested in unusual films has really increased and a greater number of film festivals focus on specific interests.

Interviewer: Is the Brief Encounters festival in Bristol an example of this?

**PF:** Yes, absolutely. Whereas in the past a festival might be named after its geographical location – the Chichester Film Festival, for example – now they are more likely to be based on one genre or a type of movie. Brief Encounters is a good example because it screens only short films. A festival might just show films related to immigration or the environment, for instance. Those are very hot topics at the moment.

Interviewer: How should people decide what kind of festival to hold?

**PF:** Before you decide on a theme or genre, you need to do a lot of research about what's already available in the local area and what people want, how far they would be prepared to travel and how much money they have to spend. Otherwise, a festival is unlikely to last long. One of the things I do is advise people on the market for different types of film, particularly if they are hoping to start a festival that will become an annual event.

Interviewer: Why else might a festival end?

**PF:** One example is The Fantasm festival of horror, sci-fi and fantasy, which took place in London until the late 1990s. It had to stop because it ran out of films to show. The theme just wasn't broad enough.. The Sheffield International Documentary Festival, for example, is more sustainable as there will always be a ready supply of new documentaries.

**Interviewer:** I see. And what other aspects of organising a film festival do people run into difficulties with?

**PF:** The primary problem I deal with is that organisers often underestimate the time needed to plan a successful festival. Almost everyone who tries this for the first time misunderstands what's involved in terms of work. That's why there is a need for someone like me to come in from the very beginning and help with the organisation. Most people seem to think it'll take three to six months at most, but that's just not realistic – you need to realise it will take at least a year to get ready.

Interviewer: What else do they need guidance with?

PF: In my experience, almost everything! Once you've decided what to show, it's important to make sure that the films are available on the dates you've planned. I can help here with legal and copyright issues – new organisers are often not aware of these. Then you need to make sure the venues are the right size and that you have a publicity campaign in place so that people know about the festival. I've got a lot of experience with these too.

Interviewer: So, it's a lot of work planning a festival?

PF: Yes, it is! Anyone putting on a festival will need to hire administrative staff and a capable manager. You'll need marketing staff who know your local area well and are familiar with online marketing, too. Ideally, you'll be able to attract media students as volunteers. There are so many issues to consider, including national regulations on film certification and getting a licence to show films from your local authority. My job is to advise my clients on all aspects of the festival and make sure they don't miss anything.

# **UNIT 13**



designer brands.

**Marc:** So, what do you want to do today? Shall we go into town?

Julia: Yeah, OK, we could maybe do a little window shopping.

Marc: Actually, I was thinking of hunting out a few bargains.

Julia: Umm, I know all about your bargains. With you, a little look around the shops always turns into a shopping spree!

Marc: Not this time. I'm on a very tight budget at the moment.

Julia: That's what you say, but I know how you love your

Marc: You can pick up good brands at reasonable prices if you're willing to shop around a bit.

**Julia:** Well, I'm sure you're not going to come home empty-handed.

Marc: Maybe not, but I'm not going to overspend like I did last time.

Julia: We'll see about that.

#### Track 22

#### Hamid

Umm, well, both women are shopping in markets. I think they are both enjoying themselves because they don't appear to be in a hurry at all. In fact, they look very relaxed. In the first picture, the lady is choosing some food – it looks like fruit. There are so many different types to choose from. That's probably one reason why she's enjoying it. Also, I think the food looks very fresh – it might be locally grown and organic. I can see other shoppers in the background. The woman in the second photo is at a different kind of market. The things on sale seem to be secondhand or could be antiques. In this kind of market, you can pick up unique items at bargain prices, so that might be why she looks happy. Both these photos show nice, relaxing places to shop.

## UNIT 14



#### Speaker 1

The job has changed quite a bit over the 10 years I've been doing it. I used to spend most of my time at the back of the shop, packing up medicines and printing the labels – things like that. But now that it's much harder to get an appointment with a doctor, a lot of people ask me to suggest something they should take. They show me their injuries or describe their symptoms to me. It's a lot more interesting now.

#### Speaker 2

I'm self-employed, which suits me because I'd get really bored just going to one workplace and doing the same thing every day. I'm based at home, but I'm always out and about meeting clients and working on projects. I advise people who are trying to start up their own businesses – I help out with the marketing, websites and anything related to business start-ups.

#### Speaker 3

It started as a hobby, but now I do it full-time. The first place I bought was a run-down cottage just outside the city. I started working on it at the weekends and found I had a real talent for making houses look great inside and out. Surprisingly, the area suddenly became popular and I made a huge profit when I sold the cottage. I used that money to buy an old warehouse down by the river – which I converted into luxury flats. It's great to have a job I love so much.

#### Speaker 4

In my current post, I'm working with personal clients – people who have made or inherited large sums of money. I give them advice on the law relating to the payment of taxes and, in particular, help them understand how they can pay as little as possible to the government within the law. Some people think this is a boring job, but it's actually really interesting because you meet different people and learn how they made their money and how they spend it. It's very satisfying when you save people money.

#### Speaker 5

What I like most about my job is that there's never a dull moment. You have to be alert because the situation in the skies above the airport is ever-changing. We have even more lives in our hands than pilots because we are directing a large number of planes at the same time. We have to make sure they are a safe distance apart and direct pilots to a runway for landing. I would hate a job where things get boring. There's a constant buzz in the control tower. It can get crazy but that's part of what I love about it.

#### Speaker 6

I usually do about five or six children's parties a week. That doesn't sound like much but believe me, there's a lot of work involved. Depending on the package the client has chosen, I have to choose my costumes and props and practise the show. I do magic tricks, juggling and mime, and I am also a 'one man band', which means I play several instruments at the same time. Kids nowadays are really smart and they get bored easily so I have to make sure there are lots of surprises.

#### Track 24

I didn't plan on becoming a florist. I was looking for a part-time job while I was at college doing a course in child care and my local florist had a Saturday vacancy advertised, so I thought I'd apply. At first I didn't have much interest in flowers but gradually I came to love the work. I learned so much from my first boss, Janet. She seemed to know exactly which flowers were needed for each occasion. I worked for Janet full-time for a couple of years and then for another florist for around six. After that, I felt ready to start up a business myself. I was lucky that my uncle had an empty property, which he rented to me for a very low rent so I found it easier than most to get started.

Being a florist is about so much more than just the flowers. Although some people come in and buy flowers because they love them, customers are usually buying them for a special occasion and they want them to be perfect. Most people end up having a chat about why they're buying the flowers – for a birthday or anniversary, or because a colleague of theirs is retiring from work, for example. If you are a people person, it's a great opportunity to meet people and find out about their lives. It's really lovely to do flowers for the birth of a baby or a golden wedding – imagine being married for 50 years! That's incredible and it gives me a lot of pleasure to help people celebrate these amazing events.

As you can imagine, weddings are one of our largest sources of business. Dealing with brides can be the most challenging part of the job because most of them have very specific – and not always practical – ideas about what they want. Often a woman will come in 18 months before her wedding day and say 'I must have this kind of flower in this colour', but what they don't understand is that it's impossible to predict what's going to be available a year and a half from now. One thing which has affected our business is global warming. The weather is a lot less predictable than it used to be, which means we can't say for sure what type of flower will be in season in a particular month. That makes it hard for people getting married. We always try to have a backup plan in case their first choice is not available.

There's a lot of creativity involved in deciding which colours and types of flower go together and arranging them in attractive ways. I didn't really think of myself as a creative person, but now I believe that anyone can be like that. But they have to put their mind to it. But florists also need to be sensitive. We sometimes have to deal with someone who's forgotten their husband's or wife's birthday or people who are sending flowers to make up with someone after an argument. Part of your job is to help customers choose the right flowers.

In the last few years we've diversified a little. We now sell gifts, such as chocolates, picture frames and teddy bears, as well as greetings cards and balloons. You have to move with the times. We face huge competition from supermarkets, but I think our personal, friendly approach is the key to our success.

# REAL WORLD VIDEO SCRIPTS

#### **UNIT 1: ZURICH**

Zurich is a city in Switzerland and has a population of approximately 400,000. The city combines all the modern amenities of a cosmopolitan centre with the natural beauty of its surroundings. Zurich is famous for being the global centre for banking and finance. Many of the banks can be found here in Paradeplatz, which is also an important tram junction near Lake Zurich. For shopping lovers, there's Bahnhofstrasse - one of the world's most expensive shopping avenues. You can also catch a show at Zurich's 19th century Opera House. It offers a varied program including operas, plays, ballets and musical concerts.

After sight-seeing, why not find a relaxing spot by the riverside. Or, if you're hungry, how about enjoying one of Switzerland's classic dishes, cheese fondue? You might even like to take the fondue tram. Hop on and enjoy a delicious fondue dinner during a two-hour circular trip through the city.

Zurich has always been a popular spot for sport. In 1967, it hosted the 17th cyclo-cross world championships. For those who prefer snow sports, you could take a day trip to Flumserberg ski resort. Here, you can enjoy a range of heart-pumping activities like skiing and snowboarding. Mount Rigi is another popular destination just 45 minutes from Zurich, offering spectacular panoramic views, which can also be enjoyed whilst hiking before relaxing in the baths and spas. Zurich. A truly magical and breathtaking city.

#### **UNIT 2: SEOUL**

Seoul, the capital city of South Korea, has a population of roughly 10 million. But in fact the metropolitan area as a whole has a total combined population of around 25 million, making it one of the largest conurbations in the world.

As well as its modern streets and skyscrapers, Seoul has a wealth of historic buildings, including the Gyeongbokgung Palace, which was built in the 1300s. And also the district of Bukchon Hanok, which gives an insight into how the city might have looked 600 years ago.

This is Bukhansan, an 800-metre high mountain to the north of Seoul. Seoul is home to a variety of different wildlife, from mountain goats, to meerkats, and even bears. Nature lovers can also enjoy the stunning sight of the cherry blossom, which eventually falls and is washed away downstream before the water freezes over completely in the winter months.

There are lots of places for people to hang out together, including at Yeouido Park, located in southwest Seoul. Here, you might find the locals engrossed in a game of Baduk, more famously known as Go. No trip to Seoul would be complete without trying, and cooking, the local dishes. Or visiting one of the many cafés in the city for a catch-up and a quick bite to eat, creating memories that will last a lifetime.

#### UNIT 3: TORONTO

On the northwest shores of Lake Ontario lies the Canadian city of Toronto, home to over two and a half million people.

Toronto is famous for its skyline, which includes the iconic CN Tower. Built in 1973, it was the tallest free-standing building for over three decades. The tower is five hundred and fifty-three point three metres high, offering spectacular views of the city. Here you can try Edgewalk, a walking tour around the building.

But if soaring heights aren't your thing, how about a visit to the City Hall, part of Nathan Phillips Square where people come to ice-skate in the winter months. Toronto's redbrick Gooderham, or Flatiron Building, is Romanesque in design. Completed in eighteen ninety-two, it was later the inspiration for the famous Flatiron building in New York City. A trip to Toronto would not be complete without visiting the Royal Ontario Museum, home to art, culture and nature from around the world. The University of Toronto is located in Queens Park. Established

There's also the public research university, Ryerson, whose Student Learning Centre has won an award for its architectural design, and contributes to Toronto's glowing reputation for innovation and culture.

in the nineteenth century, it was the birthplace of leading scientific

#### **UNIT 4: BUENOS AIRES**

Buenos Aires, capital city of Argentina. The city receives over two million international tourists every year.

This is the impressive 9 de Julio Avenue. It is one of the widest streets in the world. Here, you will find the Teatro Colon, renowned for classical music and opera where opera stars, such as Luciano Pavarotti, have graced the stage.

Another of Buenos Aires' magnificent, neoclassical buildings is Palacio Del Congreso, home of Argentina's parliament. What makes it so distinctive is the huge dome, which weighs no less than 3,000 tonnes. This is Caminito, in the district of La Boca, famous for its bright, colourful buildings, where locals and tourists alike come to enjoy fresh food and dance their troubles away. Here you will also find La Bombonera or "the chocolate box", home to Boca Juniors football team.

So whether you're into architecture, music, football or food – Buenos Aires has something for everyone.

#### **UNIT 5: BRISTOL**

111 years to build.

Sat among the hills of South-West England, is Bristol. With a population of around 400,000, it's a friendly, vibrant, university city. Bristol has always had strong links to the ocean. The SS Great Britain was the first iron steamship to cross the Atlantic Ocean in 1845. And, in 1970, after being abandoned underwater for 33 years, it returned to Bristol and is now a museum ship and major tourist attraction. This is the Clifton Suspension Bridge. It crosses the River Avon and took

Bristol is the world's largest manufacturer of hot air balloons and hosts Europe's largest hot air balloon fiesta every summer.

This is the historic Harbourside, which is lined with colourful houses, along with a museum that explores Bristol's cultural heritage. There is even a working steam train to transport you back in time.

The city has a thriving live music scene and is home to the annual weekend Harbour Festival. The festival brings together more than 250,000 people, celebrating the city's connection to the sea. There's also the impressive Victoria Rooms. Built in the 1800s, it is now home to the University of Bristol's music department.

But if music's not your thing – what about art? Bristol has some of the best organised street art in the UK. A city with a distinct identity that embraces its past and celebrates its future.

#### **UNIT 6: FLORIDA**

Welcome to Florida. The USA's southern-most state. Home to some 21 million people, many of whom live in its cities, including the theme park capital of the world, Orlando. And Miami, one of the US's most visited cities, famed for its glamorous neighbourhoods and beaches. Florida is also one of the best places in the country to see wildlife. With an average of around 3000 hours of sunshine a year, it's a great place for all kinds of plants to grow. And its tropical climate allows many species to flourish, from butterflies to rattlesnakes, whose name comes from the rattle at the end of their tail, and moves about fifty times per second. Not forgetting flamingos.

But much of Florida's wildlife is found underwater. One example is the manatee, also known as the sea-cow. These graceful creatures usually grow to around three metres long and can live in both sea water and freshwater. Alligators are also a common sight throughout Florida. As are turtles, who come to lay their eggs on Florida's beaches. These will hatch around two months later; and the tiny turtles race back down the beach to the safety of the water.

Unsurprisingly, Florida is a popular destination for divers, who come to explore its wrecks and reefs as well as the area's colourful creatures, such as the clownfish and the sea anemone.

## **UNIT 7: ATHENS**

Athens, a city famous for its ancient monuments like the Temple of Hephaestus and the Parthenon. Dedicated to the Greek Goddess, Athena, it dominates the hill of the Acropolis and is lit up at sunset. A shopping trip in Athens is both colourful and exciting. Monastiraki Flea Market is a popular attraction that sells everything from shoes and footwear to puppets and jewellery. And at night, you can watch street performers in the square.

Food is also part of the culture in Athens. Food markets offer fresh and tasty fruit, nuts and coconuts. Or Gyros, a wrap sandwich made from strips of meat. Koulouri is another local favourite. Athens has a huge variety of dishes for you to try in local restaurants, which you can also enjoy near Mount Lycabettus. In May, the city hosts the Athens Street Food Festival. Attracting thousands of visitors, the festival includes street food from around the globe and is fast becoming a favourite for food-lovers world-wide.

#### **UNIT 8: SINGAPORE**

Welcome to Singapore, just north of the Equator and immediately to the south of Malaysia. Originally just a small settlement, it is now a major trading centre with a thriving economy.

This city state is home to nearly six million people and is one of the most

ethnically diverse places in the world. Its official language is English, although Mandarin Chinese, Malay and Tamil are also widely spoken. This is Gardens by the Bay, home to over one million plants and Supertree Grove, famous for its giant tree-like structures. For a better view, take a ride on the Ferris wheel known as the Singapore Flyer, which lifts passengers in glass capsules to over 165 metres.

Singapore consistently performs well in global surveys, from safety to business. In 2014, the government of Singapore launched its Smart Nation initiative which aims to embrace the use of digital technologies in order to enhance the lives of its citizens. For example, real-time transport data enables commuters to see where the city's buses and taxis are, and check for any traffic. Smart technologies also help locals and visitors navigate around the city and play a key role in the education of its youngest inhabitants, preparing them for life in a new digital age.

#### **UNIT 9: LOS ANGELES**

Los Angeles, known by its initials L.A., is situated on the west coast of the United States of America. It is the most populous city in the state of California and the second most populous city in the US.

L.A. is known as the entertainment capital of the world. Its television and film studios spread across several blocks. The city is also renowned for its museums, like the Broad Contemporary Art Museum. And it has beaches, too. In fact, 120 kilometres of sunny Pacific coastline.

A great way to find out about the real L.A. is to explore its dynamic, multicultural neighbourhoods such as Rodeo Drive - one of the most expensive streets in the world. Don't miss the Hollywood Walk of Fame, which has more than two thousand five hundred stars and covers 15 blocks of Hollywood Boulevard. Photographing the iconic Hollywood sign is also a must. The sign is 45 foot, or 13.7 metres high and originally said Hollywoodland, until it was repaired in 1949. But LA is not all about the film industry. There's also the L.A. arts district, which is fast becoming one of L.A.s most fashionable neighbourhoods. If you want to escape the heat, head to the beach for some swimming and surfing or even slacklining.

# **UNIT 10: BRECON BEACONS**

time of the year.

Welcome to the Brecon Beacons. One of four mountains and hills that form the Brecon Beacons National Park, which was established in 1957. It is home to some of the highest peaks in the southern half of the United Kingdom, including Cribyn and Pen Y Fan, which in the Welsh language means 'the summit of the beacon'. At 886 metres above sea level, it's the highest point in the national park and a popular place for hikers, thanks to its hilly terrain and breathtaking views.

Since 2013, the Brecon Beacons National Park has been an official International Dark Sky Reserve. The area's low levels of light pollution allow for spectacular views of our galaxy.

The area is also renowned for its waterfalls with much of the water flowing down into the River Wye. The river is ideal for kayaking, as it snakes through the stunning scenery, including Symonds Yat, before passing through the enchanting Forest of Dean, and flowing down to the border town of Chepstow, famous for its medieval castle. For an ideal place to explore beautiful scenery, look no further than

# **UNIT 11: COPENHAGEN**

the Brecon Beacons.

With exciting architecture, fantastic shopping and a vibrant atmosphere, Copenhagen, in Denmark, attracts millions of visitors every year. It is said to be one of the happiest and healthiest cities in the world. Over sixty percent of Copenhageners choose to bike to work or school and around 1.4 million kilometres is cycled in the city every week. Nyhavn. Originally a busy port, it's now filled with restaurants and cafés and an ideal place to relax after shopping in Strøget, one of the longest shopping streets in Europe.

The Tivoli Gardens. Opened in 1843, it is the second oldest operating amusement park in the world.

If you fancy something a little different, look no further than Freetown Christiania – Copenhagen's alternative neighbourhood. Home to around 900 people, it's a friendly place with homemade houses, workshops, art galleries, concert halls and organic food markets. It's open to the public and the locals even offer guided tours.

This is Rosenborg Castle. Set in Kings Garden, it offers visitors four hundred years of history and splendour. There's also the Frederiksberg Gardens, which date back to the 18th century. And finally, the Opera House. This was designed by the architect Henning Larsen and opened in 2005.

There's plenty to do in Copenhagen, and remember, don't forget your bike.

#### **UNIT 12: ESSAOUIRA**

On Morocco's Atlantic coast lies the ancient port city of Essaouira.

A small city of some 80,000 inhabitants, it's been a major trading port since its foundation. This, along with its fortifications have earned the city a place on UNESCO's World Heritage list.

Built in the eighteenth century, the Citadel du Port is popular with both locals and tourists to watch the sun setting over the Atlantic Ocean. These days, the guns are silent; instead, the only sounds you're likely to hear are those of the seagulls.

A lot of local Moroccans here work in tourism, from providing camel rides along the beach to catching and selling fish. The area is also famous for its traditional handicrafts, from musical instruments to leather bags as well as local produce, such as argan nuts. These help to make argan oil, which is used in a range of hair and beauty products.

Besides sightseeing and shopping, there's plenty for visitors to do in Essaouira. The city's exposed position on the Atlantic makes it Morocco's 'windy city', ideal for activities such as kitesurfing or, for those who'd rather stay dry, quad biking. And with the Gnoua music festival now a regular fixture on the city's calendar, tourists may wish they were staying here for longer. At least long enough to grab a selfie with Essaouira's extraordinary tree-dwelling goats!

#### **UNIT 13: MILAN**

Milan - a city of around one point seven million in Italy's northern Lombardy region, packed with historic architecture, mouth-watering food, and, of course, fashion. It's not surprising then that Milan draws over 9 million tourists a year.

The Navigli district is located southwest of the main square. An arty neighbourhood, it is named after the Navigli Grande canal. It's now home to boutique shops, lively restaurants and, if you're around in the summer months, hour-long boat tours.

In the centre of the city, you'll find Milan Cathedral which took 600 years to build. It has 135 spires and 3,400 statues. Here, you'll also find Galleria Vittorio Emanuele II, Italy's oldest active shopping centre. Built in the late 1800s, it gets its name from the first king of the Kingdom of Italy.

Perhaps you'd prefer to shop in the modern Piazza Gae Aulenti. Named after Gae Aulenti, the late Italian architect, it can be found near the city's main train station.

Milan has always been a rich and important city. A place full of culture, architecture and style.

# **UNIT 14: FRANKFURT**

Welcome to Frankfurt, Germany, home to some three quarters of a million people.

Frankfurt has long been at the heart of the country's rail, road and air network. The city's airport is one of Germany's busiest, even though Frankfurt is only Germany's fifth largest city. In fact, the airport itself has been advertised as one of the city's key attractions with over one million visitors a year.

Other major tourist sites include the opera house, built in the late 1800s as well as the annual festive market which takes place in November and December each year and dates back to the 14th century.

A great way to see Frankfurt and its skyline is to take a cruise along the city's river, the River Main. This, along with the fact that Frankfurt's skyscrapers resemble those of New York's Manhattan has given rise to Frankfurt's nickname: 'Mainhattan'.

The city is home to many German and international banks such as the European Central Bank. The Frankfurt Stock Exchange is also based here. So, with a world-renowned business and financial centre just outside the historic quarter, Frankfurt really is a city on the move.