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CONTENTS

| Exam lett | er | 4 |
|-----------------|---|-----|
| Exam jou | rney | 5 |
| How to u | se the Student's Book | 6 |
| Compone | ent line-up | 8 |
| Exam info | ormation | 9 |
| Starter | Take it from me | 10 |
| Unit 1 | Good company | 16 |
| Unit 2 | On the move | 28 |
| Progress of | check 1 | 39 |
| Unit 3 | Rolling in money | 40 |
| Unit 4 | The natural world | 52 |
| Unit 5 | Surfing, scrolling and swiping | 64 |
| Progress of | check 2 | 75 |
| Unit 6 | Structures and landmarks | 76 |
| Unit 7 | Broadening horizons | 88 |
| Unit 8 | On demand | 100 |
| Progress | check 3 | 111 |
| Unit 9 | Cultural contribution | 112 |
| Unit 10 | Living life to the fullest | 124 |
| Unit 11 | A steady job | 136 |
| Progress | check 4 | 147 |
| Unit 12 | Mind over matter | 148 |
| Unit 13 | Lifestyle choices | 160 |
| Unit 14 | Looking after yourself | 172 |
| Progress | check 5 | 183 |
| Gramma | r reference answer key | 184 |
| Real Wor | ld video scripts | 188 |
| Links to S | tudent's Book video and Push Yourself audio | 194 |





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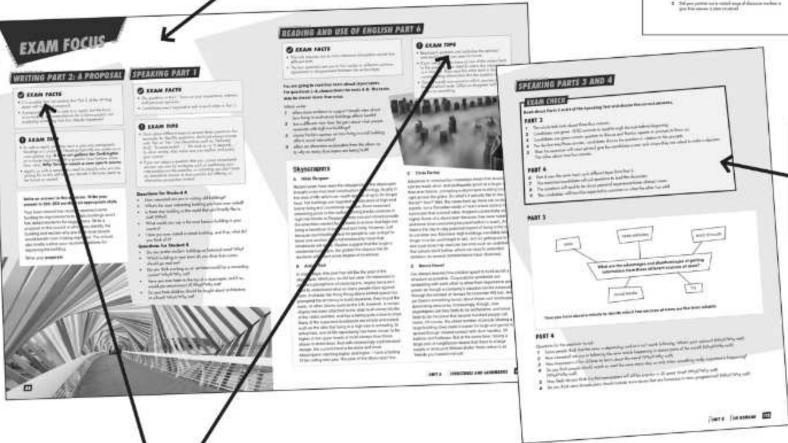
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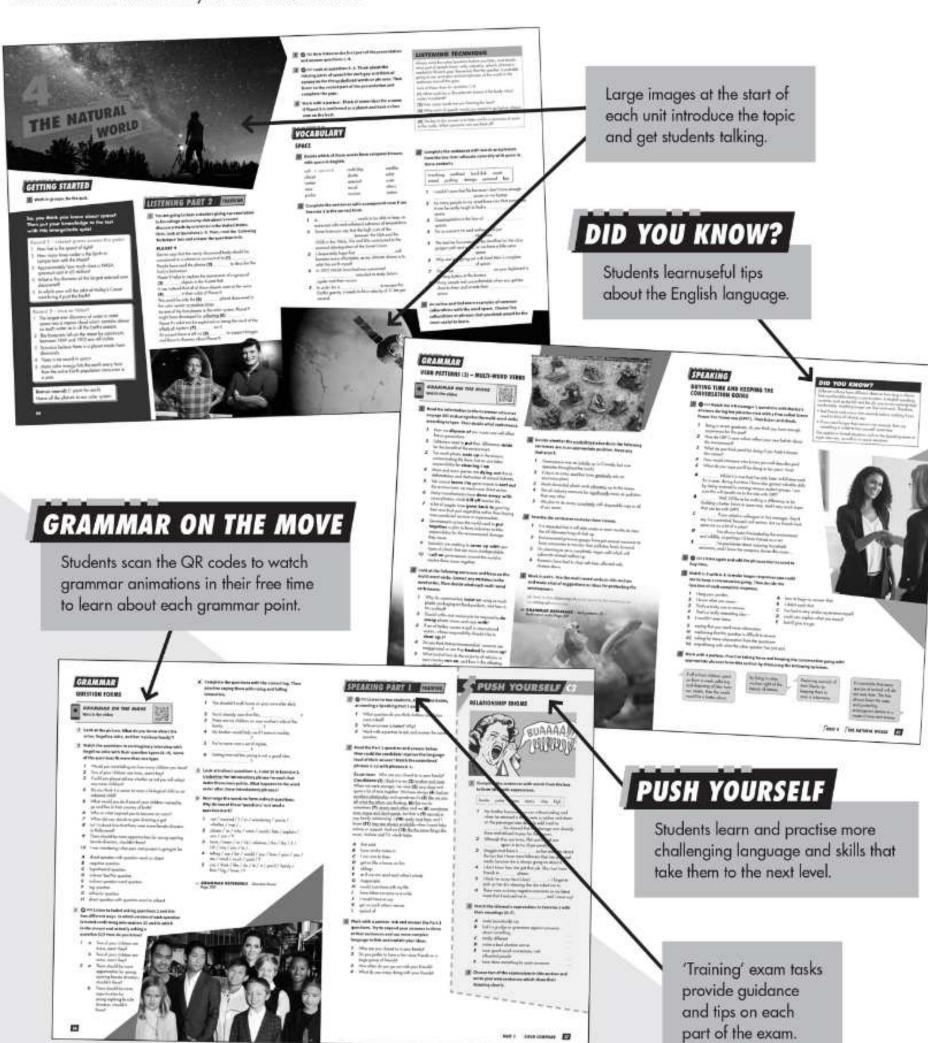
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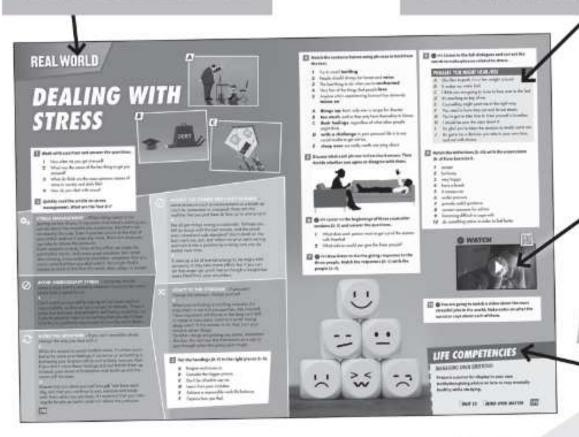


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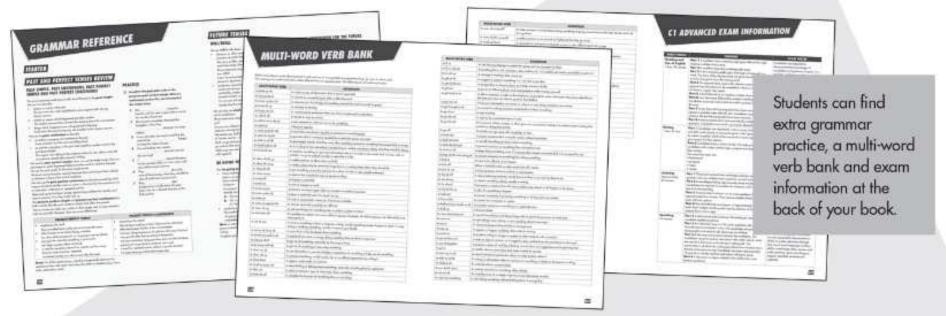
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C1 ADVANCED EXAM INFORMATION

| PART/TIMING | CONTENT | EXAM FOCUS |
|--|---|--|
| Reading and Use of English 1 hour 30 minutes | Part 1 A modified cloze containing eight gaps followed by eight 4-option multiple-choice items. Part 2 A modified cloze test 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 items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word. Part 5 A text followed by six 4-option multiple-choice questions. Part 6 Four short texts, followed by multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts. Part 7 A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed. Part 8 A text or several short texts preceded by multiple-matching questions. Candidates must match a prompt to elements in the text. | Candidates are expected to demonstrate their knowledge of vocabulary and grammar in parts 1–4, and their reading comprehension skills in parts 5–8. Candidates are also expected to show understanding of specific information, text organisation features, tone, attitude, opinion, and text structure throughout the exam. |
| Writing 1 hour 30 mins | Part 1 Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion. Part 2 Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are: • letter/email • proposal • report • review. | Candidates are expected to demonstrate their ability to write at a C1 level. They should be able to demonstrate awareness of style and tone, as well as functions such as describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice, justifying and judging priorities. |
| Listening Approximately 40 minutes | Part 1 Three short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract. Part 2 A monologue lasting approximately three minutes. Candidates are required to complete the sentences with information heard on the recording. Part 3 A conversation between two or more speakers of approximately four minutes. There are six multiple-choice questions, each with four options. Part 4 Five short themed monologues, of approximately 30 seconds each. Each multiple-matching task requires selection of the correct options from a list of eight. | Candidates are expected to be able to show understanding of agreement, attitude, course of action, detail, feeling, function, genre, gist, opinion, purpose, situation, specific information, etc. |
| Speaking 15 minutes | Part 1 A short conversation between the interlocutor and each candidate (spoken questions). Part 2 An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given three photographs and asked to talk about any two of them. Part 3 A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (two minutes) and a decision phase (one minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak. Part 4 A discussion on topics related to the collaborative task (spoken questions). | Candidates are expected to demonstrate competence at organising a large unit of discourse through comparison, description, speculation and expressing opinion. Candidates are also expected to demonstrate an ability to sustain interaction through their use of social language and their ability to exchange ideas, express and justify opinions, agree and disagree, suggest, speculate, evaluate and negotiate. |



UNIT OBJECTIVES

Topic: personal information and language learning

Grammar: past and perfect tenses review; future tenses

Vocabulary: easily confused words
Listening: future prospects
Reading: language learning

Speaking: making conversation
Writing: 'advanced' English

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



SB P8

MAKING CONVERSATION

WARMER

Point out that this lesson is about making conversation and start by writing the phrase break the ice on the board and eliciting its meaning (saying something that makes people who don't know each other feel comfortable). Ask students to think of good ways to break the ice when they are speaking to somebody they haven't met before (e.g. ask how the person is; talk about a topic that is common to everyone, such as the weather, the traffic or a news item; show interest in a topic that interests another person). Explain that this lesson is about learning a strategy for becoming a better conversationalist in English.

- Allow students about six minutes to work in pairs to ask and answer the questions, taking notes.
- 2 Students report the most interesting facts they discovered about each other to the class.

ALTERNATIVE

Instead of having students report back, have them write the most interesting fact they found out on a piece of paper, without names, e.g. ____plays golf three times a month. Collect the pieces of paper and use them in the Alternative for Exercise 5.

3 Have students read the Active listening box and match the phrases in the table to the strategies. In the meantime, draw three bubbles on the board and write express emotion, express comprehension and ask for more detail inside them. During feedback, write the phrases from the table on the board around the corresponding bubbles, and then any further examples that students come up with.

A1 B1 C3 D2 E1 F1 G2 H1 12 J1 K3 L1

Further examples:

Strategy 1 Goodness me! How awful! What a relief! You're joking, Wow! Strategy 2 Definitely, Exactly, That's what I would have done, You did the right thing, Neither do I, You don't say Strategy 3 What happened? How did you feel? So how did you/he/she react? Can you give me an example? Were you scared/angry, etc.? So what?

4 © 002 Students listen to three conversations and use the third column to note the order in which the target phrases are used. Allow students to check in pairs before whole class feedback.

A7 B3 C11 D4 E6 F12 G5 H9 I2 J8 K1 L10

AUDIOSCRIPT © 002

Narrator: Conversation 1

- A: What aspects of learning English do you find the most difficult and the easiest?
- B: I guess my weakest area would be my speaking. I'm quite a shy person really and when I speak I am really conscious of the errors I make, particularly with pronunciation.
- A: Like what?
- B: Well, there are certain words in English that aren't pronounced as you read them or certain groups of letters which can have different sounds depending on the word. For example, the letters o-u-g-h together. They can be pronounced oo as in through or oh as in though or or as in thought. I am always mixing the sounds up.
- A: I know what you mean. I have the same problem. And what about the things you find the easiest?
- B: Oh, I don't know. Probably reading.
- A: Really? I have to say I struggle with multiple-choice questions in readings. At this level of English, it can sometimes be hard to decide which one is correct.
- B: That's true, but I would say that the fact that I read so much in my own language helps me.

Narrator: Conversation 2

- C: Tell me about any hobbies or interests that you have.
- D: Music, that is to say, I'm a musician.
- C: Oh, me too! What do you play?
- D: The guitar. I'm actually in a moderately successful rock band. When I say moderately successful, I mean in my home city. We are not international rock stars by any stretch of the imagination. Having said that, we have opened the show for The Foo Fighters and Metallica.
- C: No way!
- P: Yes way! In fact, when Metallica played, we got to spend time with them backstage. They're really cool guys. James Hetfield, you know, the lead singer and rhythm guitarist, even gave me one of his guitars.

- C: You're having me on!
- D: No. In fact, I played it for the first time that same night on stage. My old guitar stopped working for some reason right in the middle of a song and my spare had a broken string.
- C: What a nightmare!
- D: Yes, not exactly what you want to happen when you are supporting Metallica. But one of the Metallica technicians lent me one of James' guitars. And it turns out that James himself was watching us play at the time. He was so impressed by my playing that he told me to keep the guitar. Of course, I had him sign it for me as well.
- C: You're so lucky! And I'm so jealous.

Narrator: Conversation 3

- E: Where did you go for your last holiday?
- F: I went to Argentina.
- E: Argentina, eh? That must have been lovely. Did you visit **Buenos Aires?**
- F: Well, I flew into Buenos Aires airport and flew back from there as well, but I only spent two nights there in total.
- E: Oh, why was that?
- F: I was visiting some distant relatives on my father's side for the very first time, and they live in the south, at the top of Patagonia. I had a great time. Being so far south, we saw a lot of Antarctic wildlife. The penguins were amazing. And we took a boat trip and saw baby whales swimming with their parents. They were so close to the boat, I could almost touch them.
- E: That sounds amazing.
- F: 1 know, right?
- Students repeat Exercise 1, using the target language. You may want students to work in groups of three, where two students ask and answer each other questions, and one awards points for each phrase used. The students swap roles until everyone has had a chance to practise the language.

ALTERNATIVE

If you used the Alternative for Exercise 2, hand out a random piece of paper to each student, ensuring they don't pick the one they wrote. Students now play Find someone who, mingling and asking different classmates questions to find who the information on their piece of paper refers to. When they find each other, they ask follow-up questions and show interest using the 'active listening' phrases.



SB P9 PRACTICE EXTRA / Starter Unit

PAST AND PERFECT TENSES REVIEW

Give students two minutes to answer questions 1 and 2 and elicit some ideas. The students then read the texts and match them to pictures A-D, ignoring the multiple-choice options 1-18 for now.

- 1 Suggested answer: a short story that people tell others in order to entertain or surprise someone.
- 2 Suggested answer: a good anecdote briefly relates the events of the story in order to set up the big reveal - the funny or embarrassing event of the story.
- 3 A @geographyteachernigel B @angelinaballerina C @derekthebeast95 D @princesspeach

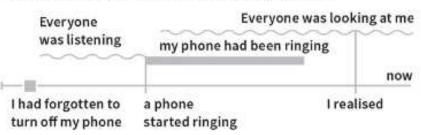
ALTERNATIVE

Before reading the texts to answer question 3, students work in small groups to try to predict what embarrassing thing might have happened in each picture.

- 2 Allow students time to choose the correct options on their own and monitor closely to gain valuable information about each student's level of grammatical knowledge. During feedback, avoid going into too much detail when correcting mistakes, so as not to preempt the following exercises.
 - 1 was listening 2 started 3 was looking 5 hadn't turned 6 bumped 4 had been talking 8 has done 9 was visiting 10 heard 12 had felt 11 'd never been 13 had been 14 hadn't slept 15 had been vomiting 16 was 17 had spoken 18 haven't had waving
- Elicit one example of each tense with the verb do to check that the students are familiar with the terminology (have done, had been doing, was doing, had done). Students then fill the gaps in 1-4 with the appropriate tense name. Elicit answers and further example sentences during feedback.
 - 1 past continuous 2 past perfect simple 3 present perfect simple 4 past perfect continuous

OEXTENSION

If you think students need more help in grasping the way the different tenses relate to one another, use story number 1 (@princesspeach) as an example, and draw its timeline on the board as below to explain the sequence of events:



Then have students work in pairs to choose one of texts 2-4 and draw its timeline. Invite pairs to come to the board and explain their timeline, checking if the rest of the class agrees with them.

Allow three or four minutes for the students to prepare.

Monitor closely and encourage students to ask you for any specific vocabulary they may need. Students then tell their anecdotes in groups. In each group, choose one or two students who act as the 'grammar police' and point out any possible mistakes at the end of each anecdote.

The other students practise active listening strategies from page 8 and ask follow-up questions.

VOCABULARY

SB P10 PRACTICE EXTRA / Starter Unit

EASILY CONFUSED WORDS

WARMER

Give students a couple of minutes of silent thinking time to make a list of problems they might have with vocabulary. Elicit ideas such as words I often confuse, problems with pronunciation, problems with spelling. Withhold feedback until Exercise 3.

Students fill the gaps in each pair of sentences with the appropriate word in italic, then check in pairs and justify their answers before whole class feedback.

1 Who's 2 whose 3 recipe 4 receipt 5 all together 6 altogether 7 between 8 among 9 compliment 10 complement 11 principle 12 principal

FAST FINISHERS

Students reflect on ways they could remember the difference between the two words. For example: whose indicates possession, and if I possess something I keep it close to me (i.e. there is no apostrophe between the letters). Elicit ideas during feedback.

2 003 Give students time to read 1–5, then play the audio once and allow students to check answers in pairs. Elicit key words during feedback.

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

Narrator: Speaker A - Arantzazu from Spain

AUDIOSCRIPT 0003

Arantzazu: One of the biggest problems I have with vocabulary is false friends – words in English that have a similar spelling to words in my own language, but which have a completely different meaning. Take, for example, the word idiom. In English, an idiom is a local expression that is used in a specific language, or in Spanish, un modismo. In my language we have the word idioma, which means 'a language', you know, so English and Spanish are idiomas. I keep a list of these false friends in my notebook, and every time I come across

a new one I add it to that page.

Narrator:

Speaker B - Emre from Turkey

Emre:

I'm an auditory learner, so I imagine that I am hearing the words I learn. I like to think about, for example, words that rhyme. So to remember the difference between recipe and receipt, I imagine buying a bed sheet from a department store, and I get a receipt for my sheet. When a phrase rhymes like that, it helps me remember it.

Narrator: Fred: Speaker C – Fred from England
I'm actually English but I have to confess, my
spelling isn't great. Still, I remember my teacher,
when I was a lad, explaining the difference
between compliment and complement. I mean,
you pronounce them the same, so how do you
tell the difference? Well, according to my
teacher, a compliment with an i is when
someone says something nice – and nice also
has an i in it, so compliment does too. And a
complement with an e is when something
becomes complete, and that's also with an e.
Sounds silly, but it has stuck with me all these
years.

Narrator: Veronica: Speaker D – Veronica from Argentina I don't know about you but I find prepositions really confusing in English. When I first started learning, I would translate prepositions from English into Spanish, but I soon realised that doesn't work very well. Let me give you a simple example. In English you use the preposition about with the verb dream, to dream about something. In Spanish, we say soñar con or 'dream with something'. So one strategy I have now is to make sure when I learn a new verb, I also record it with its dependent prepositions and I also write an example sentence to reinforce the correct preposition in my mind. Simple, but it works for me and I make far fewer mistakes than I used to.

they made during the warmer activity, and reflect on how they might solve their issues. During feedback, encourage the class to have a discussion about the role of translation. Point out that translation is not detrimental in every context, and that it can in fact be quite useful to see how the two languages behave differently or similarly. At the same time, overreliance on translation can be a problem, and translation of single isolated words is most likely not good enough as a strategy to record new vocabulary, especially at Advanced level where words can often have different meanings in different contexts.



LANGUAGE LEARNING

Allow students a couple of minutes of silent thinking time to reflect on their opinions regarding statements 1-5. Students then discuss their ideas in pairs. Elicit contrasting ideas and encourage dialogue during whole class feedback.

ALTERNATIVE

Ask the students to stand up and move to one side of the room if they agree with statement 1, or to the other side if they disagree. Students have a brief conversation with someone on their side, and then with someone on the other side, explaining their reasons each time. Repeat for each statement.

- Explain that you want students to read up to the first missing heading. Have them cover the rest of the text if possible. Allow approximately one minute to read, to encourage gist reading. Allow students to discuss the question in pairs, then elicit ideas and write them on the board.
- 3 Tell students to read the five tips and check their ideas. Explain that at this level of English you would expect them to be able to skim read (read for the general idea) the blog in about 2–3 minutes. Allow slower readers to continue for an extra minute or two if needed, but make them aware that they will need to work on this skill during the course. Withhold feedback for now, as this is done in Exercise 4.
- In pairs, students discuss the content of paragraphs 1–5 before selecting the appropriate headings. During feedback, elicit the headings as well as the piece of advice given in each paragraph (1 focus on learning the language that will be relevant to you; 2 create associations between words with similar meanings; 3 regularly revisit vocabulary that you have learnt to ensure you remember it; 4 find your best way of recording language so that you can access it later; 5 practise using what you've learnt).

1 Selection 2 Association 3 Review

4 Storage 5 Use

5 Students work on their own to locate the vocabulary in the text. After a few minutes, support any students who struggle by providing them with the first letter of each word on the board.

1 master 2 feasible 3 attained

4 opt (instead) for 5 deteriorates 6 retain

7 scribbling 8 incorporate

FAST FINISHERS

Students find other difficult pieces of vocabulary in the text and write down their definitions for them and where in the text they are (Introduction, Paragraph 1, etc.). Then have volunteers read out their definitions and ask the class to find the relative words in the text.

6 Explain that in this task students will practise scanning (searching for specific information in a text). Allow students a few minutes to scan and write down their answers before comparing answers in pairs. Ask different pairs to explain each idea during feedback.

Suggested answers

1 Children learn language without needing to understand grammar and its terminology.
2 It's a combination of conscious and unconscious methods.
3 the importance of filtering what you learn and targeting the language you need for your situation
4 that to retain vocabulary effectively, you need to revisit vocabulary regularly
5 that language notes need to be accessible
6 Newly learned vocabulary is more effectively retained if you read it to another person or actively try to use it in a conversation.

OEXTENSION

Either in class or for homework, students work in groups to prepare a two-minute summary of Aurelio's points. The groups should first select the most important points made in the article. They then choose new or less familiar vocabulary from the article that they wish to practise using and work together to plan an oral summary of the salient points, using the chosen vocabulary.

Point out to the students that at this level their passive vocabulary (i.e. what they understand) is extensive, but that their active one (i.e. what they're able to produce) is necessarily more limited. Therefore they need to focus not only on learning completely new vocabulary, but also on recognising vocabulary which they understand but do not use, and work on incorporating this into their active vocabulary. This exercise is designed to give the students an opportunity to practise this.

Monitor closely and help where necessary, then invite different groups to present their summary to the whole class.

LISTENING

SB P12

FUTURE PROSPECTS

WARMER

Brainstorm with the class reasons why people generally want to learn another language, and English specifically. Elicit useful language and write it on the board.

- 1 @ 004 Point out that for listening exercises at this level, students will rarely hear the exact words from the options in the audios. Allow students a couple of minutes in pairs to brainstorm synonyms and paraphrases of the language in A-C that they might hear in the audio. Elicit these before playing the audio. Elicit keywords students heard in the audio during feedback.
 - A 2 wanderlust means a love for exploring the world. I've definitely got it, and for me, that's the principal motivation for learning English. B 3 But in career terms ... to really do well, you need to be proficient in English as well C 1 It's done really well, but of course it's restricted to people who know Korean ... I don't want there to be any mistakes in the content I write, so I'm going to work hard on my English

AUDIOSCRIPT © 004

Narrator: Speaker 1 - Miroo

Miroo:

Well, you know, a lot of computer games originate from my country, South Korea. And they've gone on to conquer the world in a way. I started a blog, originally in Korean, for gamers. It's done really well, but of course it's restricted to people who know Korean. So now I've launched a new blog in English, and I hope it'll manage to get more visitors from all over the world. So far, so good, I'd say. I don't want there to be any mistakes in the content I write, so I'm going to work hard on my English, starting next week. The idea is that if I get enough followers in the future, then I'll be able to earn money from advertisers. And if I'm global, it could be huge!

Narrator: Speaker 2 - Johan

Johan:

I'm from Germany, and there's a great word in English that comes from German - wanderlust - and it's from the German words for hiking and love. But these days wanderlust means a love for exploring the world. I've definitely got it, and for me, that's the principal motivation for learning English. I've been saving up money by spending a year working on an oil rig and that comes to an end next month. And then the plan is for me to go backpacking around the world. The Grand Canyon in the USA is one destination I'm really excited about. So yeah, I imagine that I'll basically be on the road until I run out of cash.

Narrator: Speaker 3 - Moufida

Moufida: In my country, Tunisia, it's normal to be bilingual

because French is widely spoken, along with Arabic, just like in many other North African countries. But in career terms, I'm concerned that if someone knows just those two languages, there might be a ... I think the term is glass ceiling, you know, you can only be promoted so far in an organization, but no further. But to really do well, you need to be proficient in English as well. I'm ambitious - my English is going to enhance my employability. In fact, I am taking the Cambridge Advanced exam in October. One thing is for certain: when I'm older I'll still continue to work on my English, really push myself to improve. You never stop learning a language.

2 Allow students to discuss in pairs before playing the audio again if necessary. Then ask the students to underline the phrases which might be useful for them to explain their reasons for learning English.

10 2 D 3 A 4 E 5 B

3 Students work in small groups and compare their personal reasons for learning English, using the phrases they underlined in Exercise 2. Monitor and help where needed, then elicit interesting reasons for learning English from the whole class.

GRAMMAR

> PRACTICE EXTRA | Starter Unit

FUTURE TENSES

WARMER

Students work in small groups for a few minutes to brainstorm what they already know about how to express the future in English. Monitor closely to get a sense of the students' pre-existing grammatical knowledge, and withhold feedback.

Students match extracts 1-7 to the functions A-E, then check their answers in pairs or small groups. Alternatively, ask the students to cover the options A-E and discuss in pairs or groups what each function of the futures in extracts 1-7 might be. Students then check their ideas against options A-E. During feedback, elicit the names of the future forms used to perform each of the functions.

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

7 A, B, D

A = I'll still continue; I'm going to work hard; I'll be able to (will / going to)

B = I'll basically be; My English is going to enhance; I'll be able to (will / going to)

C = that comes to an end next month (present simple)

D = until I run out of cash; When I'm older; If I get enough followers (present simple)

E = I am saving up money; I am taking the Cambridge Advanced exam (present continuous)

2 Students work individually to correct the mistakes with future forms in sentences 1-6. Support the students who are struggling by underlining in their books the mistakes in each sentence. Allow pair checks before whole class feedback, and elicit the reasons for the changes necessary.

1 it's snowing it'll snow / it's going to snow

3 will shall 4 will land lands 2 I'm going to I'll

5 is winning will win / is going to win

6 shan't won't / isn't going to

FAST FINISHERS

Students write another sentence with a mistake with the future, and prepare to explain why it's a mistake. Elicit these after feedback and invite the rest of the class to correct the mistakes.

- 3 Students work alone to choose the correct option(s) in each question, then discuss their reasoning in pairs before whole class feedback.
 - 1 both both are asking if you have already made plans for after the class today. 2 will improve - it can't be present continuous because we use that for a fixed arrangement; this context is more of a prediction. 3 will still be studying - we use the future continuous to talk about an activity that will be in progress at a given 4 is still going to be spoken - here time in the future. we need the passive form of be going to. however, we normally use will for predictions if we include adverbs like likely, probably, possibly, etc. as part of the predictions. 6 both - however, will is more common here; shall is only really used in British English and its use is decreasing.
- Students discuss the questions in pairs, paying attention to the future forms they use. Monitor closely correcting any future forms mistakes you hear, then elicit interesting ideas from the whole class during feedback.



'ADVANCED' ENGLISH

SEXAM INFORMATION

In the Writing paper of the exam, the candidate's work is assessed based on the following criteria: Content, Communicative achievement, Organisation and Language. As far as Language is concerned, candidates at this level are expected to use a range of vocabulary - including common lexis - appropriately, as well as using a wide range of simple and complex grammatical forms with control and flexibility. Minor mistakes are tolerated, so long as they do not impede communication. In order for students to achieve good marks for the Writing paper, it is important that they expand their range of vocabulary and expressions, especially collocations, and their use of different grammatical structures through regular practice and reading widely.

- Elicit ideas on the board after the students have discussed the points in pairs. You may want to open a brief discussion about how the students' pronunciation and accuracy goals might change depending on their reasons for learning English.
- 2 Allow one minute for the students to quickly skim the text. After feedback, elicit or point out that reading a text for gist before tackling a gap-fill exercise is a key technique which applies to the exam as well, as it will prepare them for the tone and type of language they will need to use to complete the texts.

Suggested answers

Strengths – Reading and listening skills have improved over the last few years. His vocabulary has also increased.

Weaknesses - Grammar (articles); pronunciation

- Students work in pairs to circle the most advanced expression in each pair 1-10 and discuss reasons.
 - 1 richer (this is a more natural collocation in English)
 - 2 I struggle with (more complex vocabulary structure)
 - 3 of these (the writer has already used the word areas in the previous sentence, so we avoid repetition of the same word, which is better style) 4 What makes this tricky is the fact that (this is a more complex grammar form of emphasis called a cleft sentence, which moves the key information to the beginning of the sentence – see Unit 11 of this book) 5 quite a challenge (more complex vocabulary than difficult; also the word difficult was used earlier in the text: try to use synonyms to show the breadth of your language knowledge rather than repeating vocabulary) 6 One reason for this is that (this is a more complex linking phrase / discourse marker; in the Advanced exam, you are marked on your ability to link your ideas together with appropriate and varied discourse markers) 7 As for my language skills, (this is more appropriate as the writer is introducing a different aspect and is changing the subject; moreover would suggest you are still adding to the previous point) 8 over the past year or so (more complex structure) 9 without resorting to (more complex structure) 10 couldn't have coped with (grammatically and lexically more complex) ideally like it to be (more complex and more formal, which is more appropriate as this is a letter to the teacher; avoids repetition of the word accent in the same 12 I would be grateful for (more complex and more formal; this is a letter to your teacher so your tone should be more respectful)

ALTERNATIVE

Books closed. Write the less advanced expressions on the board, and ask students in small groups to come up with more advanced alternatives. Elicit the students' ideas, then ask them to open their books and compare these with the ones in Exercise 3. Elicit which advanced expressions the students hadn't thought about and which they would like to use in their next writing task.

- Encourage the students to proofread their texts before submitting them, and to highlight any language they consider 'advanced'. This will allow them to visualise their efforts to use sophisticated language and to push themselves harder.
- WORKBOOK / Starter Unit, page 4
- PRACTICE EXTRA / Starter Unit, Grammar and Vocabulary

GOOD COMPANY

UNIT OBJECTIVES

Topic: relationships and social media

Grammar: question forms; verb patterns (1) -

gerunds and infinitives

Vocabulary: personality; negative prefixes;

relationship idioms

Listening: distractors in listening tasks Reading: Part 5, Part 3 - training

Speaking: Part 1 - training

Writing: Part 1: An essay - training Pronunciation: intonation in question tags

Reading and Use of English Part 5; Exam focus:

Reading and Use of English Part 3;

Writing Part 1: An essay;

Speaking Part 1

Real world: being courteous

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

GETTING STARTED

SB P14

WARMER

Students work in pairs and compare the apps they have on their smartphones, discussing which they like best and why.

- Write social media on the board and elicit all the examples students can think of, inviting them to explain any platforms that you or other members of the class might not have heard of. Students then discuss the questions in pairs.
- 2 Put students into groups and ask them to read and discuss the quotes. Monitor students and help them if they have any queries about the vocabulary used. Feed back as a class. You could do this as a class vote for each quote (agree versus disagree) and choose different students each time to explain why they voted as they did.

Suggested answers

1 Social media is universally available, so everybody has a chance to share their content/stories/ideas, including those members of society whose social position may not have given them a media platform. you post on social media can be misinterpreted, taken out of context, or simply exaggerated and then used against you. 3 A lot of people use social media to show off or to put themselves in the public eye and seek 4 A lot of people don't consider the meaning behind what they post online and/or share opinions that are uninformed or ill-considered.

LISTENING

SB P14

DISTRACTORS IN LISTENING TASKS

WARMER

Students discuss in groups what they find difficult about listening tasks. Elicit ideas from different groups, and focus on the fact that in multiple choice exercises all the options sound feasible and will probably be mentioned, but only one will answer the question. We call these incorrect options distractors. Tell students they will learn how to identify them in this lesson.

@ 005 Students listen to the audio and follow the text in the book at the same time. They should highlight in the text all the language related to options A-D and check in pairs. If possible, project the text onto the board and invite students to underline the language for the whole class.

A not ... sociable - antisocial

B Being in fashion - follow every trend

C misunderstand – people assume

D controversial - controversial

AUDIOSCRIPT @ 005

Sarah: I never realised how controversial it would be to quit social media. Being part of the digital generation, people assume I'm incapable of being disconnected for more than a few hours a day. When they find out I only have one social media profile – an inactive one at that – they tend to think I'm anti-social, weird or behind the times. Nothing could be further from the truth. In fact, I love hanging out with friends, playing sport and listening to music. I'd say I'm a pretty well-balanced person - just one who can't be bothered to follow every trend that comes along.

Elicit why C is correct.

Suggested answers

C is correct because Sarah talks about what people assume about her, but then explains how these assumptions are incorrect (Nothing could be further from the truth).

A is incorrect because this is an assumption that other people make about her, not what she says about herself. B is incorrect because she says the opposite of this (... can't be bothered to follow every trend).

D is incorrect because she does not say that she enjoys being controversial, simply that her quitting of social media was controversial for some people. Be careful when you hear the exact words from an option in a listening exam at this level because the option is probably a distractor.

Give students a few minutes to discuss their ideas and monitor their progress. You could add a competitive element here and tell students they will get a point for each paraphrase they come up with which no other pair has thought of. Elicit as many options as possible during feedback.

Suggested answers

- B It's more good than bad. / There are more pros than cons.
- C He was surprised/taken aback by negative comments or reactions.
- D He has more self-belief as a result of it. / His self-esteem has been boosted by it.
- 006 Allow students to discuss options A-D from Exercise 3 in pairs after listening and play the audio again if necessary. During feedback elicit the phrase which helped students to identify the answer.
 - B The rewards have made it worthwhile, though, so I'm not complaining.

AUDIOSCRIPT @ 006

Jimmy: Well, I've just hit the 100,000 followers mark, which is an important milestone for anyone trying to build their social media presence. The last year has been a bit overwhelming because I wouldn't call myself an extrovert, so being in the public eye has been quite challenging at times. I've had to face some criticism, which I suppose is inevitable. Some people say I come across as arrogant, which is strange because in real life, I'm not exactly bubbling over with self-confidence. The rewards have made it worthwhile, though, so I'm not complaining.

- On Before students attempt the task, clarify the two distraction techniques in the tip box by eliciting how they matched the incorrect options in Sarah's text in Exercise 1 (technique 1 - D; technique 2 - A and B). Students then discuss in pairs which techniques they think they heard for Exercise 4 before listening again to check. Elicit answers from the whole class.
 - A technique 2 because I wouldn't call myself an extrovert, so being in the public eye has been quite challenging at times
 - C technique 1 I've had to face some criticism, which I suppose is inevitable
 - D technique 1 Some people say I come across as arrogant, which is strange because in real life, I'm not exactly bubbling over with self-confidence
- O07 Allow students to brainstorm paraphrases and synonyms for options A-E in pairs before playing the audio twice. Allow students to check ideas in pairs, then elicit the answers from the whole class. If possible, project the text on the board and invite students to underline the relevant parts of the text. Ensure students have identified which ideas are not used (B and D) before you move on to Exercise 7.

Daniel - C Another issue is the way some people behave online ... I have heard horror stories about how devastating the effects of people's online behaviour can be. Jo – A But, to be honest, I've never looked back. Khaled - E they portray themselves as always happy and surrounded by friends – as if their lives are perfect. This can make other people feel really inadequate.

AUDIOSCRIPT @ 007

Narrator: Daniel

Daniel:

One thing that changed my attitude to social media was when they invented those apps where people can track you. It's not that I'm dishonest about what I'm doing, but I do value my privacy. Another issue is the way some people behave online - as if there are no consequences to what they say and do. In the real world, they wouldn't get away with it. Although I have not been personally affected, I have heard horror stories about how devastating the effects of people's online behaviour can be.

Narrator: Jo

Jo:

I was reluctant to sign up for a social media account at first because it just seemed like a really impersonal way to keep in touch. I know that, like lots of people my age, I was a bit behind the times. But, to be honest, I've never looked back. It's really helped me relate to my teenage grandchildren and keep up to date with what they're up to. I've also found out about events in my local area and got involved in voluntary work, so it has actually opened up a whole new world for me.

Narrator: Khaled

Khaled:

I'm a person who always takes people at face value, but with social media it pays to be a bit cautious. It's undeniable that a lot of people misrepresent themselves online in ways that may seem harmless but can have a negative impact on others. It's not so much about showing off their cars, designer clothes or fancy holidays; it's the fact that they portray themselves as always happy and surrounded by friends - as if their lives are perfect. This can make other people feel really inadequate.

ALTERNATIVE

Students work in pairs and brainstorm possible distractors they might hear, e.g. Considering what happened, you'd think I'd wish I had never joined Facebook, but Elicit ideas from the whole class, then play the audio. Allow students to check ideas in pairs before whole class feedback.

007 Focusing on points B and D from Exercise 6, students discuss in pairs why these work as distractors. Play the audio, then give students a chance to check their answers before eliciting their ideas.

Suggested answers

- **B** Daniel uses the word *dishonest* from option B but to say that he is not dishonest. He does not mention *people* being dishonest. Khaled talks about how people choose to present exaggerated versions of themselves online but he does not say they are being dishonest.
- **D** Khaled talks about other people sharing pictures of their possessions (cars, designer clothes) to make the point about people falsely portraying their 'perfect' lives.



SB P15 PRACTICE EXTRA / Unit 1

PERSONALITY

WARMER

Write the alphabet on the board, vertically. Divide the class into two teams. Each team sends one player to the board. Students at the board use different colour pens to write one word related to personalities next to each letter of the alphabet. For example: Altruistic, Brave, Critical, etc. Only one word per letter is allowed, so if team 1 writes Nice, N is taken and cannot be used by team 2. The teams should help their representatives by suggesting words and providing spelling if necessary. When all the letters of the alphabet are used, the game ends and the team who used the most letters of the alphabet wins.

Give students one minute of silent thinking time to think of six adjectives, then ask students to discuss in pairs. Provide students with useful language to appropriately react to each other's explanations, such as:

I'm sure you're not that bad. I don't believe that for a second. How come? I would never have guessed! You don't come across that way at all.

2 Encourage students to work alone and to use a good quality online dictionary, if possible. They then quickly check their answers in pairs before whole class feedback. Elicit example sentences during feedback, e.g. Marc is very conscientious: he always double checks his work before submitting it.

Suggested answers

conscientious (P), eccentric (E), humble (P), imaginative (P), impulsive (N), insecure (N), knowledgeable (P), narrow-minded (N), selfish (N), thoughtful (P)

FAST FINISHERS

Students think of possible opposites for the adjectives given. Elicit these after feedback.

3 © 008 Students listen and match the correct adjectives to the speakers. To increase the challenge level, you could ask stronger students to cover the words in Exercise 2 and complete the exercise from memory. Allow students to check ideas in pairs before whole class feedback.

Speaker 1 – knowledgeable; Speaker 2 – narrowminded; Speaker 3 – humble; Speaker 4 – imaginative; Speaker 5 – selfish; Speaker 6 – conscientious Adjectives not used: eccentric, impulsive, insecure, thoughtful

AUDIOSCRIPT © 008

Narrator: Speaker 1

Speaker 1: My personal tutor is really amazing. He is like an encyclopaedia when it comes to the period of history we're studying. I'm sure I'm going to get a good grade with him as my teacher.

Narrator: Speaker 2

Speaker 2: My dad and I never talk politics because it always ends up in an argument. He has decided which political party he supports and refuses to even listen to any criticism of it, even in the face of the facts.

Narrator: Speaker 3

Speaker 3: A famous scientist visited our university last week. He has made many world-changing discoveries and won awards, but he never talks about his own achievements.

Narrator: Speaker 4

Speaker 4: He tells some tall stories. They're not exactly untrue but you could say he tends to embellish what actually happened to make them a bit more colourful.

Narrator: Speaker 5

Speaker 5: One of the people I work with never contributes to team projects. He does his own work and if you ask him for help, he says he's busy. Oh, and he never offers to make tea for anybody else, although we all make it for him.

Narrator: Speaker 6

Speaker 6: Marco is always the first one into the office in the morning and the last to leave. He never misses a deadline and replies to emails in the evenings and at weekends. He's a model employee.

4 Students work individually to use the suffixes in the box to transform the adjectives in Exercise 3 into nouns. Monitor and help where needed, and point out that one of the adjectives needs a suffix removed, not added (knowledgeable/knowledge). Students then brainstorm alternatives for other parts of speech with a partner. Elicit answers on the board during feedback.

conscientious – conscientiousness; humble – humility; imaginative – imagination; impulsive – impulsiveness, impulsivity; insecure – insecurity; knowledgeable – knowledge; narrow-minded – narrow-mindedness; selfish – selfishness; thoughtful – thoughtfulness

Other parts of speech (suggested answers):

conscientious – conscientiously (adv)
humble – humble (v), humbly (adv)
imaginative – imaginatively (adv), unimaginatively (adv),
unimaginable (adj), imagine (v), imagination (n)
impulsive – impulse (n), impulsion (n), impulsively (adv)
insecure – insecurely (adv), secure (adj/v), security (n)
knowledgeable – knowledgably (adv), knowing (adj),
unknowing (adj), knowingly (adv), unknowingly (adv),
know (v), known (adj), unknown (adj)
narrow-minded – narrow-mindedly (adv)
selfish – unselfish (adj), selfless (adj), selfishly (adv),
unselfishly (adv), self (n)
thoughtful – thoughtfully (adv), thoughtless (adj),
thoughtlessness (n), thoughtlessly (adv)

5 Have students complete the sentences. Monitor and help with any areas of difficulty, such as what part of speech is missing. After a few minutes, you may want to support any students who are struggling by writing the first three letters of each answer on the board.

1 security 2 knowledgeably

3 impulsivity, impulsiveness 4 conscientiousness

5 narrow-mindedness 6 thoughtfully 7 selfish

8 eccentrically

Students work in pairs and take turns to make sentences to describe a personality trait in this section and guess their partner's adjective. Tell students to avoid using any words that derive from the same stem to make the activity more challenging. Monitor and help where needed, then elicit a few examples from the whole class.

OEXTENSION

Students each choose two adjectives from Exercise 2 which describe them, and write them on two separate pieces of paper. Working in large groups or as a whole class, students shuffle all the pieces of paper in the middle and draw the first one. Students must discuss and guess who they think the adjective refers to, asking questions. They then repeat with the other pieces of paper.

GRAMMAR

SB P16 PRACTICE EXTRA / Unit 1

OUESTION FORMS

Students look at the picture, then discuss the question in small groups. If they seem to be unfamiliar with the topic, you may want to allow them to research this online for two minutes using smartphones, if permitted. Students in small groups then share what they learnt and report back to the class.

Suggested answer

Angelina Jolie has six children. Three of them are her biological children and three of them are adopted and come from other countries (Maddox is from Cambodia, Zahara Marley is from Ethiopia and Pax Thien is from Vietnam). The phrase 'rainbow family' was coined by Jolie in 2006 and is related to her desire to create a multicultural family.

2 Students match the questions 1–10 to the question types A–H. Allow students to check in pairs after a few minutes, and monitor and assist where needed.

1 E 2 F 3 D 4 G 5 C 6 G, H 7 A 8 B 9 F 10 E

FAST FINISHERS

Students work in pairs to write one more example question for each type (A-H). Elicit these during feedback.

3 009 Play the audio and elicit that in one instance she is confirming information, so her intonation is falling, and in the other she is unsure, so it is rising. Clarify this further if necessary by asking a student two tag questions. One should be something you definitely know about the student, and one something you guessed about him/her. Elicit which one was which and the accompanying intonation.

lacbu 2aubc

Confirming question tags have falling intonation. When the speaker is unsure, question tags have rising intonation, like other questions.

AUDIOSCRIPT © 009

Narrator: 1

Isabel: a) Two of your children are twins, aren't they?

Isabel: b) Two of your children are twins, aren't they?

Narrator: 2

Isabel: a) There should be more opportunities for young

aspiring female directors, shouldn't there?

Isabel: b) There should be more opportunities for young aspiring female directors, shouldn't there?

4 Support students if necessary by asking them to circle the auxiliary verb in each sentence before adding the question tag. Remind students that the tag will be negative if the sentence is positive, and positive if the sentence is negative. Students work individually to add the question tags and check answers in pairs. During feedback, elicit rising and falling intonation to provide practice.

1 should you 2 hadn't you 3 aren't there

UNIT 1

4 wouldn't he 5 have you 6 is it

OEXTENSION

Students write down two things they know about their partner, and two things they guess about them. In pairs, students take turns to ask each other tag questions with the appropriate intonation. Monitor closely and provide feedback where necessary.

- Students underline the phrases and discuss word order with a partner. During feedback, elicit that after the introductory phrases the word order is that of a simple statement, not that of a question, i.e. how many children you have, not how many children do you have. In 10, this is because grammatically the sentence is not a question. In 1 and 3, it's the introductory phrases that take the inverted question word order (i.e. would you mind, not you would mind), so question word order is not necessary in the following clauses.
 - 1 Would you mind telling me ... 3 Could you please tell me ... 10 I was wondering ...

We do not use question word order. The subject and auxiliary verb do not invert as in normal questions.

- 6 Students work individually to unscramble the sentences, then check in pairs. Support students who struggle by giving them the first word in each question 1-5.
 - 1 I was wondering whether or not you're married.
 - 2 Could you please explain why you were so late?
 - 3 I'd like to know if you have any relatives in the UK.
 - 4 Would you mind telling me how much you paid for your car? 5 Do you think you'd like to have a family that big?
 - 1 and 3 don't need question marks as they are not technically questions.

OEXTENSION

Students work in pairs and write down five questions they would ask in an imaginary interview with a famous person, using a range of different question forms. They then take turns practising asking the questions and answering them. The pair then joins another pair and they role play the interview. The pair listening tries to guess the famous person being interviewed.

SPEAKING PART 1 TRAINING

SB P17

WARMER

Elicit what students know about the Cambridge Advanced Speaking Part 1 exam task. Elicit that candidates individually answer a number of simple questions about themselves and their interests. Whenever possible, candidates should extend their answers to two or three sentences, using ideas that are clearly linked together and fully justified.

- O10 Tell students they will hear two candidates answering a question in Speaking Part 1. Ask them to guess what the question was and decide who performed better and why. Allow a few minutes for students to answer question 3 in pairs before feedback.
 - 1 Do you use social networking sites often? 2 Robin's. He expands his answer more and uses more complex language and sentences. He also introduces, links and explains his ideas with natural spoken discourse markers such as I wouldn't say that ..., I mean ..., on the other hand ..., and to be honest. 3 Students' own answers

AUDIOSCRIPT 0010

Robin:

Anthea: No, I don't. I use WhatsApp to send messages to my friends, and when I have something interesting

to post, I use Instagram.

It depends what you mean by 'often'. I wouldn't say my social media habits are that different from anyone else of my age. I mean, I do update most of my accounts pretty much daily and check out the latest posts or tweets by people that I follow whenever I get a free moment. On the other hand, I can easily go a few days without any social media activity and to be honest, when I go out, I'm definitely not one of those people who is always staring at their phone.

2 Students work individually to replace the underlined phrases in the text with phrases A-L, then check in pairs. Focus on the pronunciation of the phrases during feedback.

1 J 2E 3G 4D 5F 6A 7K 81 9L 10H 11C 12B

ALTERNATIVE

Challenge the stronger students to cover phrases A-L for the first few minutes of the activity and, in pairs, brainstorm possible improvements for the underlined language 1–12 in the text. Students then compare their ideas with the phrases and complete the matching activity.

3 Students work in pairs to answer the questions. Monitor and provide assistance as necessary.

ALTERNATIVE

You could ask students to work in pairs on one question only, prepare their answer and record it using their smartphones, if these are allowed. Encourage students to listen to their recordings in pairs and discuss which expressions sound too simple and how they could be improved. Students work together with a dictionary or ask you to help improve their answers, then re-record them.

PUSH YOURSELF

C2

SB P17

RELATIONSHIP IDIOMS

Students work individually or in pairs to fill the gaps with the words in the box. During feedback, withhold information about the meaning of the phrases, so as to not preempt the following activity.

1 injury 2 poles 3 chip 4 high 5 books 6 tears

2 Encourage students to infer the meaning from context while you monitor them matching the meanings to the idioms individually or in pairs. During feedback, ask students to rephrase sentences 1-6 to show they understand the meaning of the phrases, e.g. The speaker in 1 is angry because his brother damaged the car, and to make things worse, his brother said it wasn't his fault.

A6 B3 C2 D1 E4 F5

OEXTENSION

After feedback, ask students to take turns in pairs to test each other. Student A says a definition A–F and student B repeats the corresponding idiom.

3 Allow students a few minutes to work individually to write example sentences and check them with their partner. Elicit as many as possible during feedback.

VOCABULARY

SB P18 PRACTICE EXTRA | Unit 1

NEGATIVE PREFIXES

EXAM INFORMATION

The Reading and Use of English Part 3 task is designed to test the candidates' ability to transform words. These transformations can be the part of speech, e.g. from a noun to a verb, and/or making the word into a negative form.

WARMER

Ask students to brainstorm in pairs what older generations typically think of modern technology and social media. After a couple of minutes, ask them to read the blog post for Exercise 1, ignoring the underlining, and answer the following questions in pairs.

What do the people mentioned in the blog post think about social media?

Which opinions do you agree/disagree with?
How would you counter the arguments you disagree with?

Elicit different opinions during feedback if possible.

Give students two minutes to identify the two prefixes which do not mean not, then check in pairs very quickly before feedback.

mis- means bad/wrong, and anti- means against

2 Students work in pairs to complete the table. If they are unsure about a word, encourage them to use a dictionary to promote autonomous learning strategies. Copy the table onto the board and invite fast finishers to fill it in.

un- stable, professional, able in- competent, sensitive dis- able, agreeable, courteous ir- rational il- logical mis- understood non- conformist anti- establishment im- mature, moral

Tendencies: un- and in- are the most common negative prefixes. ir- goes before words beginning with r. im- goes before words that begin with m or p. il- goes before words beginning with l. mis- is often, but not always, used for words that start with a vowel, and usually indicates a mistake.

OEXTENSION

Write ability, stability, comfort on the board. In small groups, students brainstorm all possible different parts of speech for each word, and their opposites. During feedback, elicit that these words use different negative prefixes depending on the part of speech.

Suggested answers

unstable (adj), instability (n), destabilise (v)
unable (adj), inability (n), disable (v), disabled (adj),
disability (n)
uncomfortable (adj), discomfort (v/n)

3 Before the task, ask students to read the text quickly and elicit the author's attitude towards young people and housing. Then allow more time for students to read the text more carefully and add the prefixes needed. Students then check in small groups before whole class feedback.

More and more young people are staying with their parents for longer. It's not that they're incapable of looking after themselves, it's just that the cost of living makes it impossible for them to become independent. In many large cities there is insufficient housing, which means rents are incredibly high. Owning a house is totally unaffordable for most people under 30. This leads to discontent among young adults, who know that their parents were homeowners at their age. A lot of graduates I know feel that they have been misled. They were told that if they completed higher education, they would get good jobs and get onto the housing ladder. This turned out to be untrue.

4 Allow students one minute of silent thinking time to reflect on the questions, then allow them to ask you for useful language before discussing. Feed back as a class.

READING AND USE OF ENGLISH PART 5 TRAINING

SB P18

Students read the first paragraph of the text on page 19, then discuss the question in pairs. During feedback, identify who in the class has the most and least contacts on social media and elicit reasons for this.

Suggested answer

The number of stable relationships one person can maintain.

2 Give students a time limit to read the text (e.g. four minutes). Allow students to check their ideas in pairs, and withhold feedback to avoid preempting Exercise 3.

Suggested answer

The writer starts by explaining what Dunbar's theory is and then raises the question as to whether it is still valuable in the digital age: 'this may not have been too controversial in the late twentieth century, but how does his theory make the transition to the digital age?' Throughout the text, the writer maintains a sceptical attitude and looks at examples of Dunbar's theory in practice, but points out where there is evidence that might back up the theory.

3 Students re-read relevant sections of the text if necessary and discuss the options with a partner. During feedback, elicit that option D is confirmed in the last sentence: 'he seems to have been onto something'. Clarify the meaning of the phrasal verb, and elicit why options A-C are wrong.

D

EXAM INFORMATION

Some questions relate to understanding the meaning of a particular word or phrase, so students should read the words/sentences around it carefully and try to work it out from the context.

4 Elicit the meaning of deliberate, i.e. intentional. Students then locate the words A-D in the text, read the text around them carefully, and decide which action in the text is planned.

A

5 Tell the students that they will analyse a Reading and Use of English Part 5 question to understand the structure and format. Invite the students to read the tip box and elicit that more than one option given might be true, but that only one will be the motivation behind the author's example.

Read the question and the options A-D with the whole class, inviting students to underline key words. Students then locate the relevant information in paragraph 4, and

work in pairs to match the options A-D to the tips i-iv. During feedback, elicit answers and relevant extracts in the text.

Aiii Biv Cii Di

Correct option: C

Students read the question and options, underlining key information. They then read paragraph 5 and discuss their ideas in pairs before feedback. If possible, project the paragraph onto the board and ask volunteers to underline the relevant text in different colours.

D

OEXTENSION

In groups, students discuss their opinions about Dunbar's number and whether they think it applies to them. Elicit opinions and useful language and write them on the board during feedback.



SB P20 PRACTICE EXTRA | Unit 1

VERB PATTERNS (1) – GERUNDS AND INFINITIVES

SEXAM INFORMATION

The ability to use gerunds and infinitives accurately is useful not only in the Writing and Speaking papers of the exam, but it is also often tested in the Reading and Use of English Part 4 task.

WARMER

Students in groups brainstorm reasons why two friends/ classmates might fall out. Elicit ideas from different groups.

O11 Play the audio and allow students to check their ideas in pairs before eliciting the answer.

Amalie didn't tell Heidi about a college assignment they had to do. They agreed that Heidi would ask the teacher for an extension.

AUDIOSCRIPT 0011

Heidi: Amalie, I can't believe you neglected to tell me we

had an assignment due on Monday.

Amalie: I just assumed you knew, Heidi. I thought you'd

have the sense to ask the teacher about the work

you'd missed.

Heidi: Well, I didn't have the chance to talk to her, did I? I

only got out of hospital on Friday. I thought you

were my friend!

Amalie: I am your friend!

Heidi: You have a strange way of showing it!

Amalie: Well, listen. How about we try to get it done

together tomorrow? You know me – I virtually specialise in doing things at the last minute. If we miss the class trip tomorrow, we could have a go

at it then.

Heidi: Oh, no! I've had no fun at all lately. I hate missing

trips – and this one sounds really great. I've always wanted to go to that art gallery.

Amalie: OK, well you'll just have to do it all on Sunday

then.

Heidi: Sunday happens to be my mum's birthday. If I am

not there for that, I'll certainly be in her bad books. I'm famous for forgetting everyone's birthdays. Just for once, I'd like to show that I haven't forgotten. So it looks like there's really no hope of getting the assignment in on time.

Amalie: I suppose you could try emailing the teacher and explaining everything. She might let you have an

extension, given that you were in hospital last

wee

Heidi: Yes, good idea. That seems to be the best solution.

Hey, sorry if I was a little shirty with you before. Catching up with everything has been really stressful! Let me buy you a coffee to make up

for it.

Amalie: Sure, why not?

2 @ 011 Give students a few minutes in pairs to attempt to complete the task from memory before playing the audio again to check their answers. If you want to use the extension below, ask each pair to write the answers in only one of their books.

2 to ask 3 to talk 4 showing 5 to get 6 doing 7 to miss 8 to go 9 forgetting 10 getting 11 emailing 12 have 13 to be

OEXTENSION

Students practise the dialogue from memory in pairs, using phrases 1–13 in the book where they wrote the answers as prompts. Then they repeat using only the book without the answers, to challenge them to produce the correct structures from memory. Allow time at the end for students to copy the answers in their books so they all have a written record of the structures.

3 Students work individually to match structures 1–9 to 1–13. During feedback, use different colour markers on the board if possible to help students visualise the grammatical structures more easily.

neglected to tell, happens to be, seems to be, wanted to go
 hate missing
 try emailing, try to get
 the chance to talk, the sense to ask
 famous for forgetting
 specialise in doing
 hope of getting, way of showing
 catching up with everything
 let you have

FAST FINISHERS

Students think of other examples for structures 1–9, e.g. 1 = mean to, intend to, want to, etc. Elicit these during feedback.

4 Students work individually to identify the correct sentences and to correct the sentences with mistakes. They then check their answers in pairs. Encourage students to read the sentences out loud in pairs, as this will help them hear the mistakes better.

1 participate participating 2 correct

3 to think thinking 4 invite inviting

5 to learn (in) learning 6 to forgive, lie lying

5 Students read the sentences and think about possible differences. After two minutes, point out that three of the five pairs of sentences have different meanings. Allow students to discuss their ideas in pairs. After another two minutes, inform them that the pairs of sentences with different meanings are 2, 3 and 4. Allow another two minutes for students to discuss how the meaning changes, then elicit answers and extra examples.

1 similar 2 different – the first asks if you have a memory of something that happened in the past; the second asks whether you have done it recently.

3 different – the first means that it was by chance they were there together; the second means they had a lot of experiences which were not necessarily of their choosing.

4 different – the first is informing the listener of his or her decision to move out; the second means they wish they had not told you.

5 similar

OEXTENSION

In pairs, students choose between five and ten structures from Exercise 2 and use them to write a dialogue between two friends falling out over a problem. Monitor closely and help where necessary. Students practise and rehearse the dialogue, then perform it for the whole class. Students listening take notes of the structures used. Elicit these during feedback after each dialogue.

WRITING PART 1 TRAINING

SB P20

WARMER

In groups, students discuss their longest lasting friendships, commenting on how they formed and have evolved during the years, and how they might change in the future. Demonstrate this with a friendship of your own if possible, and introduce useful vocabulary such as: grow apart, lose touch, hit it off, be in each other's pockets, fall out, catch up.

UNIT 1

1 Check students understand the writing task by asking the following questions:

How many age groups do you have to write about? (two)
Do you have to use the interview notes? (not obligatory)
Will you write about yourself or people in general? (people in general)

Then ask students to discuss their ideas for the exam task in small groups and report back to the class.

2 Give students two minutes to quickly skim the essay and check if any of their ideas are mentioned. Then allow more time to reread and answer questions 1–5 in pairs.

Suggested answers

1 The first sentence introduces the essay topic. The second explains the question that the writer is going to tackle and their line of argument. 2 The opening sentences (topic sentences) introduce the main argument 3 Each body paragraph makes of each paragraph. two supporting points. 4 It recaps or summarises the writer's main line of argument. 5 Introduction -Another way to approach this is to simply restate the question and explain the format of the essay you will write, without revealing the main argument. This main argument would only appear in the conclusion, which would avoid repetition. For example, an alternative intro for this essay could be:

Everybody needs friends, but to my mind, friends serve different purposes at different times of your life. In this essay, I will examine the role of friends during student life and adult life, comparing and contrasting the two phases of life. Main body – It's not essential to have two body paragraphs with two points each, and it's important to be careful not to make too many points as each point should be well explained and justified: including too many supporting arguments will mean you exceed the word limit if they are all properly developed.

3 Encourage students to use the essay structure presented. Ask them to copy the structure below, allowing enough room for their essay to fit in the cells.

| Introduction | Introduce topic | | |
|------------------------------|-----------------------------------|--|--|
| | Explain question and give opinion | | |
| Body 1 | Topic sentence | | |
| | Supporting argument 1 | | |
| | Supporting argument 2 | | |
| Body 2 | Topic sentence | | |
| | Supporting argument 1 | | |
| | Supporting argument 2 | | |
| Conclusion Summarise opinion | | | |

OEXTENSION

Remind students of the 'advanced English' advice in the Starter Unit. At the end of the task, ask students to reread their essay and identify three expressions which may be too simple, and look for ways to improve them.

READING AND USE OF ENGLISH PART 3 TRAINING

SB P21

WARMER

Books closed. Students have 60 seconds to write down in teams as many variations of the word *real* as possible (e.g. *really*, *unreal*, *reality*, etc.). They then check their ideas against Exercise 1.

1 Allow students to work in pairs if necessary to choose the correct part of speech for each word in the map.

REAL (adj), really (adv), unreal (adj), realisation (n), reality (n), unrealistic (adj), realistically (adv), realise (v), unrealistically (adv), realistic (adj), realism (n)

2 Students work individually to fill the gaps. Challenge stronger students to cover Exercise 1 to increase the difficulty of the exercise. During feedback, remind students that misspelled answers are awarded zero points in the Reading and Use of English part of the exam.

1 reality 2 unrealistic 3 Realistically

3 Give students one minute to read the text and check their understanding in pairs, ignoring the gaps. Remind them that in the exam, words might need prefixes to change the meaning, as well as suffixes or other modifications to change the part of speech. For this reason, it is advisable to quickly read the text for gist before attempting the task. Then ask students to identify the parts of speech for all the options A-D in 1-2 and choose the correct option for each gap.

1 A verb B adj/verb C noun D adj/verb

2 A adj B adj C adj/verb D adj/verb

1 frustrating 2 supportive

Students work individually to complete the rest of the task and check their answers in small groups before feedback. Support students by pointing out that in two of the gaps they'll have to consider the meaning of the words as well as their part of speech.

3 ideally 4 genuinely 5 enthusiasm

6 unmarried 7 disapproval

FAST FINISHERS

Fast finishers turn to page 18, cover the answers to Exercise 2 and test themselves to see if they can remember all the correct prefixes.

EXAM FOCUS

SB P22

READING AND USE OF ENGLISH PART 5

Students spend two minutes discussing in small groups what they remember about how to tackle Reading and Use of English Part 5. Students then read the Exam fact and Exam tip boxes to check their ideas. Elicit information from different groups, reminding students of the tip on page 19.

WARMER

In groups, students brainstorm facts about twins: either scientific facts or rumours and myths. Elicit ideas and relevant language and write them on the board.

Tell students they will practise an exam task on their own. Ask them to use a stopwatch to time themselves to see how long it takes them to complete the task. They should record this together with their score in their notebooks, and try to improve next time.

1 C – the author does not say he is jealous of twins, or that he is interested in stories of them, although it could be assumed that he used to be. Throughout the test, the author says he has always been fascinated or interested in the 2 A – Fraternal and maternal twins are concept. mentioned, and reasons for C and D are given, but the overall aim of the paragraph is to give information about likelihood of having twins in different contexts. 3 B - Twins have always captured the popular imagination. I sometimes wonder whether they were just good stories. 5 A – Although they spoke different languages and had very different lifestyles, the similarities in personality, likes and dislikes, mannerisms and tone of voice were striking. This is a recurring theme in 'separated at birth' stories.

READING AND USE OF ENGLISH PART 3

SB P24

Ask students the following questions to check they remember what they learnt about Reading and Use of English Part 3 on page 21: How many gaps are there? (8); How many words can you write in each gap? (only one); What do you have to do to the word in CAPITALS? (change the part of speech, and sometimes add prefixes to change the meaning). Withhold feedback until after students have read the Exam fact and Exam tip boxes.

Suggest that students cover the options initially and spend about three minutes reading the text, guessing the words that might fit in the gap. Students then uncover the options and change the words in capitals as required. Ask them to use a stopwatch to time themselves to see how long it takes them to complete the task. They should record this together with their score in their notebooks, and try to improve next time.

1 largely 2 childless 3 reproduction 4 notably 5 reality 6 generosity 7 judgemental 8 insecurity

FAST FINISHERS

Fast finishers think of other parts of speech for the words given in capitals and write down other variations of the words. Elicit some of these during feedback.

WRITING PART 1: AN ESSAY

SB P25

Tell students to read the Exam fact and the Exam tip boxes. Ask or remind students about the essay structure they used on page 21, then write it on the board. Point out to students that in the exam they'll have 1h 30m for both tasks, so they should aim to plan, write and proofread each task in under 45 minutes. You may want to allow more time than this on this occasion. In this case, ask students to change pen colour after 45 minutes so that they can see what they would have accomplished if this was the real exam. In the future, they should aim to write more and more of the text in the same colour pen.

Model answer

Social media has had a remarkable effect on human relationships in the last few years. I will focus on two aspects I think are particularly important: how social media helps people stay in touch with loved ones and how it facilitates finding people with shared interests.

The main impact of social media is improving our ability to communicate with one another. For example, in the past, when someone left school or university, it was very easy to lose touch with their friends. Nowadays, however, not only can people quickly communicate with one another on social media platforms, but also keep up to date simply by checking their posts, without needing to directly talk to them. What's more, you can do this with people anywhere in the world, because your geographical location is irrelevant on social media. Furthermore, social media platforms are ideal for putting likeminded people together. There are social media groups or communities for all interests where you can share knowledge and ideas and even form friendships. Say you are fan of a popular TV show and want to discuss it with other fans, you will have no problem finding a forum to discuss it on, and again your geographical location is irrelevant.

In conclusion, there are many positive aspects of social media for human relationships. Personally speaking, I think the most significant of these is how it enhances our ability to stay in touch, something that is becoming increasingly difficult to do in real life due to the changes our society is going through. [256 words]

SPEAKING PART 1

SB P25

Remind students about the format and requirements of the task found on page 17 and tell them they will now have a chance to practise it. Tell students to read the Exam fact and Exam tip boxes. Students work in pairs. Student A is the candidate and Student B the examiner. Student B asks Student A the personality/relationships questions, then they swap roles and Student A asks the social media questions to Student B. Monitor closely and write the most common mistakes on the board. Ask students to discuss how to correct these in pairs before feedback.

ALTERNATIVE

If possible, students record their answers using their smartphones. Ask students to watch their own videos and spend about five minutes making notes on how they can improve their performance. Students then repeat the task, recording the videos again. If you wish, you could ask students to email you the videos. You may want to make it clear that you will not mark all of them, just two or three each time they do a Speaking test practice. This will add an element of pressure which will help them with nerves during the exam, and give you the chance to provide personalised feedback in manageable chunks to all students during the course.

REAL WORLD

SB P26

BEING COURTEOUS

- For this task, you may wish to allow students to search online for any unknown acronyms. During feedback, ask students if there are any similar acronyms used in their languages.
 - 1 laughed out loud (note LMAO laughed my ass off also exists) 2 oh my god 3 be right back
 - 4 in case you missed it 5 not safe for work
 - 6 not to worry 7 by the way 8 as soon as possible
 - 9 fear of missing out 10 hat tip

ALTERNATIVE

Turn this into a team quiz. Teams have two minutes to identify as many of the acronyms as possible. During whole class feedback, elicit answers and award points.

2 Support students by asking them to come up with three 'dos' and three 'don'ts' in their pairs. Then allow four minutes to quickly skim the text to see if any of their advice was given. Withhold feedback to avoid preempting the following activity. 3 Ask students to discuss in pairs what they remember of the text, based on the headings provided. Then allow more time to re-read the text, match the headings to the paragraphs and check ideas in pairs before feedback.

1H 21 3B 4D 5F 6C

4 Encourage students to avoid using a dictionary. They should infer the meaning of the unknown words from context. Demonstrate this with ill-advised. Ask students what part of speech it is (adjective). This leaves options 2 and 6 for students to select from. Students work individually to match the highlighted words with 1–6.

1 befallen 2 seasoned

3 the state of the nation

4 underestimate 5 rant

6 ill-advised

FAST FINISHERS

Students find another unknown piece of vocabulary in the text and think of an easier synonym. After feedback, elicit the synonyms and the paragraph where the word or expression can be found. The rest of the class races to find the vocabulary matching the synonym.

5 Provide students with useful language to discuss the pieces of advice, such as:

I don't know that I agree with this ...
I personally wouldn't recommend ...
In all honesty I wouldn't ... if I were you ...
All things considered, ...
I couldn't disagree more ...

Elicit interesting ideas during class feedback.

6 @ 012 Ask students to take notes of the keywords in each dialogue that clarify what the situation is, and elicit them during feedback.

1 someone on a train asking about sitting next to the electrical sockets 2 tourist information office

3 meal at a restaurant

AUDIOSCRIPT @ 012

Narrator: Conversation 1

- A: Sorry to bother you, but is it okay if I sit here? It's just that there's a plug to charge my laptop here. I need to do some work on my way to Manchester.
- **B:** Yes, of course. I'll move my things. I'm afraid I've made a bit of a mess.
- A: That's quite all right. I don't need much space. Thank you so much.

Narrator: Conversation 2

- A: Hi, we've just arrived in York and we're a little confused about how to get around. Would you be so kind as to give us some advice?
- B: Certainly. You might find this city map useful. It shows all the major attractions. On the other side, you can see the opening hours. And here's a bus timetable and the numbers of some taxi companies.

- A: That's wonderful, thank you.
- B: Is there anything else I can help you with?
- A: Well, if it's not too much trouble, could you recommend somewhere to buy a few small souvenirs?
- B: Yes, the cathedral shop is excellent.
- A: We're off to the cathedral now so that's perfect. Thank you so much.
- B: Glad to be of help.

Narrator: Conversation 3

- A: Hi, I'm really sorry but I actually asked for avocado on my salad, not chicken.
- B: Oh, I'm sorry about that.
- A: Sorry to be a nuisance but would you mind changing it? I'm vegan so I don't eat chicken.
- B: Yes, of course. My mistake. I'll bring you some more drinks while you're waiting. On the house.
- B: How was your meal?
- A: Delicious, thanks. Can I have the bill please?
- B: Sure. I'd be very grateful if you could give us some feedback on our website. All customers who do so are entered into a prize draw where you could win a free meal for two.
- A: It would be my pleasure.
- 7 @ 012 Allow students to try and remember the words in the gaps in pairs before playing the audio again. Invite students to write the expressions on the board during feedback.
 - 1 Sorry to bother you 2 I'm afraid 3 quite all right
 4 Would you be so kind as 5 if it's not too much
 trouble 6 Glad to be of 7 to be a nuisance; would
 you mind 8 be very grateful if you could 9 would
 be my pleasure

OEXTENSION

Drill the intonation of the expressions in Exercise 7 to ensure natural delivery. Students then work in pairs for five minutes to write a dialogue using the phrases. Monitor closely and help or correct where needed. Then invite students to perform their dialogues for the whole class.

8 In pairs, students choose one of the situations 1-4 and write or semi-script a dialogue using as many expressions from Exercise 7 as possible. Asking students to semi-script a presentation, speech or dialogue ensures practice of the target language without requiring excessive amounts of class time to write a whole passage. Semi-scripting also encourages fluency as students have to speak spontaneously, but within a planned structure. Monitor closely and provide help where needed. Students then perform their dialogues for the rest of the class, who have to guess the situation.

QEXTENSION

Focus on cultural differences if relevant. In Italian, for example, I'm sorry to bother you, but is it ok if I sit here? might be conveyed with a simple Le spiace?, i.e. You mind? This would be polite and acceptable. The long winded literal translation of the English phrase into Italian could potentially come across as sarcastic or passive aggressive. Ask students to rewrite their dialogues in English using the politeness level appropriate in their language, and invite a few pairs to perform for the class. Focus together on the differences between the original dialogues and the new ones, and start a class discussion about the importance of being aware of cultural conventions.

Students work in small groups to discuss what they think about British people and the five points provided before watching the video. Elicit some ideas and write them on the board, and ask students to check their ideas while watching the video. After feedback, ask students if they've ever met a British person or have been to the UK and whether their experiences matched the information in the video.

Suggested notes

Apologising – British people do it too much even when they are not to blame for something.

Punctuality – very important to British people.

Queuing and public transport – it is very common to queue in the UK and queue-jumping is a social taboo.

Greeting people – British people tend to be less tactile. Having dinner – offer to help with the chores; wait until everyone has sat down before eating; don't speak with your mouth full; don't bring your phone to the table.

LIFE COMPETENCIES

SB P2

UNDERSTANDING AND DESCRIBING YOUR OWN AND OTHER'S CULTURES

Ask the students to make a start on the project in class so you can monitor and check that everyone understands the task. Discuss what form their presentations should take (poster, Powerpoint, video, etc.) and how long their presentations should be. Elicit some areas that students could focus on, such as:

- food and eating out
- language and dialects
- · travelling safely
- geography, travel, and places to visit
- culture and religion

In a multi-cultural classroom, allow students to work independently. In a mono-cultural classroom, ask students to work in pairs or groups to agree on the format, content and delivery of their presentations. You could ask each group to focus on a different area from the list above. Students continue the project for homework.

- WORKBOOK / Unit 1, page 8
- > PRACTICE EXTRA / Unit 1, Grammar and Vocabulary

2 ON THE MOVE

UNIT OBJECTIVES

Topic: travel and transport

Grammar: determiners and quantifiers; adverb

modifiers

Vocabulary: travel; prepositional phrases (1)

Listening:

Reading:

Part 3 – training

Part 2 – training

Speaking:

Part 2 – training

Part 2 – training

Part 2 – training

Part 2 – training

Exam focus: Reading and Use of English Part 2;

Listening Part 3; Speaking Part 2

Real world: driving in the UK

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

GETTING STARTED

SB P28

1 Students work in pairs or as a team to do the quiz. Allow teams time to confer after reading each question and choose an option. Repeat with the rest of the questions. Check answers as a class.

1 c 2 a* 3 b 4 a 5 b

* EVs cause around 68% more pollution while in production. However, pollution at the manufacturing stage accounts for only a small proportion of the pollution caused by a vehicle in its lifetime. When production is combined with years of driving, an electric vehicle will cause roughly half as much pollution as a fossil fuel vehicle.

OEXTENSION

If permitted, students search online in small groups for another interesting fact about electric cars and write a multiple choice question about it. Teams take turns to read their question and the rest of the class tries to guess the answer.

READING AND USE OF ENGLISH PART 2 TRAINING

SB P28

WARMER

Books closed. Write *electric egg* on the board and tell students they will read a text about this invention. Elicit ideas for what this object might be. Then allow students to open their books and give them one minute to read the text, ignoring the gaps, to check what the object is and why it is special. Elicit this information from the whole class.

SEXAM INFORMATION

Point out that in this task, the focus is more on testing students' grammatical knowledge (articles, pronouns, auxiliary verbs, prepositions, parts of phrasal verbs, short adverbs and adjectives, short fixed phrases, and linking words and expressions) rather than vocabulary. In other words, students are tested on how sentences and texts are formed. Write these categories on the board and elicit an example of each, e.g auxiliary verbs: didn't have (past simple), have driven (present perfect), was built (past simple passive), will have been living (future perfect continuous, which has three auxiliaries), etc.

1 Allow students to work in pairs and discuss each gap, 1-4, reminding them to pay attention to what's before but also after the gaps, as well as the general meaning of the text. Students then answer questions 1-4 in pairs before whole class feedback.

1 account 2 with 3 short 4 do

2 Students work alone to fill the remaining gaps, 5–8. Allow them to check answers in pairs or small groups before feedback. Support students who struggle with more clues (5 a relative pronoun; 6 a word that tells us the prototype was unique; 7 completes a phrase meaning not at all; 8 is part of a fixed phrase, first ___ foremost).

5 which 6 only 7 no 8 and

OEXTENSION

Refer students back to the categories of grammatical knowledge you told them about in Exercise 1. Then write this sentence on the board, and ask students to say which words they think could be gaps in it, based on the categories:

This ran on electricity rather than petrol, making the Egg a great deal cleaner than the majority of other vehicles of the day.

Suggested answer

This ran on electricity rather than petrol, making the Egg a great deal cleaner than the majority of other vehicles of the day.

VOCABULARY

SB P29 PRACTICE EXTRA / Unit 2

TRAVEL

Clarify the pronunciation of *vehicles*. Students work with a partner to make a list of vehicles, paying attention to spelling. Elicit students' ideas and write them on the board during feedback.

Suggested answers

Land - bicycle, bus, car, coach, hovercraft, lorry, motorbike, tractor, train, tram, van Air – balloon, cable car, helicopter, plane Water – boat, canoe, ferry, hovercraft, kayak, raft, ship, submarine, yacht

ALTERNATIVE

Add a competitive element by dividing students into teams. They will be awarded one point for each means of transport that only their team has thought about. This will encourage them to think outside the box.

2 Students discuss each item in pairs before categorising it. If they wish to use a dictionary, allow only one student per pair to do so, to ensure interaction between them. In the meantime, copy the diagram onto the board. Invite students from different pairs to come to the board and fill different sections of the diagram during feedback. Ask the class to identify any mistakes if necessary and clarify pronunciation.

Suggested answers

T = train; D = driving; F = flying; S = sailingtrack TD; reverse D; boot D; give way D; carriage TD (horse and carriage); board TFS; cabin FS; shuttle FD; congestion D; wreck FDTS; overtake D; commute DT; divert DF

3 Students complete the sentences individually before checking their answers in pairs or small groups. Point out that the form of some of the words might need to be changed to fit in the sentences.

1 track 2 carriages

4 cabin 3 boarding

5 congestion; diverted

6 shuttle

FAST FINISHERS

Students write another sentence on the board using a word from Exercise 2, but omitting the word as a gap. After feedback, challenge the class to fill the gaps in the sentences on the board.

4 Give students one minute to work in pairs and discuss which items have more than one meaning. Elicit a few ideas from different pairs (e.g. board can also be a long piece of wood used to make a floor, or a company board - the leadership group of a company). Students then look at sentences 1–5 on their own and write a possible definition for each highlighted phrase. Allow students to check answers in pairs before feedback.

1 stay informed about

2 the opposite

3 a very nervous person often suffering from stress

4 in agreement with **5** go past, exceed Allow students one minute of silent thinking time to decide whether they agree with the statements. Students then discuss their ideas with a partner. Challenge students to use the language below, to train them for good interaction in the speaking exam.

Expressing your opinion:

I'd personally say that ...

In all honesty, my view is that ...

Asking for an opinion:

What's your take on this? How do you feel about this?

Disagreeing:

I see what you mean, but ... I'm afraid I must disagree ...

Agreeing:

I'm with you on this ... My thoughts exactly ...

> PRACTICE EXTRA / Unit 2

DETERMINERS AND QUANTIFIERS

WARMER

Ask students to make a list of countries they would like to visit in the future. Students compare their lists in small groups and give reasons why they would or wouldn't like to visit the different countries, and how they would prefer to travel there.

Students work individually to fill the gaps with the appropriate word from the box. Encourage them to do so quickly, trusting their instincts at this stage. Monitor closely to get an idea of students' pre-existing knowledge of the target language. Allow pair checks before wholeclass feedback.

SEXAM INFORMATION

Point out that these kinds of words are, with the exception of *plenty*, possible missing words for the Reading and Use of English Part 2 task.

1 every 2 whole

3 plenty

4 much

5 each

6 another 7 many

2 Point students to the Grammar Reference on page 202, where they can find the rules needed to use the target language correctly. Allow students time to work through the sentences individually with the help of the grammar rules and elicit these during feedback.

1 a neither b no

2 a whole b all

3 a each **b** every

4 a any **b** whatever

5 a less **b** fewer

6 a little **b** a little

3 Challenge students to complete the exercise without referring to the Grammar Reference initially. Students then check answers in pairs using page 202 before whole class feedback.

1 correct 2 plenty of time 3 Several of the beaches 4 correct (although half of the time would also be correct) 5 no amount of 6 one of the countries 7 both of us

4 Students complete the questions in pairs. During feedback, elicit that in question 1 *entire* would also be possible and that in question 2 *less* is technically incorrect but is becoming increasingly common among native speakers.

1 whole 2 fewer 3 each; every

5 Students discuss the questions from Exercise 4 in pairs. Encourage them to use as much target language as possible in their answers. During feedback, elicit contrasting opinions if possible.

ALTERNATIVE

Students each write a sentence answering one of the questions in Exercise 4, making a deliberate mistake with a determiner or quantifier. If possible, they record themselves on their phones saying the sentence and then pass their phone to their partner, who listens to the answer and tries to identify the mistake.

LISTENING PART 3 TRAINING

SB P31

- 1 Give students some silent thinking time to look at the blog homepages and form an opinion before discussing the questions in pairs. Encourage students to justify their answers as they would in the exam: for example, as the answers to 3 and 4 are either yes or no, they should add information to expand on this.
- 2 © 013 Have students read the task and point out the tips that will help them choose the correct answers. Play the audio and ask students if they need to hear it again. Explain that in the exam they would hear the audio twice. Check answers as a class. Use the marked parts of the audioscript to explain any answers.

1 A - However, most of my followers are aware that it has taken a lot of dedication and sacrifice to get me here.
2 B - so what makes yours stand out?
3 C - I can't often see what their intent was
4 A - often quite a while before it dawned on me that I'd got something wrong ... The authority your site has now is as a result of your content creation a year or two back ... that you screwed up when you created the content all that time ago.

AUDIOSCRIPT (2) 013

Interviewer:

Most of us work throughout the year largely in order to fund a few precious days of holiday. But a privileged few are able to live on the road and make a living by writing about their experiences for their online followers. I'm referring of course to professional travel bloggers, and I have two of the most successful here with me in the studio today. Elsa, Rodney, welcome.

Elsa & Rodney: Thank you.

Interviewer: Elsa, how do other people generally

regard travel blogging and travel

bloggers like yourself?

Elsa: Well, you might think they'd all envy us -

you know, what's not to like about roaming round the world and making an excellent living from it? However, most of my followers are aware that it has taken a lot of dedication and sacrifice to get me here. I quit a really lucrative job to do this. I got rid of my apartment, and now everything I own can be squeezed into a 75-litre rucksack. Now, I don't know anyone who'd swap what they have for that! I'm often asked how I can possibly get by, but the truth is that if you haven't used something you own in the last 24 hours, you don't need it. People know I'm passionate about what I do and that I spend hours updating my blog, responding to comments... And there's a common belief that I'm an incredibly skilled negotiator because I can talk hotels into actually paying me to stay with them. But the simple truth is that usually, I approach them and they just say they're up for it! Just like that! And there's no sign that's about to change, fingers crossed! My services are still in demand.

Interviewer:

Rodney, you've built up a huge following with your travel blog. What's the secret to

attracting such a wide readership?

Rodney: Well, content is king, as they say. Lots of bloggers make a point of uploading new

content as often as they can, but for me, the focus has to be on quality over quantity. And even if you've managed to get lots of keywords into your articles, tagged them appropriately and so on so that search engines can find them, well, lots of other blogs have all that too, so what makes yours stand out? Maybe you're a vegan, so you do the vegan travel blog. Or you're traveling in a van.

Or you do the vegan van travel blog – now you're talking!

Interviewer: Elsa, your blog's been established seven

years now. Do you ever look back at

your very first blog posts?

Elsa:

Occasionally, and it's intriguing to see how my style has developed as a writer. At times I still have to spend hours getting an article just right - planning, drafting and redrafting and proofreading. But I have to say I'm not particularly proud of those first few posts. I can't often see what their intent was. I mean, they weren't poorly written, but nor were they really focused on giving the reader what they wanted. More like 'This was my itinerary when I was in Mozambique', rather than 'Here are five gorgeous isolated beaches you can go to in Mozambique' ... They still read well I guess, but so few people saw them that it's not worth losing sleep over!

Interviewer:

You're both clearly very successful bloggers now, but would you say you've

made mistakes?

Rodney:

Oh inevitably, especially when you're starting out, just learning the ropes. But it was often quite a while before it dawned on me that I'd got something wrong, and so the followers I thought I might be able to reach ultimately never ended up following me.

Elsa:

Yes, as with any web service, we need to get what is referred to in the business as authority, or the recognition that yours is a quality page which other people link to and so on. That doesn't come overnight. The authority your site has now is as a result of your content creation a year or two back. And you may not be aware that you screwed up when you created the content all that time ago.

Interviewer:

Sure! Well, you must have had some

absolutely amazing ...

3 Allow students to answer the questions individually before checking answers in small groups. During whole class feedback, elicit other aspects of the task students might have noticed.

2 F (there are 6) **3** T **4** T



SB P32 PRACTICE EXTRA / Unit 2

PREPOSITIONAL PHRASES

Students discuss the meaning of the underlined phrases in pairs and then compare their ideas with another pair.

on the road = travelling; for a start = to begin with (used when beginning a series of points or arguments); at times = sometimes

Allow students to work in pairs and discuss each pair of sentences in turn. Monitor closely and steer students in the right direction when necessary, supplying them with further examples or eliciting them from other students. During feedback, ask for volunteers to clarify the differences between the pairs of sentences and elicit further examples.

1 in the road = physically in contact with the road; on the road = travelling **2** for a start = to begin with (used when beginning a series of points or arguments); at the start = at the beginning 3 at the time = at that particular moment; at times = sometimes 4 in demand = wanted or desired by people; on demand = available when you want to use it $\mathbf{5}$ by way of = via, by travelling through; on the way = travelling towards somewhere/in transit; under way = started, in progress; in a way = to some extent, partly

OEXTENSION

Students in pairs write a sentence with three of the phrases in Exercise 2. Monitor closely and assist where needed. Elicit these extra examples from the whole class.

Allow students to discuss the meaning of the phrases in the box, using a dictionary if needed. They then work individually to complete the sentences. Ask students to check in pairs, then elicit answers from different pairs.

3 in turn 1 for the most part 2 up to speed **4** to some extent **5** In terms of **6** in two minds **7** in accordance with 8 in reverse

FAST FINISHERS

Students copy the phrases in the box into their notebooks, omitting a preposition in each, then test themselves to remember the new language. This will also help them with Reading and Use of English Part 2.

4 Point out that this task is similar to Reading and Use of English Part 4, where prepositional phrases are frequently tested. Students complete the task individually, then check in groups before feedback.

1 to some extent / to an extent / to a certain extent **2** on account of their 3 'm/am in/of two minds (about) whether 4 me to keep/stay/be up to speed **5** be worn in accordance with



SB P33 PRACTICE EXTRA / Unit 2

ADVERB MODIFIERS

WARMER

Students in pairs brainstorm benefits and drawbacks of going on a backpacking holiday. Elicit ideas from different pairs during feedback, and write relevant advanced vocabulary on the board.

1 T − Oh, it's absolutely gorgeous here, I'm loving every moment. It's actually rather hotter than I thought it would **2** NS – Fine, I was expecting a bit of turbulence, but actually it was quite smooth. I guess that's the way with these huge jumbo jets. **3** T - Yeah, except the description was pretty misleading. The heating didn't work, and it was incredibly slow – I mean it stopped in just about every single village on the way so it took considerably longer than I had expected. 4 F – Well I guess I should be, but in actual fact, it was great to chat to the other people on the bus. And this morning I had some fairly strong coffee at the bus station, so now I'm ready for action! **5** F – But yeah, I have to admit I'm feeling slightly anxious about it ... **6** T − I like to keep things fairly economical if I can!

AUDIOSCRIPT © 014

Mum: Hello?

Rudy: Mum! Hi, it's me!

Mum: Rudy, hello love! I'll just get your dad ... It's Rudy! ...

We've been looking at the atlas to try and work out

where you are!

Dad: Rudy?

Rudy: Hi Dad. It's great to hear you.

Mum: So how's it going?

Rudy: Oh, it's absolutely gorgeous here – I'm loving every

moment. It's actually rather hotter than I thought it

would be.

Dad: How was your flight?

Rudy: Fine, I was expecting a bit of turbulence, but actually

it was quite smooth. I guess that's the way with these

huge jumbo jets.

Mum: So are you still near the airport?

Rudy: No, I took a night-bus up to the far north of the island. That's where I am now.

Mum: A night-bus? Oh dear, rather you than me!

Rudy: Yeah, well it was marketed as a 'super deluxe highspeed luxury executive coach'.

Dad: That sounds alright!

Rudy: Yeah, except the description was pretty misleading.
The heating didn't work, and it was incredibly slow
I mean it stopped in just about every single village on the way so it took considerably longer than I had expected.

Mum: Oh dear, so I guess you didn't get much sleep and you must be completely exhausted?

Rudy: Well I guess I should be, but in actual fact, it was great to chat to the other people on the bus. And this morning I had some fairly strong coffee at the bus station, so now I'm ready for action!

Mum: So what's the first thing you're planning to do today? **Rudy:** Well I wanted to kick things off with something a bit

more extreme, so I'm going waterskiing for the first

Dad: Oh now you're talking! I did it a few times when I was younger. You'll love it!

Mum: But be careful though ...

Rudy: Of course I will, Mum. But yeah, I have to admit I'm feeling slightly anxious about it...

Mum: You're not going to end up spending too much on this trip are you?

Rudy: Don't worry, the trip today was pretty cheap, actually, because I booked it so far in advance. You know me – I like to keep things fairly economical if I

Mum: Yeah. Well, keep us posted.

Dad: Enjoy the day.

Rudy: Alright, speak soon then.

2 014 Use the examples on the board to clarify what an adverb of degree + adjective phrase is and allow students to discuss other examples they might remember hearing in the text in pairs. Then play the audio again and elicit answers on the board, clarifying pronunciation where needed.

absolutely gorgeous; rather hotter; quite smooth; pretty misleading; incredibly slow; considerably longer; completely exhausted; fairly strong; slightly anxious; pretty cheap; fairly economical

3 Encourage students to guess where necessary and rely on their instincts, then allow pair checks. Refer students to page 203 where they can learn about adverb of degree + adjective phrases and attempt to correct their answers before feedback.

| Adverbs that modify gradable adjectives | | Adverbs that modify extreme adjectives | | |
|---|-----------------------------------|--|---|--|
| very really fairly quite extremely incredibly pretty rather slightly a little (bit) | good tired bad beautiful | absolutely utterly completely thoroughly pretty rather totally | amazing exhausted awful stunning | |

| Adverbs that modify comparatives | | Adverbs that modify superlatives | | |
|--|--|----------------------------------|---|--|
| much slightly considerably rather substantially a little (bit) far | better more tired worse more beautiful | easily by far | the best the most tired the worst | |

4 Students attempt the task individually and then compare their answers in pairs, discussing why they believe they have selected the correct option(s) in each case. Elicit these justifications during feedback. After feedback, elicit that there are other types of adverb of modifiers, which often depend on collocations, e.g. highly collocates with unlikely/recommended/successful but not with unhappy/angry.

1 A, C 2 B 3 A 4 A

5 Point out that the adverb modifiers students saw in the previous exercises all modified an adjective, but now they are going to look at adverbs that modify the meaning of a whole sentence. Demonstrate the activity with the whole class with sentence 1, eliciting the incorrect one and why it is. Students work individually then check in pairs before whole class feedback.

1 Sadly 2 Totally 3 Simply 4 Luckily5 Fortunately



SB P34

PROOFREADING

WARMER

Students work in pairs and discuss how they feel about writing in English. Do they feel that they are good or bad at it? What do they think are their strengths and weaknesses? If they have taken other Cambridge exams in the past, how did they do in the writing paper? Monitor closely. You may want to skip whole class feedback to avoid putting students on the spot in front of their peers.

Allow students three minutes to quickly read the text, ignoring the underlined mistakes. Students work in pairs and discuss what they think of the student's response to the task in general before checking their ideas with the teacher's comments below the text. Then ask students to match the mistakes (1–12) and the mistake types (A–K), reminding them not to correct them yet. For feedback, write the answers on the board or elicit them as number and letter only; to avoid preempting Exercise 2 don't discuss the answers further at this stage.

1 B 2 C 3 A (the pronoun us) 4 K (comma required after part) 5 F 6 H (shuttle) 7 I 8 J 9 G 10 E 11 D 12 A (auxiliary verb be)

2 Students try to correct the mistakes individually, using a dictionary if necessary, then check their ideas in small groups. During feedback, elicit the reasons behind each mistake and correction and provide further examples where needed (see answer key for examples).

1 were booking booked / had booked - because the booking happened before the holiday; it is not a continuous action in the past 2 the a 3 two of us as seen on page 30 **4** part, although – comma needed before although 5 20-minutes – because it should be singular, not plural 6 shutle shuttle spelling 7 is are - subject verb agreement (ice 8 to climb climbing - mind + -ing **9** Different options here: *extremely/very/really/highly* instead of absolutely OR change the adjective absolutely magnificent – as seen on page 33 10 getting checked the wifi getting the wifi checked causative structure: to have/get something done 11 for at times – prepositional phrase **12** could **be** done – auxiliary verb **be** needed for the passive structure

- 3 Students read the proofreading tip box on page 35 individually and then answer the questions in pairs. To assist students in answering question 3, refer them back to the mistake types in Exercise 1 and discuss whether they usually make any of these. During feedback, elicit ideas especially for question 2 and encourage the class to reflect on how to combat this reluctance.
- 4 Allow students 30 minutes to write their text in class or set it for homework. Students proofread their work and make any corrections in a different colour pen before handing in their work.

PUSH YOURSELF

SB P34

PREPOSITIONAL PHRASES

Students match the sentence halves individually and then check with a partner. Encourage them to use a dictionary or, if possible, to input the phrases in a search engine and check if they are correct, to promote learner autonomy. During feedback, write the correct phrases in bold on the board, to facilitate the following activity.

2 H **3** E **4** C **5** A **7** B **8** D

2 If appropriate, ask students to brainstorm the equivalent phrases in their own language and think of further example sentences for each phrase. Elicit these during feedback.

out of season = not during the popular time; on impulse = suddenly, without planning; in the vicinity of = close to, in the closely surrounding area; in retrospect = thinking about something in the past; in favour of = wanting to; in all honesty = being completely honest; by way of apology for = to say sorry for; at the best of times = in its better moments

SPEAKING PART 2 TRAINING

SB P35

WARMER

Students work in pairs to discuss what means of transport are available where they live and why different people choose different options. Elicit ideas and relevant vocabulary from the whole class.

1 O15 Give students a chance to read options A-I before playing the audio. After listening, students discuss their ideas in pairs or small groups. Encourage them to base their decisions about the options on what they heard in the instructions. Elicit the correct strategies B, G and I and write them on the board for easy reference in the following activities.

B YES C NO **D** NO **E** NO **H** NOT NECESSARILY F NOT NECESSARILY G YES I YES

AUDIOSCRIPT 015

Examiner: In this part of the test, I'm going to give you each three pictures. I'd like you to talk about two of them on your own for about a minute. Here are your pictures. They show people preparing to use various modes of transport. I'd like you to compare two of the pictures, and say why the people shown might have chosen each mode of transport, and what the drawbacks of travelling in these situations could be.

2 🔕 016 Students listen to the audio and tick the relevant options from the list in Exercise 1. They then compare what they ticked in pairs. Encourage them to try and recall what language they heard him use to accomplish each of the aims they ticked.

A, B, G, I

AUDIOSCRIPT 🖎 016

Examiner: In this part of the test, I'm going to give you each three pictures. I'd like you to talk about two of them on your own for about a minute. Here are your pictures. They show people preparing to use various modes of transport. I'd like you to compare two of the pictures, and say why the people shown might have chosen each mode of transport, and what the drawbacks of travelling in these situations could be.

Giuseppe: OK, well, the two photos I'd like to focus on are the helicopter crew, and the cyclist. In both cases they're all getting ready to travel, but the fundamental difference is the kind of journey they're about to make. I guess the helicopter crew are a rescue team or paramedics or something along those lines. They're clearly in a hurry to get someone to hospital for what is presumably emergency treatment, and the helicopter is perfect because it enables them to get there at the greatest speed. In contrast, the young man looks as if he's a student and has chosen to hire a bike, which must be a convenient and inexpensive way to get around the city. One disadvantage that both modes of transport have in common is that they involve some element of risk or danger. Cycling in busy traffic can be hazardous, although wearing a helmet and using cycle lanes make it safer. Similarly, the helicopter rescue team might have to go up a mountain or out to sea in all sorts of weather conditions, meaning that they sometimes risk their lives to save others.

Examiner: Thank you.

20 016 Allow students to look at 1–8 and circle the correct option from memory before checking again with the audio. After feedback, elicit that Giuseppe uses the most advanced option in each set, which is a good strategy for candidates to demonstrate their ability in the exam. Write the correct answers on the board.

1 I'd like to focus on 2 the fundamental difference is

3 something along those lines 4 presumably

5 in contrast **6** looks as if **7** have in common

8 similarly

4 Challenge students to use the strategies B, G and I from Exercise 1, and at least two or three phrases from Exercise 3. Students work in pairs. Student A asks Student B the exam question and takes notes of the strategies and phrases he/she uses, and uses the notes to give him/her feedback at the end. Students swap roles and repeat. Monitor closely and take notes on the most common mistakes. Write these on the board for students to correct in pairs.

OEXTENSION

If possible, students use their smartphones to record a one-minute response, then listen to the recording and redo it until they are happy before emailing it to you. You might want to tell students that you will not listen and give feedback to all of them, just a few chosen at random. This will promote learner autonomy.

EXAM FOCUS

SB P36

TEST AND TRAIN EXAM PRACTICE

READING AND USE OF ENGLISH PART 2

Elicit the answers to the following questions:

How many gaps are there? (8)

What does the task test? (grammar words and lexicogrammatical language such as phrasal verbs, linking words and phrases)

Would these words be possible? (when (yes), chair (no), him (yes), of (yes), course (yes, as in 'of course', not as in 'I did a course'), interesting (no).)

What's the first thing you should do? (read the text quickly, ignoring the gaps)

Why? (so you understand the meaning of the text and how clauses are linked)

Is the language before the gap important? (yes)

Is the language after the gap important? (yes)

What should you do at the end? (re-read the whole text to check it makes sense)

Students complete the exercise individually. Before feedback, give the following clues:

- 1 a past participle; the sentence means that the ship didn't only help submarines
- 2 a relative pronoun
- 3 a word which indicates that Norfolk is a place
- 4 the sentence means that when the ship can be destroyed MARAD will stop keeping it
- 5 a preposition; to dispose __ something = to throw it away or destroy it
- 6 a word which means *if*, OR a word which indicates a consequence
- 7 a preposition; to remove something __ something else
- 8 in __ for someone to do something; same word as in the fixed phrase in __ to do something

Allow students to review their answers if necessary, then check in pairs or small groups before whole class feedback.

1 restricted / limited 2 whom 3 where 4 until 5 of 6 provided / so 7 from 8 order

LISTENING PART 3

SR P36

1 © 017 Students work in pairs. Student A reads the Exam facts box, and Student B the Exam tips box. They then close their books and share what they remember about the box they read, checking again with the book afterwards. Review by asking questions to elicit the information from the whole class.

Encourage students to underline keywords in the questions and read the options before listening, to focus their attention on what they have to listen out for (see answer key for examples). Remind students that in the exam they will have 70 seconds to prepare for the task before the audio starts, so they should start by reading and underlining key information in all the questions first, and then move on to reading the options if they have time left. Play the audio twice, as in the exam. Allow students to check their answers in pairs or small groups, but if they want to make corrections they should use a different colour pen or pencil. Before feedback, provide students with the audioscript if possible and give them three minutes to double-check their answers. Elicit the key language in the text during feedback.

1 C - Adults love having quality time with their kids, who in turn are actually more interested in exciting stuff like roller-coaster rides, or sensory experiences like splashing in the sea. In contrast, for adults it's almost the reverse - what they most value is the calm, quiet time where they don't have to do anything! The other end of the spectrum, as it were. **2** B – For the first ... say ten percent of the time, people often report a lower mood, perhaps caused by congestion driving to the airport or something. This then improves for a substantial central section of the break, followed quite often by a quick dip, perhaps as it dawns on people that it's coming to an end. But they tend to enjoy the closing stages, perhaps trying to make the most of the time remaining, or even looking forward to getting back home again. **3** C – Many of the diary entries focused to quite a substantial extent on the daily obstacles encountered. But when I spoke to them later, these snags that had marred the excursion at the time were rapidly forgotten, and their recollections were overwhelmingly positive. So they had what we can call a rose-tinted view of their time away. **4** D – But it's questionable whether that stress should be seen as being holiday-related, rather than work-related. ... But again, should this be put down to the holiday? Or just treated as a sort of side-effect of having been away. I think you could argue either way. 5 D – But what's most depressing, I suppose, is that with all you gain from a holiday in terms of psychological and physical wellbeing, that it all tends to be so brief and wear off after a week or two. And then you're back to your pre-holiday levels. **6** A – And if possible, don't restrict yourself to just one holiday a year if you really want to get the psychological benefit that traveling can have, for yourself and your travel companions. ... Sure, people tend to have holidays infrequently, because of the cost, and the logistics, and all the time required to make plans. But ideally we should be doing the opposite.

AUDIOSCRIPT (2) 017

Presenter: My first guest today is psychologist Matthew

Partridge, who's written extensively on people's reasons for wanting to go on holiday. Matthew, why is it that we love our holidays so much?

Matthew:

Because we really value them, and of course many adults still cherish happy memories of childhood holidays. But as to why, well it's largely dependent on the age of the person you're interviewing. There are lots of common answers, like having carefree time in an unfamiliar place. Adults love having quality time with their kids, who in turn are actually more interested in exciting stuff like rollercoaster rides, or sensory experiences like splashing in the sea. In contrast, for adults it's almost the reverse – what they most value is the calm, quiet time where they don't have to do anything! The other end of the spectrum, as it

Presenter: Sure. Well my second guest is also a

psychologist. Emma Macedo, welcome to the

Emma: Thank you.

Presenter: Emma, work has been done to measure the fun

people have on holiday. Tell us about that.

Yes, there was a study in the Netherlands, and Emma:

in order to get a meaningful picture of a complex issue, several hundred holidaymakers were interviewed about their enjoyment of their holidays. And what emerged from that was the notion of a holiday happiness curve. For the first ... say ten percent of the time, people often report a lower mood, perhaps caused by congestion driving to the airport or something. This then improves for a substantial central section of the break, followed quite often by a quick dip, perhaps as it dawns on people that it's coming to an end. But they tend to enjoy the closing stages, perhaps trying to make the most of the time remaining, or even looking forward to getting back home again.

Presenter: How easy or difficult is it to interpret tourists' accounts of their enjoyment levels during their

holidays?

Matthew:

It tends to be very tricky. I once asked groups of tourists on a five-day cycling tour of Scotland to keep diaries on their travels, which I would then use for my research. I did the same with groups on a three-week cruise of the Arctic too, and conducted follow-up interviews on their return home. Many of the diary entries focused to quite a substantial extent on the daily obstacles encountered. But when I spoke to them later, these snags that had marred the excursion at the time were rapidly forgotten, and their recollections were overwhelmingly positive. So they had what we can call a rose-tinted view of their time away.

Presenter: So researching holiday experience can be

more complex? What do you both think?

Emma: Absolutely. Depending on what kind of job a person has, if they've got deadlines to get out

of the way before their holiday, this can lead to stress. But it's questionable whether that stress should be seen as being holiday-related, rather

than work-related.

Matthew: And similarly, people can come back from their

> holidays feeling fantastic, having totally forgotten about work for a week, like Emma was describing. But the moment they walk back into their office, there's this backlog of work that confronts them. And that can give rise to negative feelings. But again, should this be put down to the holiday? Or just treated as a sort of side-effect of having been away? I think you

could argue either way.

I see. And does research into tourism give us **Presenter:** plenty to feel positive about or does it leave us

feeling rather disappointed?

Well, you don't always get a consensus when Emma: you look at different pieces of research, but it's

undeniable that a trip away, however long it is, does you a huge amount of good. And it can lead to improved performance when you get back to work or study after your holiday. This should be looked at in parts of the world where it's not standard to have statutory holiday pay. For example, in the US, workers only get about 10 days off annually, compared to over 20 in Europe, so employees are not necessarily feeling the same benefits. But what's most depressing, I suppose, is that with all you gain from a holiday in terms of psychological and physical wellbeing, it all tends to be so brief and wear off after a week or two. And then

Presenter: I see. Any tips for getting the most out of our

you're back to your pre-holiday levels.

holidays?

Various things. One is to immerse yourself in Matthew:

> the place you're going to visit ahead of the trip, for example by reading a novel set there, or studying the guidebook. And if possible, don't restrict yourself to just one holiday a year if you really want to get the psychological benefit that traveling can have, for yourself and your travel

companions.

Sure, people tend to have holidays infrequently Emma:

because of the cost, the logistics, and all the time required to make plans. But ideally we should be doing the opposite. And it's easier to get the trip you want if you reserve well ahead, while there's plenty of availability. That's assuming you already know who you'll be

wanting to go with of course!

Presenter: Great. Thank you both very much.

EAKING PART 2

WARMER

Brainstorm with students what they have learnt about Speaking Part 2 in this unit, referring them back to page 35 if necessary. Tell them that at the end of each 1-minute response, the other candidate is asked a question about the pictures as well. The answer to this should be about 30 seconds long, but definitely not less than 20 seconds.

Students work in groups of three. Student A is the examiner, and students B and C are the candidates. The examiner asks the questions and takes notes on the strategies the candidates should use, which are listed on page 35, Exercise 1 (A-I). The examiner then gives feedback to both candidates. Students then swap roles and repeat until each has taken on the examiner's role.

REAL WORLD

SB P38

DRIVING IN THE UK

WARMER

Ask the students if any of them have ever driven in a foreign country. If they have, elicit experiences, opinions or anecdotes. If they haven't, elicit what difficulties one might have doing so, and check understanding of the word road sign.

1 Students work in pairs and match the signs with their functions, guessing where necessary. Encourage them to use speculative language, such as this is possibly ... I reckon this could be During feedback, elicit whether the signs exist in the students' country and whether they are different in any way.

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

2 Ask students to look at the paragraph headings in the text and elicit ideas as to what the content might be in each, e.g. key differences for overseas drivers might mention driving on the left side of the road. Students quickly skim the text to check their ideas, and then read more carefully to decide if statements 1-6 are true or false. Do whole class feedback after a quick pair check.

1 T **2** F **3** F **4** F **5** F **6** T **3** Students work in pairs and discuss whether they remember seeing synonyms for phrases 1–8 in the text and/or guess where these may be found. Then they scan the text again to find the synonyms. Elicit answers from the whole class.

1 speed limit **2** overtake 3 built-up 4 turning **5** pulled over **6** fined 7 peak hours 8 toll

- Allow some silent thinking time for students to generate ideas. Support them by asking that they think of ideas that could fit in the text in Exercises 2 and 3. In a monolingual class, ask students to work in pairs and make a list of ideas, then negotiate the four most important pieces of information. Elicit these during feedback and encourage the class to choose the most important four. In a multilingual class, ask students to share the rules in their different countries and show interest while listening using the strategies on page 8.
- **10** 018 Students work in pairs and brainstorm possible situations. Elicit ideas from the whole class, then play the audio once. Elicit key words and phrases during feedback.

2 speaking to a roadside mechanic 1 renting a car

AUDIOSCRIPT 🔕 018

Narrator: Conversation 1

Call operator: Hello, Fasttrack Rentals. Can I take your

name, please?

Sure, it's Bryan del Rey. I am looking to **Customer:**

rent a car on Friday.

Call operator: OK. How long would you like the vehicle

Customer: Just for six days.

OK, in that case, I would suggest you go Call operator:

> for our weekly rental package. It will work out cheaper for you than paying a daily rate. But before I can give you any prices, I will need to know what type of car you

are looking to rent.

OK, well, there are three of us and we will **Customer:**

> need space for our suitcases and other luggage, so what would you recommend?

Call operator: I would suggest a five-door saloon car,

> with plenty of space in the boot. Prices start at £30 per day or £150 at the

weekly rate.

Customer: That sounds fine. By the way, I have a

Spanish driving license. Am I correct in

assuming I'm OK to use that?

Call operator: Yes, that is fine as long as you are over 21

years of age.

Customer: No problem there. What about insurance? **Call operator:** Well, we offer bronze, silver and gold

packages. Bronze works out the cheapest as there is no extra cost on top of the rental, but there is an insurance excess of £500 in the event of an accident.

£500 in the event of an accident.

Coverage is third party, fire and theft only. Silver has an additional £20 per week charge but has a lower excess of £300 and offers fully comprehensive cover with the exception of scratches and dents to the vehicle, which you would still be liable for. Gold comes in at £50 extra but offers no insurance excess and full cover for any damage including cosmetic damage. You also get free breakdown sover

also get free breakdown cover. **Customer:**I think we'll go for the Gold packet

I think we'll go for the Gold package. Better safe than sorry.

Call operator: OK, great. Now, I need to take down a

few personal details in order to get things set up. Can I start by asking you to spell

your name ...

Narrator: Conversation 2

Customer: Wow, you got here fast. I only called 20

minutes ago.

Mechanic: We aim to please. So what seems to be

the problem?

Customer: Well, I'm no expert but I think there is a

problem with the cooling system. The car

is constantly overheating.

Mechanic: OK, can you pop the bonnet open? I'll

take a look ... Could you start her up for

me, please?

Customer: Sure ...

Mechanic: OK, I think I've got to the bottom of this.

The radiator is leaking. We need to get

you towed to a garage.

Customer: OK, is that included as part of the

breakdown coverage?

Mechanic: Yes, it is. I'll contact the tow truck team

right away. They should be here within the hour. They'll tow you to either your final destination or to one of our recommended garages. They'll have you up and running

again in no time.

6 © 018 Allow students to attempt to match the sentence halves from memory in pairs before playing the audio again to check their answers. Clarify pronunciation during feedback if needed.

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

7 © 018 Allow students to attempt to correct the mistakes before listening again to check. If appropriate, ask students how to translate the phrases into their language. During feedback, elicit why a candidate might make these mistakes, e.g. literal translation from their language, confusion about articles, etc.

- 1 looking to 2 in assuming 3 go for
- **4** Better safe than **5** no expert
- 8 Students work in pairs and brainstorm what they already know about Formula 1 and the areas listed. Students watch and take notes, in particular noting new or high-level language, then compare notes in pairs or small groups.

Suggested notes

Early years – Formula 1 (F1) started in 1950. Six races in the first year in Europe. Main cars made by Ferrari and Maserati.

Qualifying practice – two days of practise, setting fastest lap time. Fastest lap decides who is at the front of track on race day (pole position).

Race length and duration – Races 40-60 laps = approximately 190 miles. Takes approximately 90 minutes

Pit stops – cars stop for fuel, tyres and repairs **Championships** – Drivers championship for best driver, Constructors championship for best team.

9 Students read the questions then think about their opinions silently for one minute before discussing with a partner. Encourage students to disagree on at least some points in order to generate more language and train them to think about other people's opinions, which is important in both Speaking Part 4 and Writing Part 1. During feedback, write the students' most common mistakes on the board for them to correct.

LIFE COMPETENCIES

MANAGING THE SHARING OF TASKS IN A PROJECT

Go through the instructions and ask students to work on their presentations. Students perform their presentations in the next class or a later one. Have a class vote on which presentation they liked the most and elicit reasons.

ALTERNATIVE

Instead of a whole class presentation, frame the life competency exercise as a fair. Each group sets up pictures and any other relevant materials on their desk, which is now their 'stand'. One of the group stays at their stand, ready to receive students from other groups who will ask for information about their car. The other students move to other groups' stands, where they are greeted by another group member and given information about their car. After every group has had an opportunity to visit every stand, students within the groups swap roles so that those who were giving information are now visiting other stands. At the end of the activity, ask the class to discuss which stand was the most interesting and why.

- ⇒ WORKBOOK / Unit 2, page 12
- PRACTICE EXTRA / Unit 2, Grammar and Vocabulary

PROGRESS CHECK 1 STARTER UNIT TO UNIT 2

SB P40

1

1 knowledgeable2 humble3 insecurity4 narrow-minded5 conscientious6 creative

2

- 1 One of your brothers has just graduated, hasn't he?
- 2 What would you say if I told you I didn't believe you?
- 3 Would you mind confirming what time the party starts?
- 4 Please could you refrain from talking with your mouth full.
- **5** Don't you agree that you're overly dependent on your phone?

3

1 uncompetent incompetent
 2 inaffordable unaffordable
 3 unstabilise destabilise
 4 unable disable

4

1 a 2 b 3 a 4 a 5 a 6 b 7 b 8 a

SB P41

5

1 a 2 b 3 b 4 a 5 b 6 b

6

1 reversing 2 board 3 overtake 4 boot 5 give way

7

1 every 2 whole 3 another 4 whatever 5 plenty

8

1 a 2 b 3 a 4 b 5 b

9

I've always wanted to take a year out when I finish school, but for a while I was in two minds about whether to spend it working or travelling. So I've opted for the best of both worlds - the plan is to start by working to save up some money, and then spend a couple of months on the road. It has to be that way round of course on account of the cost of the trip! People with language skills like me are very much in demand in the workforce in my hometown apparently, so I'm reasonably confident I should get a job in no time! When my dad was my age he drove across the US from east coast to west coast. I'm going for a very similar itinerary, except that I'm doing the trip in reverse, starting in LA and heading for New York. Dad was only 18 and didn't think it was a big deal <u>at</u> the time. But, <u>in</u> contrast, my trip's like the biggest deal ever for him and mum, though I guess it's sweet that they're concerned about me! There's no way I'd do the trip on my own, so I'll have my two besties (Chanelle and Poppy) for/as company. And we're not driving (like my dad did). Instead, in accordance with his 'suggestion', we're taking trains. We'll be visiting cities for the most part, like Denver and Chicago. But <u>at</u> times we'll probably get off the beaten track and head out into some of the national parks. We're so excited – it's going to be an amazing journey, literally of course, and also in terms of being completely independent for the first time.

3 ROLLING IN MONEY

UNIT OBJECTIVES

Topic: money

Grammar: conditionals (1); verb patterns (2) –

objects, reflexives and reciprocals

Vocabulary: money; verb collocations; money idioms

Listening: Part 4 – training **Reading:** Part 8 – training

Speaking: asking for and giving clarification

Writing: Part 2: A report – training

Exam focus: Listening Part 4; Writing Part 2: A report;

Reading and Use of English Part 8

Real world: personal finances

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

GETTING STARTED

SB P42

WARMER

Write *money* on the board and give students three minutes in groups to brainstorm as much related vocabulary as they can. Ask groups to divide the vocabulary they have into categories, such as problems, people, and places, or parts of speech such as verbs, nouns, adjectives, phrases and expressions, etc. Groups organise their vocabulary by category and swap sheets with another group who check their work. Monitor throughout and write some of the most advanced-level vocabulary they come up with on the board.

1 Students do the quiz individually and then compare their answers with a partner, discussing the ones they disagree on. Encourage them to fully justify their reasoning as they would in the Speaking exam, using a minimum of three sentences every time and a variety of linking devices such as however, on the other hand, what's more, as a consequence, etc. Elicit answers during feedback and have short discussions where appropriate.

2 This activity encourages students to notice useful language presented indirectly throughout the course, which is something they should be encouraged to do at this level. Students work individually to underline relevant vocabulary, using a dictionary if necessary to look up any unknown words. Students then check in pairs or small groups before whole class feedback. Clarify and drill pronunciation where necessary, and add the vocabulary to the list on the board from the lead in. Retain this vocabulary for use in the warmer for the vocabulary lesson on page 43.

Suggested answers

expensive (adj); save up (phrasal verb); borrow (v); pay for (sth) on a (credit) card; pay for (sth) in instalments; on direct debit; inherit (v); treat myself/yourself; invest wisely; donate (sth) to (sb); hand (sth) over to (sb); a £50 note

OEXTENSION

Students work in small groups and tell each other about something interesting that happened to them related to money (as in Exercise 1, question 4). This could be a true story or invented. You may want to model this yourself with a story of your own. Students ask each other questions and guess if the story was real or not. During feedback, elicit the real stories and ask the class what they would do if they found themselves in that situation.

GRAMMAR

SB P42 PRACTICE EXTRA / Unit 3

CONDITIONALS (1)

SEXAM INFORMATION

Conditionals are not only useful to score higher on the Language assessment criterion in the Speaking and Writing papers, but are also often tested in the Reading and Use of English paper, especially in Parts 2 and 4.

Allow students to work independently before checking with a partner. Monitor closely to gauge the students' pre-existing knowledge of the target language.

Zero conditional – Q2 What do you do if you need money to buy something expensive?

Second conditional – Q3 What would you do if you suddenly inherited a huge sum of money?

Third conditional – Q4 What would you have done if you had found it?

2 Based on what you observed in the previous activity, you may want to run this activity in small groups to avoid having pairs of students with no ideas. Monitor closely, encourage students to use the quiz for context and provide them with further examples if necessary. During feedback, write all the elicited information on the board.

Suggested answers

Second conditional – *if* + past simple or continuous (conditional clause), would/could/might or other modal verb with hypothetical meaning (result clause). We use it to talk about the results of a condition that we think is unlikely, improbable, hypothetical or even impossible.

Third conditional – *if* + past perfect simple or continuous (conditional clause), would/could/might + have + past participle (result clause). We use it to talk about the hypothetical results of a condition in the past, to imagine a different result to a real past action.

- **3** Students do the task individually. Encourage them to use the information on the board for reference. Elicit answers and justifications during feedback.
 - 1 First it follows the first conditional form *if* + present tense (conditional clause), future tense (result clause); provided is another way to say *if* 2 Second because it refers to an unlikely situation
 - **3** Zero because it refers to something which is generally true rather than a specific situation
 - 4 First because it refers to a specific situation
 - **5** First should here means by any chance and is used in formal situations, such as between a business and a customer; the result clause uses an imperative and refers to a specific situation, not a general truth

FAST FINISHERS

Students transform sentences 1–5 into more traditional variations of the conditionals where possible, e.g. *Max is going to do the charity fun run provided he gets enough sponsorship.* → *Max is going to do the charity fun run IF he gets enough sponsorship.* Elicit these during feedback.

Suggested answers

- 2 If I/Were I to suddenly became very wealthy ...
- **3** If they're careful with their spending ... **4** ... with me because I might I see something I really like.
- 5 Should you need a larger overdraft ...
- 4 Students work in pairs to fill the gaps with the language in the box, then analyse the grammatical structures to decide which conditional form each sentence uses. Elicit further examples of the variations during feedback.
 - 1 even if/unless (zero) 2 would (second)
 - **3** Assuming/If (first) **4** if (second)
 - 5 Unless (first) 6 have been (third)
 - 7 could (second) 8 When/If (zero)

ALTERNATIVE

Challenge the fast finishers from Exercise 3 to cover the box and try to fill the gaps with their own ideas. They can then check their ideas against the box.

5 Students complete the sentences individually and then share their answers in groups. Encourage students to discuss any sentences they completed differently, and elicit these during feedback.

OEXTENSION

Students work in pairs and write another similar sentence starter. Encourage them to make these interesting and personalised. Students then mingle with the rest of the class and ask other students to finish the sentence with their own ideas. Monitor and assist where necessary, taking notes of the most common or interesting mistakes. Write these on the board and ask students to correct them during feedback.

VOCABULARY

SB P43 PRACTICE EXTRA / Unit 3

MONEY

WARMER

Students revise the most difficult vocabulary which you elicited and wrote on the board during Getting Started, Exercises 1 and 2. Write the vocabulary on pieces of paper and hand them out to different groups. Students take turns picking up one piece of paper and describing the word to their classmates. The first student to guess wins a point and describes the next word.

1 Students work individually to match the sentence halves and then check in pairs. Withhold explanations of the vocabulary in italics to avoid preempting the following activity.

1 J 2 E 3 F 4 B 5 H 6 G 7 A 8 I 9 C 10 D

OEXTENSION

Ask students to look at the sentence halves 1–10 and suggest alternative endings to those provided (A–J). For example:

My uncle is filing for bankruptcy ... and may have to sell his house to pay his debts.

2 Students work in pairs. Discourage them from using a dictionary, instead guide them to use the context of sentences 1–10/A–J in Exercise 1 to infer the meaning of each word. During feedback, concept-check each item of vocabulary by asking additional questions such as *How important is prosperity for you?* or *What's bad about having an overdraft?* These questions will check students' understanding of the vocabulary while eliciting additional language, such as *wealthy*, *stability*, *interest*, *charge*, etc.

prosperity
 overdraft
 bankruptcy
 affluent
 assets
 squander
 prip-off
 lucrative

3 Students circle the correct option in each sentence, referring back to the definitions of the vocabulary if necessary. During feedback, challenge students to continue the sentences, starting with because, e.g. Working in the Middle East can be very lucrative for professionals BECAUSE jobs pay very well and there is no income tax. Ask students to identify which sentence it will not be possible to do this for and why (sentence 4 as it starts because).

1 lucrative2 overdrawn3 squandering4 break even5 affluence

4 Allow students to work in pairs as collaborative writing of this kind can have positive effects on accuracy in general. Elicit example sentences from different pairs during feedback.

OEXTENSION

Ask pairs to delete the target vocabulary from their sentences and give these to another pair, who must try and fill the gaps with the appropriate vocabulary from the previous exercise.

LISTENING PART 4 TRAINING

SB P44

SEXAM INFORMATION

In Listening Part 4 candidates hear five extracts in which five speakers talk about the same topic. They are given two sets of eight statements, and candidates must match the speakers to one statement in each set. Point students to page 50 if necessary so that they can see the format of the task in the exam. This lesson will train them to identify the matching statements and the distractors, and listen for more than one piece of information at the same time, but stress that the task itself is not a multiple-choice task in the exam.

WARMER

Give students four minutes in groups to brainstorm the advantages and disadvantages of paying by card or by cash and discuss whether they think a cashless society would be more or less convenient to live in. Elicit contrasting opinions during feedback together with relevant vocabulary.

1 Allow one minute of silent thinking time before students discuss the questions in pairs. Write the following speculating language on the board, which is useful for the Speaking paper of the exam.

I would imagine that ...

I wonder whether ...

This is a complete guess but ...

This is a shot in the dark but ...

1 salt 2 sea shells 3 tea 4 cheese

2 019 Before playing the audio, ask students to underline the keywords in the question (e.g. reason) and the options (e.g. common, laws and scarce, inexpensive), and brainstorm with the class possible synonyms or paraphrases they might hear for these words in the extract. Point out to students that in such an exam task they're likely to hear information related to more than one option, but only one will fully answer the question.

1 B (Due to legal restrictions in its production, it was precious enough to be welcomed as payment for wages as well as in trade.)

AUDIOSCRIPT (2) 019

from the Latin word for salt, salarium? It may be one of the cheapest and most readily available items on your shopping list today, but salt has had a tremendous importance in economies across the world throughout history. Due to legal restrictions in its production, it was precious enough to be welcomed as payment for wages as well as in trade. I had always wondered why we say someone is 'not worth his salt' when we mean he is not good enough. So is that linked to salt being used to pay workers? Another thing I learnt is that salt is still used as currency today among the nomads of the Danakil plains in Ethiopia.

3 © 019 Repeat the procedure for Exercise 2, allowing students to brainstorm synonyms in pairs.

2 C – I had always wondered why we say someone is 'not worth his salt' when we mean he is not good enough ...

- 4 © 020 Repeat the procedure for Exercise 2, play the audio and allow students to check their answers in pairs. Only play the audio once. Students will listen to the audio again in Exercise 5 and check their answers, so do not do whole class feedback to avoid preempting this.
 - 1 A Perhaps the key advantage was that they have very specific shapes and distinctive textures, making forgery a challenge. 2 B – I need to do some more research on how they managed to transport them so far.

AUDIOSCRIPT © 020

- Speaker 2: The benefits of using seashells as currency were many: they are small, light, durable and easy to transport. Perhaps the key advantage was that they have very specific shapes and distinctive textures, making forgery a challenge. Apparently, China was the first to use them as currency, which surprised me as the cowry shells came from places like the Maldives and other parts of the Indian and Pacific oceans. I need to do some more research on how they managed to transport them so far. One really fascinating fact is that the Chinese language still reflects this aspect of China's history as words related to money contain the symbol for a cowry shell!
- **5** © 020 Play the audio again and check answers with the whole class.
- 6 Read the tip box as a class. Point out that Exercises 2 and 3 practised technique 1, and exercises 4 and 5 practised technique 2. Students answer individually and then compare in small groups, justifying their reasoning. During feedback, elicit the pros and cons of both techniques. Point out that different students will prefer one technique over the other and that it is a question of finding the strategies that work best for the individual.

Suggested answers

Technique 1 – Pros: you can concentrate on one piece of information only. Cons: if you miss the answer the first time, you will have to listen for both the second time and this might be unsettling.

Technique 2 – Pros: you can concentrate on the same information twice. Cons: you have to focus on two pieces of information simultaneously.

Do 021 Allow students time to underline keywords, brainstorm synonyms and choose a technique from Exercise 6. Play the audio, allow students to check ideas in pairs, then play the audio again. For feedback, hand out the audioscript to the students if possible and play the audio again, asking them to underline the answers and the distractors in different colours. Alternatively, project the audioscript on the board and invite different students to underline the distractors and correct answers.

Speaker 1

1 D - From the 9th century onwards, the Chinese Emperor had a monopoly on tea, making it hard for ordinary people to get hold of and easier for his empire to oversee.
2 A - It's not clear if these went on to be drunk but I don't think they would have made a very appetising cuppa!

Speaker 2

1 E – It occurs because regulations affecting banks mean that account holders are not permitted to transfer money via their phones. 2 D – In fact, it would be interesting to see how widespread this actually is.

AUDIOSCRIPT (2) 021

Speaker 1: I've heard the expression 'not for all the tea in China' used to say there is no price high enough, but I didn't realise it related to the time when tea was actually a form of currency. From the 9th century onwards, the Chinese Emperor had a monopoly on tea, making it hard for ordinary people to get hold of and easier for his empire to oversee. Tea bricks were produced in the Chinese province of Sichuan and transported in caravans of yaks and camels. The bricks were of various sizes and qualities, the poorest quality ones containing extras like twigs, soot and wood shavings. It's not clear if these went on to be drunk but I don't think they would have made a very appetising cuppa!

Speaker 2: This form of currency actually relates to the present day rather than to a period of history. In many parts of Africa, pre-paid mobile phone minutes have been serving as de facto currency. In fact, it would be interesting to see how widespread this actually is. It occurs because regulations affecting banks mean that account holders are not permitted to transfer money via their phones. As up to 99.5% of connections are pre-paid in countries such as Nigeria, Ghana and Uganda, users' credit can be used for digital purchases such as games and song downloads. The airtime can also be exchanged for cash with phone dealers or even bartered for goods and services.

OEXTENSION

Ask students to research another ancient form of currency for homework and prepare to present it to the class. In the next lesson, students share what they discovered in groups. Elicit the most interesting information from different groups.

WRITING PART 2: A REPORT TRAINING

SB P45

Ask students to read the task and underline the information the report must include (what your spending habits were like before the course / what you learnt / how you have applied it). Then students work in groups and make a list of good and bad financial habits young people may have. Elicit ideas and write them on the board, together with any relevant vocabulary.

OEXTENSION

Give students two minutes to quickly read the report in Exercise 2 and check if it mentions any of the ideas written on the board.

Before the task, point the students to the headings in the box and elicit from the students what information each paragraph might contain. Students read the paragraphs, number them and match the headings, then check answers in pairs before whole class feedback. Focus the students' attention on the Writing technique box to ensure they understand that headings are desirable in the exam.

A 4 Changes to my spending habits B 2 My spending habits before the course C 5 Recommendations

D 3 What the course taught me E 1 Introduction

3 Students match the language in the box with the underlined phrases in the report. If possible, project the report on the board during feedback and invite students to replace the underlined phrases. After feedback, challenge students to identify other language that could be upgraded in the text, elicit ideas and write them on the board.

find good prices – get the best deals
don't have a lot of money – am on a limited budget
spending more than I had in my account – going into
overdraft
manage – make ends meet
all our spending over the course of a month – our
expenditure

everything I spend - my outgoings

wasting on unnecessary purchases – squandering expensive – overpriced

ALTERNATIVE

Ask the students to cover the box and give them four minutes in pairs or small groups to brainstorm higher level language they could use to replace the underlined phrases in the text. Students then uncover the box and compare their ideas before completing the task. During feedback, elicit alternatives.

4 Remind students that they should always be looking to 'borrow' useful language and ideas from any of the texts in this book and use them in their own speaking or writing. Encourage students to get ideas from the text but also from the list of ideas written on the board in Exercise 1. Before submitting the report, students should check they have included headings and proofread it, as covered in Unit 2. You may want to set this task for homework.



SB P46 PRACTICE EXTRA / Unit 3

VERB PATTERNS (2) - OBJECTS, REFLEXIVES AND RECIPROCALS

WARMER

Write on the board *Neither a lender nor a borrower be*. Elicit the meaning of this saying (it's best to never lend anything and never borrow anything) and ask students to discuss in pairs whether they agree with the sentiment.

1 Read out the dialogue for the students. Ask students if they can work out the meaning of tenner through the context. Provide them with some of the background information if necessary. Allow time for them to identify the direct and indirect objects, checking ideas in pairs. If possible and appropriate, ask the students to reflect on whether their own language features the same structures in the same positions or if they differ.

BACKGROUND INFORMATION

Inform students that in British English, monetary pounds are often referred to as *quid*. For example, 20 pounds is 20 quid. Also, a five pound note is often called a *fiver* and a ten pound note is often referred to as a *tenner*.

A: me (I); a tenner (D) **B:** money (D); me (I)

2 Students complete the sentences with their own ideas, then compare them in pairs or small groups. Encourage students to discuss the order of objects in sentences with prepositions, assisting them if necessary by making them write I or D next to each gap. During feedback, ensure students notice that the the indirect object normally comes before the object but the order reverses if there is a preposition before the indirect object. Then point out to the students that word order of objects is sometimes tested in Reading and Use of English Part 4.

Suggested answers

- 1 him (I) a promotion (D)
- 2 Ron (I), his injuries (D) 3 me (I) some cash (D)
- 4 the company (I) thousands (D)
- 5 £100 (D) the bank (I)

Normally the indirect object comes before the object but the order reverses if there is a preposition before the indirect object.

- 3 Students number the words in each sentence to unjumble them, then check in pairs before feedback. Elicit which objects in the sentences are reflexive (himself, themselves) and which are reciprocal (each other, one another).
 - 1 Varnia and I can talk to each other about anything. **2** Tony blames himself for the failure of the family business. **3** Children should be able to look after themselves by the age of 16. 4 My sister and I often wear one another's clothes. **5** Family members give presents to each other on Christmas Day.
- **4** Point out to the students that these functional words might be needed to complete Reading and Use of English Part 2 and that, as in the exam, they should read and understand the whole context before attempting to fill the gap. Allow students to work independently for a few minutes, monitoring closely and assisting when necessary.

1 yourself 2 itself **3** each other/one another 4 each other/one another; one another/each other **6** herself **7** each other/one another 8 her

5 Allow students silent thinking or note-taking time before asking them to discuss the statements in groups. Encourage students to make a conscious effort to use the target language of the lesson during its productive stage as this is when they have the opportunity to experiment with the language and have the teacher help them if they are using it incorrectly. Within their groups, students should try and keep track of how many times they use the language from this grammar section in the discussion, for example, by clicking their fingers every time they do. Elicit contrasting opinions during feedback and open brief discussions where appropriate.

OEXTENSION

Students work in groups and share proverbs or sayings related to money from their own languages, then explain their meaning and discuss whether they agree with them. Elicit the most interesting or controversial ones during feedback.

READING AND USE OF ENGLISH PART 8 TRAINING

SB P47

WARMER

Give students a minute of silent thinking time to answer the question If you were to start your own company, what goods or services would it provide? Students then discuss in groups, using the vocabulary on page 43 and the second conditional. Elicit interesting ideas during feedback.

- 1 Students discuss the questions in pairs or small groups. Encourage students to produce full sentences as always, and to interact by asking for each other's opinions. During feedback, elicit relevant vocabulary for question 3 on the board, such as creative, proactive, determined, strongwilled, single-minded, ruthless, etc.
- 2 Tell students they will practice a Reading and Use of English Part 8 task, where they have to match statements to short texts. Ask them to read strategies 1-8 and decide whether these sound useful to them. They then discuss in pairs, justifying their opinions. Elicit these during feedback, ensuring that students understand the rationale behind the suggested answers, as students can be quite resistant to different strategies at first. Suggest that they try out different ones, to see which suit them best.

Suggested answers

1 Personal preference. Some believe it can help create a mental map of where information is, while others think it's best to read each section one by one carefully after reading the statements. **2** Always a good idea. **3** Probably not a good idea because if the exact key words in the option appears in the text, it may be a distractor. 4 Yes, because this is generally how this task is designed. **5** This is personal preference. If someone chose to use this strategy, underlining the answers in the texts and numbering them would help find the location of possible missing statements at the end of the task, because students can start by rereading sections that have not been underlined. **6** This is personal preference, but remind students that if they are only skim reading they might miss an important point. this is useful if you have time. 8 Ideally, yes, if you have time.

- 3 Students match the texts A-C to the exam questions 1-5. Encourage them to time themselves using a stopwatch if possible, so that when they try a different strategy next time they can compare their performance. Withhold feedback until after Exercise 4.
- 4 Students compare answers, explaining which strategies they used and how they felt about using them. Elicit these reflections during feedback. If possible, project the text on the board and underline the sections in the texts where the answers can be found.
 - 1 B Perhaps because she was herself a child, Noa instinctively knew what qualities were needed in a babysitter 2 A which he designed 'to fill the loneliness void in teenagers' 3 C ... her appearance on the reality show Made in Chelsea gave her the chance to ger her company and products into the public eye 4 A Ben Pasternak was voted one of the world's most influential teens by TIME magazine
 5 C Amber is definitely one to watch

OEXTENSION

Students research another famous or successful entrepreneur for homework and prepare a quiz about her/ him for the next class. During the next session, students work in pairs and introduce the entrepreneur they researched to each other so they can then answer the accompanying quiz. Elicit the most interesting questions for the whole class to answer during feedback.

VOCABULARY

SB P48 PRACTICE EXTRA / Unit 3

VERB COLLOCATIONS

WARMER

Write the word *collocations* on the board and elicit the meaning (language patterns – noun + noun, verb + noun, adjective + noun, etc. – that are either fixed or used commonly and that may be different from the equivalent in the students' own language). Stress the importance of learning collocations: they make your English more accurate and authentic. Explain that in this section, students will look at common verb + noun collocations.

1 Students fill the gaps in 1–10 with the appropriate verb, then check in pairs before whole class feedback.

Alternatively, write pay, make, spend, waste, lose on the board and ask students to come to the board in groups and write expressions 1–10 next to the appropriate verb.

1 waste 2 spend/waste 3 pay 4 make/waste/
spend/lose 5 pay 6 lose 7 make 8 pay
9 pay 10 make

2 Students work individually to fill the gaps with the appropriate expression from Exercise 1. Challenge stronger students to cover Exercise 1 while completing the task, then check if they had similar ideas.

1 made a donation2 waste no time in3 lost a fortune4 pays top dollar5 paying off

3 Students discuss the sentences in pairs or small groups. Monitor closely and supply useful language where necessary.

FAST FINISHERS

Students write questions using the expressions from Exercise 1 which were not used in Exercise 2. Elicit these for the class to answer after Exercise 3.

PUSH YOURSELF

C2

SB P48

MONEY IDIOMS

WARMER

Give students one minute to quickly skim the texts for gist. Then ask them if they know of any success stories similar to that of Howard Schultz (first text), or if they know anyone who is terrible with money like the man described in the second text.

1 Students work in pairs and read the two texts, discussing what each idiom in bold might mean before checking against the list of definitions A-I. This will allow them to practise their ability to infer meaning from context.

1 H 2 E 3 G 4 D 5 A 6 I 7 F 8 C 9 I 10 B

2 Students discuss the answers in pairs. Monitor and assist where necessary. During feedback, encourage students to use the idioms from Exercise 1 in their answers.

OEXTENSION

Students write an extra question using another idiom from Exercise 1, then ask and answer them with a different partner.

SPEAKING

SB P49

ASKING FOR AND GIVING CLARIFICATION

1 Students look at the language in the box and work in pairs to predict the topic of the listening task. If one of the students guesses that the topic is Bitcoin, invite her/him to briefly explain to the class how this works, writing any relevant vocabulary on the board to support the listening task for the rest of the class.

2 022 The students listen and choose option 1, 2 or 3. Encourage them to take notes of the words or phrases that helped them choose the correct option. Elicit that these are phrases we use to check understanding and rephrase, which could be very useful in the Speaking paper.

2

AUDIOSCRIPT (2) 022

Bruno: I've been trying to get my head around Bitcoin

and cryptocurrency but I find it all so confusing. Could you give me a breakdown of what they are

and how they work, in simple terms?

Alice: I'll do my best.

Bruno: OK, so let's start with the obvious question – what

is it exactly?

Alice: Well, Bitcoin is a cryptocurrency, a form of

electronic cash.

Bruno: Well, I know that much.

Alice: Good. So you are aware then that

cryptocurrencies are decentralised digital currencies without a central bank or single administrator that can be sent from user to user on the peer-to-peer bitcoin network without the need

for intermediaries

Bruno: You've lost me there.

Alice: OK, let me rephrase that. Basically they're internet-

based currencies but outside of the control of

banks and international currencies.

Bruno: OK, right. Is that good?

Alice: Well, yes, in theory. The idea is that Bitcoin is

controlled by the users and that it cuts out the

middle man.

Bruno: I'm sorry. What do you mean by 'cuts out the

middle man'? I don't know that term.

Alice: In this context it means that you are not paying

fees to banks or other financial services when you

buy and sell or transfer money.

Bruno: Right. I like the sound of that. So how does it

work? What I mean is: how can I get it?

Alice: Well, you start by installing a wallet on your

computer.

Bruno: A wallet? I'm afraid I don't follow.

Alice: Well, put simply, it's a piece of software on your

computer that allows you to send, receive or transfer Bitcoin. It's literally an electronic wallet

where you keep your Bitcoin.

Bruno: OK. So how do people buy and sell with Bitcoins?

Alice: To pay for something, you log into your wallet.

You receive a Bitcoin address, sometimes in the form of a QR code and you enter how much Bitcoin you want to send. You then add the

transaction to the network.

Bruno: I am sorry, I didn't quite get that last part. You said

something about QR codes, right?

Alice: Yes, what I mean by that is those funny square

codes that look like a bit like barcodes. A lot of

businesses use them these days.

Bruno: Oh yes, I know what you mean. OK, I get that part. But I do have another question. If Bitcoin is

decentralised like you say, who administers it and

verifies these transactions?

Alice: All transactions are tracked on the blockchain,

which, to put it in a nutshell, is a type of electronic ledger, or record book. Each transaction is verified by volunteers, often called 'miners'. I won't go into details but Bitcoin miners can also earn Bitcoin by

doing this work.

Bruno: OK. And one last question. What are the

advantages and disadvantages of Bitcoin and

other cryptocurrencies?

Alice: Well, apart from the ones I have already

mentioned, it is very secure and resistant to online fraud because of its cryptography, and it cannot be counterfeited or hacked. Having said that, it is a target for online scammers, so like anything involving money online, you do need to be careful. The other big disadvantage at the moment is its volatility. You have probably seen on the news that the real world monetary value of Bitcoin has gone up and done a lot over the last few years.

Bruno: So what you are saying is it's a bit like the stock

market and if you invest in Bitcoin, you could lose

money.

Alice: Exactly. Like everything in life, there is an element

of risk involved, but many experts think it and other cryptocurrencies could revolutionise the world of finance in the same way that email and social media have changed how we communicate.

Bruno: Thanks, Alice. I'll certainly look into it more now.

3 © 022 Assist the students with the task by drilling the intonation and rhythm of each phrase (1–11) before playing the audio. Students then number the phrases in the order that they hear them.

2 Let me rephrase that. 1 You've lost me there.

4 What do you mean by ...? 6 I'm afraid I don't follow. 8 I'm sorry I didn't quite get that last part.

11 So what you are saying is ... 3 Basically

5 What I mean is ... **7** Put simply **9** What I mean

by that is ... 10 To put it in a nutshell

4 © 022 Students work in pairs and discuss where they would place each phrase before listening again to check. Copy the table on the board and invite different students to write the phrases in the table during feedback.

Checking understanding: So what you are saying is ...; I'm sorry I didn't quite get that last part; I'm afraid I don't follow; You've lost me there; What do you mean by ...?

Clarifying an idea: What I mean by that is; Put simply; What I mean is ...; Basically; Let me rephrase that; To put it in a nutshell

Allow students three minutes of silent thinking time to choose a topic, structure their explanations and ask you for any relevant vocabulary or language. Encourage them to make notes (avoiding writing full sentences) and try to incorporate vocabulary from previous sections of this unit. Before the students begin, demonstrate the role of the listener. Ask a student to explain how an ATM works, and pretend you don't understand any of the steps, e.g. I'm afraid I don't follow – what's a card?

OEXTENSION

Students repeat the activity, but this time they explain something complex and specific about their job or studies. You may want to allow the students to prepare this for homework and carry out the task in the following session.

EXAM FOCUS

SB P50

TEST AND TRAIN EXAM PRACTICE

LISTENING PART 4

© 023 Students read the Exam facts and Exam tips boxes. Encourage them to use a different technique in the task to the one they used on page 44, so that they can compare their effectiveness. Remind students to underline keywords in the questions before listening, and to be suspicious when the audio features the same vocabulary used in options 1–5. If possible, provide the students with the audioscript during feedback and refer to the answer key for explanations of correct answers.

Task 1

Speaker 1 D – the proceeds of around half a million dollars go to Gamers Outreach, who place 'Gaming Go-Karts' in children's hospitals

Speaker 2 F – Coalition for Personal Economic Literacy has set up so-called 'standards in economic education' for children from Kindergarten upwards.

Speaker 3 B – to rummage through stuff other people are throwing out ... 'one man's trash is another man's treasure' and this seems to apply perfectly to car boot sales

Speaker 4 E – had certainly achieved their aim of getting themselves into the public eye.

Speaker 5 A – The information they gain through the use of loyalty cards affords them major strategic and financial advantages.

Task 2

Speaker 1 C – Sounds like the perfect excuse to have some funt

Speaker 2 H – To my mind, kids should be kids. They have plenty of time to learn about all that when they're older.

Speaker 3 F – There's something in the atmosphere which sets them apart from other shopping experiences.

Speaker 4 A - I was asking myself how on earth the organisers could put on such an event without charging for admission.

Speaker 5 E – the savings for the customer are barely worth the effort of getting the card in the first place. ... Given all this, I don't think I'll bother with them anymore.

AUDIOSCRIPT 🙆 023

Speaker 1: Have you ever heard of Gamers for Giving? It's a gaming tournament held in Michigan, which founder Zach Wigal describes as a 'celebration of gaming culture'. Well, that's right up my street anyway, but to make it 100 times more worthwhile, the proceeds of around half a million dollars go to Gamers Outreach, who place 'Gaming Go-Karts' in children's hospitals. These are robust gaming systems with the latest software that can be wheeled into a patient's room to give access to what Wigal calls 'recreation therapy'. Volunteers act as digital activity managers, distributing games, solving technical issues and even playing with the kids. Sounds like the perfect excuse to have some fun!

Speaker 2: Apparently, these days there's a drive to start 'money management' skills earlier and earlier. I don't think we ever thought about money management when I was a kid, apart from which sweets to buy with our pocket money, but this organisation called Coalition for Personal Economic Literacy has set up so-called 'standards in economic education' for children from kindergarten upwards. According to them, a fourth grader should be able to understand how basic pay and tax deductions work. By the age of 12, they are supposed to understand about government benefits and earned versus unearned income. To my mind, kids should be kids. They have plenty of time to learn about all that when they're older.

Speaker 3: It seems unlikely in these days of digital reselling that people still get up early on a Saturday morning to go to a muddy field or carpark to rummage through stuff other people are throwing out. Or so I thought. They do say 'one man's trash is another man's treasure' and this seems to apply perfectly to car boot sales. There's something in the atmosphere which sets them apart from other shopping experiences. There's always the remote but thrilling chance that you might find the bargain of a lifetime. I love the amateur entrepreneurship and goodnatured haggling at these events. It's fascinating to see what other people are selling – and buying.

Speaker 4: Recently I attended a free business seminar.

While I was registering for it, I was asking myself how on earth the organisers could put on such an event without charging for admission. I mean, surely they'd have to rent the venue and pay the speakers? What was the point? I attended the event with that question firmly in my mind and during the day I had it answered. There were lots of paid extras on offer, such as virtual reality experiences and consultations with experts.

There was even a photo booth that let you share pictures of yourself on social media. Over the day, the organisers definitely weren't out of pocket and had certainly achieved their aim of getting themselves into the public eye.

Speaker 5: I now have so many loyalty cards for different stores it's getting out of hand. To be honest, I can't keep track of them and don't even know how they all work. So, I was interested to read an article about how research has shown that the savings for the customer are barely worth the effort of getting these cards. For example, you would have to shop in a particular supermarket every week for two years to get a free weekly shop. The ones that actually benefit from these schemes are the companies that operate them. The information they gain through the use of loyalty cards affords them major strategic and financial advantages. Given all this, I don't think I'll bother with them anymore.

WRITING PART 2: A REPORT

SB P50

Point the students to the Exam facts and Exam tips boxes, then concept check their understanding with the following questions:

- 1 Who is a report for? (peers or superiors)
- 2 Is it formal or informal? (formal)
- 3 What functional language should you use? (language to make suggestions and recommendations)
- 4 How is the text formatted? (in paragraphs, each with their own heading)
- 5 Can you invent some information for the exam task? (yes)

Elicit the key pieces of information which should be included in the report for the task: the overall success and the most successful activities. The students write for 40 minutes. If they need more time, ask them to change pen colour so that they can see what they would have been able to achieve in the exam. Encourage them to proofread their texts before submitting them.

Model answer

Introduction

For the last year our college has been running its own charity events to raise funds for our local animal shelter. This report will remind students and staff about the aims of the charity chosen, and explain how successful the initiative has been so far.

The charity

The charity chosen by the college is the local animal shelter. Its aims are to give abandoned pets the best possible care at the shelter, and also to find every pet a new home. They use donations for supplies and to employ staff to check that adopted pets are treated well and are happy.

Overall success

On the whole, the school's fundraising efforts have been extremely successful. We raised \$5000 in 12 months, which the charity told us represents 20% of their overall donations this year. They were very pleased and have sent us many pictures of happy pets that have been adopted thanks to our hard work.

Most successful activities

Coffee mornings and the sports events were the activities which helped raise the majority of the amount mentioned above. In particular, the 'man's best friend' 5km race, where students, teachers and many members of the public participated with their dogs, succeeded in promoting the shelter. We are told that several adoptions took place the following week.

Conclusion

As can be seen in this report, the charitable events organised by the schools have been successful on the whole. Moreover, the charity chosen is very pleased to have the school's help and we are satisfied with how the funds raised are being used.

[260 words]

READING AND USE OF ENGLISH PART 8

SB P51

WARMER

Ask students to look again at the strategies on page 47 and encourage them to choose a different one this time, to compare their effectiveness.

Remind students to underline keywords in the questions and to think of synonyms and paraphrases they might come across in the texts. Encourage students to time themselves using a stopwatch, if available, to compare their performance with previous and future attempts, and to monitor progress. During feedback, focus on unknown vocabulary which hindered the students' performance and on distractors they failed to recognise.

1 D - CrystalGro is a great app for those who want their money to grow but don't know where to start. been of particular benefit to those recovering from **3** C – you can set up alerts based on products bankruptcy. you are currently interested in. **4** B – combines a tablet app, which identifies the type of food being binned, and an electronic scale to work out the value of the food wasted **5** E – it is able to predict likely changes. the difference in index funds recommended by Brandon Carter, the international prize winning economist **7** B – This awareness prompts chefs and other senior staff in professional kitchens to reconsider their production methods and reduce **8** A – This app is the ideal investment if you tend to squander your hard-earned cash and regularly get into debt before payday, **9** F – The popularity of the app has rocketed, and it is now being used across the globe **10** C – All the best deals around your current location are displayed on a map

After feedback, point out that to be *quids in* is a fixed phrase, and an exception in using a plural form of *quid*.

REAL WORLD

SB P52

PERSONAL FINANCES

- 1 Students discuss the questions in pairs or small groups. During feedback, elicit relevant vocabulary such as interest, overdraft, checking account, savings account, taxfree, etc. After eliciting interesting responses, ask students if they would like to work in the banking or finance industries, and ensure they give reasons for their answers.
- 2 Students look at the advice 1–5 and discuss which they think is good and bad advice in small groups, justifying their answers and exploring differences of opinion. Elicit ideas during feedback, encouraging students to talk about personal experiences if they wish. Students then read the advice quickly and check their predictions.

1 Yes 2 No 3 Yes 4 Yes 5 Yes

3 Encourage the students to discuss what the highlighted language in the text might mean in pairs before checking the definitions a and b in 1–5. During feedback elicit more example sentences to further clarify the meaning of the vocabulary.

1 b 2 both 3 both 4 b 5 b 6 both

- 4 Allow students a few minutes to underline pieces of advice in the article that they agree and disagree with, or to take notes on these, before discussing the questions with a partner.
- 5 © 024 Students read the questions, underlining the key words and predicting possible answers with a partner. Play the audio only once if possible, as it will be played again in the following activities.

Conversation 1

1 a joint account 2 a card reader and debit cards

3 You will have a password and you can set up security questions with secret answers.

Conversation 2

1 The boots she bought online don't fit her, so she wants a refund.2 A credit note which can be spent in the shop.

Conversation 3

1 She is broke because she has spent part of her tuition fees and has spent up to her credit card limit. 2 that she get a part-time job 3 No. He thinks she needs to grow up, take responsibility for managing her own finances, and stop borrowing from the family.

AUDIOSCRIPT © 024 (CONVERSATIONS 1-3) AND

© 025 (CONVERSATION 3 ONLY)

Narrator: Conversation 1

Customer: Hi I'm interested in opening a joint account with my partner. Could you tell us what we need to do?

Teller: Sure. Are either of you already customers?

- **C:** Yes, I have my current account with you but my partner banks elsewhere.
- **T:** That's fine. We just need to see some proof of identity for both of you. Either a passport or driving licence with a photo on. You'll need to deposit at least £20 initially.
- C: No problem. And can you explain a little bit about how your online banking works?
- T: Yes, it's really easy. We will send you each a card reader along with your debit cards within five working days. You'll need your card reader to make payments by bank transfer. And it's easy to manage your payees online. Once you have set up a payee, you won't need to do so again for future transactions.
- C: But what about security?
- **T:** You'll have a password and you'll set up security questions with secret answers to protect your account. Once you're in your account, you can set up, cancel or change standing orders and direct debits.
- C: Sorry, what's the difference between a standing order and a direct debit? I thought they were the same?
- **T:** Well, they're very similar. A standing order is always the same amount, whereas a direct debit can be changed by the recipient. So, for example, electricity bills will be different every month, so would be paid by direct debit, whereas something like a club membership will be the same every time.
- C: Oh, I see. So, shall we fill in the forms now ...

Narrator: Conversation 2

Customer: Hi. I bought these boots online and they don't fit very well. I was planning to exchange them, but I've just had a look and the next size up is not available. Could I get a refund, please?

Shop assistant: Can I see your receipt please? ...
Unfortunately, we can't give a refund on these items because they were in the sale. We can give you a credit note instead.

C: Sorry, what's a credit note?

SA: It means you can replace the boots with anything in the shop up to the amount you paid for them, which was, er, £36.50.

C: What if I can't find anything I want?

SA: The credit note is valid for up to six months from today.

C: Oh, that sounds OK then. I'll have a look around and if I can't find anything, I'll come back in a few weeks.

Narrator: Conversation 3

- **F:** Pete, I need to borrow some money off you. I am flat broke.
- M: Sorry, Dominique, but this time I cannot bail you out. I'm am barely getting by myself at the moment, what with the course fees being due next month. I can just about afford to pay those but then I am pretty much living hand-to-mouth until the end of the semester.
- F: Then I am in even deeper trouble. I dipped into the money I put aside for the tuition fees, just to get by, and now I don't where I am going to find the money. I can't ask Mum and Dad for anything as they have already given us both more than they can afford. And I have maxed out my credit card, so I can't use that to get me out of jail.
- M: Have you spoken to the bank about extending your overdraft?
- F: No, not yet. I am reluctant to get into more debt.
- M: I don't think you have a choice here it's that or be expelled from the course. If you are worried about the debt, perhaps you should consider a part-time job, you know, in a bar or restaurant somewhere. They're advertising for someone to work Saturdays in that clothes shop in town, the one next to our favourite coffee shop.
- **F:** But that would mean losing my Saturdays.
- M: I know, but you have to face up to reality. Sooner or later you are going to have to pay your own way. You have sponged off me and Mum and Dad long enough.
- 6 © 024 Students work alone to choose the best option in sentences 1–4 and then check their ideas in pairs before listening to Conversations 1 and 2 again. During feedback, ask students for the meaning of the unused options.

1 identity 2 password; security 3 refund 4 valid

7 © 025 Allow students to work in pairs and fill the gaps with the language they remember from Conversation 3 before playing it again. Students then match 1-6 to definitions a-g.

1 broke (g) 2 bail ... out (b) 3 living hand to mouth (d) 4 dipped into (e); put aside (a) 5 pay your own way (c) 6 sponged off (f)

OEXTENSION

Tell students to work with a partner. They choose one of the situations in exercises 5–7 and write their own dialogue, using as many of the words and phrases as they can. Add a competitive element by telling the students they will be awarded one point for each phrase correctly used. Students perform the dialogue for the class, who listen and challenge the appropriacy of the phrases if necessary.

Students discuss the five options in small groups and predict their ranking, justifying their ideas. Elicit an order most people in the class agree with and write it on the board. Then play the audio, reminding students to take notes. Students compare the correct answers with their ideas in whole class feedback.

Tokyo 5 London 1 New York 2 Hong Kong 3 Singapore 4 Suggested notes

<u>Tokyo</u>

Japan – outstanding transport/communication; est. 15 May 1878; 3500 companies listed (worth \$4 tr.); Nikkei 225 monitors top 225 companies

Singapore

world's busiest port; diversified economy; despite size it is 37th in GDP/20th largest stock exchange; strict gov't/strong work ethic

Hong Kong

7th largest stock exchange – due to role in trade between China and rest of world; Hang Seng – 33 companies (property, financial services)

New York

US – highest GDP; Dow Jones – influences all markets; est. 1792; 2800 companies; 1.46b shares (worth \$46.1b) traded daily

London

UK – dates back to early C17th (coffee shops); assisted by: Empire (sea routes), time zone, English; Square Mile (City of London) expanded to include Bank/ Canary Wharf

ALTERNATIVE

Tell the students there will be a quiz about the facts in the video after they watch. Students check their notes in groups and watch again if necessary. Give each team a mini whiteboard if possible. Then, use the notes in the answer key above to make questions, for example: What happened on 15 May 1878? Groups write their answers on the mini whiteboards. The first team to write the correct answer and show it to you wins a point.

LIFE COMPETENCIES

TAKING CONTROL OF LEARNING

For homework, ask students to find three videos on personal finance online, watch them and choose the best one, making notes on the criteria in the bullet points. During the following session, students share the best videos they found in groups. They take notes on the videos presented in their groups and explain which they think sounded the best and why. Encourage students to watch these for homework. You can extend this activity further by asking groups to write a 'Personal finance tips' brochure including the best advice given in the videos, and circulate the brochures for everyone to read.

- ⇒ WORKBOOK / Unit 3, page 16
- ⇒ **PRACTICE EXTRA** / Unit 3, Grammar and Vocabulary

4 THE NATURAL WORLD

UNIT OBJECTIVES

Topic: nature and the environment

Grammar: future continuous, future perfect simple,

future perfect continuous and be + to + infinitive; verb patterns (3) – multi-word verbs; future tenses for speculating about

the present and past

Vocabulary: space; noun collocations

Listening: Part 2 – training **Reading:** Part 7 – training

Speaking: buying time and keeping the

conversation going

Writing: Part 2: An email – training

Exam focus: Listening Part 2; Writing Part 2: An

email; Reading and Use of English Part 7

Real world: Out of this world?

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

GETTING STARTED

SB P54

Allow students two minutes in teams to complete the first round of the quiz, then check the answers with the whole class and award points accordingly. Repeat with the remaining rounds.

Round 1 - closest guess

1 300,000km/second 2 The Moon's diameter is 3,476km, and the Earth's is 12,742km. The Earth is roughly four times wider and 80 times heavier than the Moon. 3 \$12m 4 965km 5 2061

Round 2 - true or false?

1 False. The vapour cloud, which is 10 billion light years away, actually holds 140 trillion times the mass of all the water on Earth. 2 True. Because there is no atmosphere, there is no wind or rain to wash the footprints away, and so the footprints are expected to remain for millions of years. 3 True. 55 Cancri is 40 light years away, but is visible to the naked eye. It isn't known for sure if the planet is made of diamonds, but it is true that scientists believe this to be the case.

4 True. There is no air or atmosphere to transmit the sound. **5** True.

Bonus round

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (Note: Pluto is a dwarf planet)

ALTERNATIVE

Books closed. Provide each team with a mini whiteboard or a big piece of paper. In round one, read question 1 and allow teams 20 seconds to discuss and write their guesses, then check answers and award points accordingly. In round two and the bonus round, repeat the procedure but allow students to choose how many of their existing points they wish to 'risk' in exchange for their answer being correct. For example, if team A has 6 points and they are 100% sure their answer to question 1 in round 2 is correct, they can risk 5 points and win 10 points if they are correct, or lose 5 points if they are wrong.

LISTENING PART 2 TRAINING

SB P54

WARMER

Students work in groups of seven if possible, and each uses their smartphone to research a different planet in the solar system for two minutes (Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune). Students then share with their group what they discovered about their planet.

If smartphones are not permitted, students simply share what they already know about the planets in groups. Elicit what they shared during feedback.

Suggested answers

Mercury is the smallest planet; Venus is the second brightest object in the sky; Mars is red; Jupiter is the biggest planet; Saturn has rings; Uranus reaches the lowest temperatures; a year on Neptune is 165 years on Earth.

Tell students they will practise a Listening Part 2 task, in which they have to fill the gaps in a summary with a word or phrase they hear in the audio without changing it.

Allow students to read the first part of the tip box on page 55, but not the clues. Check students' understanding by asking why they think it's important to predict what kind of word is needed (it will make it easier to listen for the correct information).

Allow students a few minutes in pairs to read the text up to gap number 4 and generate ideas about the gaps in pairs, using the clues in the tip box to help them. Elicit ideas from the whole class. Assist the students further by pointing out that they will often hear distractors.

Suggested answers

1 shape, size, diameter, atmosphere, orbit 2 more than one word – it's a phrase 3 The missing word or phrase is some sort of descriptive word because *objects* is a noun. The likeliest possibility is an adjective but it could also be another noun to make a compound noun, or a descriptive phrase e.g. adverb + adjective = previously unknown. 4 alike, matching, identical, equivalent

2 026 Students listen to the audio once and complete the gaps 1-4 in the text. Allow students to compare answers in pairs then play the audio again. Elicit the correct answers from the class.

1 size - Unlike bodies such as Pluto, which aren't of sufficient size to be considered as planets like - the way that it dominates its region of the solar system is what has been characterised as 'planet-like' by 4 angle – What is various commentators. 3 icy more, each of these objects was found to be orbiting at an absolutely identical angle.

AUDIOSCRIPT ② 026

Darren: Hi everyone, my presentation today is about a groundbreaking discovery that was announced in the US by two scientists, Konstantin Batygin and Mike Brown. They've actually uncovered evidence of a "new" planet in our solar system, called Planet 9. It orbits the Sun, and so it can be considered part of our solar system, although its orbits actually take ten to twenty thousand years. Unlike bodies such as Pluto, which aren't of sufficient size to be considered as planets, this one definitely meets the criteria. Planet 9 is about 80 billion kilometres away from Earth, much further away when compared to the other planets in our solar system. Neptune, for example, is around 4 billion kilometres away. But the way that it dominates its region of the solar system is what has been characterised as 'planet-like' by various commentators. Beyond Neptune is a collection of smaller bodies known as the Kuiper Belt. This is a collection of thousands of icy bits of debris, and the existence of this new planet in this region is thought to account for the fact that these frozen objects are moving as if orbiting around something that hadn't previously been seen. What is more, each of these objects was found to be orbiting at an absolutely identical angle. The probability of that happening randomly is about 0.007 percent, so it is reasonable to assume there must actually be something there, even if it can't be seen!

3 O27 Students work individually to predict the part of speech and type of word or phrase needed in gaps 5-8, then check in pairs and brainstorm synonyms and paraphrases for the underlined language in the summary. Elicit guesses from the class before playing the audio twice.

Suggested answers for the lead-in

synonyms of: in modern times - recently, of late collecting - gathering, bringing together, accumulating effects - influence, force

5 third – So if indeed this is a planet, it would be a third newly discovered one 6 gas - Planet 9 went on to grab all the gas that was around them.

7 gravitational pull - it was ejected into a distant orbit after being drawn towards Jupiter and being acted on by its gravitational pull. **8** (conclusive) evidence – it's possible that Batygin and Brown might be proved wrong or that there may be no conclusive evidence one way or the other,

OEXTENSION

Hand out the audioscripts for track 27 and ask students to work in pairs to underline the sections that paraphrase the underlined language in the summary. If you have a projector, project the audioscript on the board and elicit the answers with the whole class.

AUDIOSCRIPT (2) 027

Darren: Now, of course, all the planets in the solar system have been known about since ancient times, with the exception of two which were found more recently. So if indeed this is a planet, it would be a third newly discovered one, making the discovery a real rarity. And it would be the ninth planet away from the Sun, hence its

One of the biggest questions is how it came into being. One theory is that Planet 9 was one of the first bodies formed in our solar system, along with Uranus and Neptune, and all these planets went on to grab all the gas that was around them. However, Planet 9 is unique in that it ended up being solid, with a core of iron. Over time, Planet 9 ended up being much further away than all the others from the Sun, possibly because it was ejected into a distant orbit after being drawn towards Jupiter and being acted on by its gravitational pull. If all this sounds rather vague, it's because much of this theory is just that, hypothesis as opposed to fact. Of course, there's a great deal about the solar system that we can be virtually 100 percent sure about, but what makes Planet 9 so amazing is that it shows that our awareness of it is incomplete, even after all these years. Of course, it's possible that Batygin and Brown might be proved wrong or that there may be no conclusive evidence one way or the other, but that remains to be seen.

Students to work in pairs and think about the characteristics of the planet they heard about in the audio. Then they write their planet names on the board and explain their thinking. The class votes for the best one.



SB P55 PRACTICE EXTRA / Unit 4

SPACE

WARMER

Give students two minutes in teams to write a list of vocabulary related to space. They then swap lists with another team, who checks all the vocabulary is relevant and correctly spelt. Teams win a point for each correct word they wrote and the team with the most points wins. Elicit the most interesting vocabulary in a spidergram on the board.

Point out to the students that while all the words are related to space, only some of them make sense when used together with the word space, such as spacesuit. Students work in pairs, as reading the possibilities out loud will help them identify the correct ones. During feedback, add the words to the spidergram on the board.

| suit 🗸 | craft / ship 🗸 | satellite |
|----------|----------------|-----------|
| planet | shuttle ✓ | orbit |
| rocket ✓ | asteroid | outer ✓ |
| race ✓ | travel 🗸 | aliens 🗸 |
| probe ✓ | tourism 🗸 | station 🗸 |

2 Students work alone to fill the gaps with the correct word from the previous exercise. Challenge stronger students to complete the task without looking at Exercise 1. Allow students to check in pairs before whole class feedback.

1 spacesuit / space shuttle / space rocket

2 space race 3 space tourism / space travel

4 space craft/ships 5 space rocket

FAST FINISHERS

Students write an extra sentence with another word or phrase from Exercise 1, and replace the word with a gap. Invite students to write these on the board and ask the class to fill the gaps after feedback.

3 Students work in pairs and spend two minutes discussing each item in the box, and its meaning when combined with the word *space*, e.g. *breathing space* could mean a place to breathe, or a calm moment. Students complete the sentences and check in pairs. Elicit the answers with the whole class.

1 hard disk2 parking3 confined4 stared5 breathing6 waste7 bar8 personal

4 A simple online search for collocations with space will provide students with a link to the online Cambridge dictionary, which includes a vast number of collocations. Students work individually for three minutes to choose the most useful five they can find. They then discuss these in groups and come to a consensus as to which are the five most useful ones. Elicit the groups' choices with the whole class and write these on the board. Allow students a few minutes to record and organise these collocations and other new vocabulary related to space in their notebooks. Suggest different ways of doing this, such as with a spidergram, by topic, with example sentences, with definitions or translations, or a combination of techniques. Remind students of the importance of recording and organising new vocabulary in a way that makes revision easy.

WRITING PART 2: AN EMAIL

SB P56

WARMER

Students work in small groups and discuss what they already do or could do to help the environment. Elicit ideas from different groups and write useful language on the board.

- Allow students to read the options and form an opinion, ranking them from 1 to 10. Then ask students to discuss their rankings in groups and agree on the top and bottom two. Elicit contrasting opinions from different groups during feedback, if possible, and write useful language on the board.
- 2 Students read the task and answer the three questions individually. During feedback, elicit the answers and point out that a straightforward format for this email would be to have one body paragraph for each policy or project the students wish to discuss.
 - 1 what kind of environmental projects or policies you would like to see in your country / what the benefits of these could be 2 It depends, but in order to answer the questions adequately with reasons/justifications, two projects/policies should be enough. 3 It is to a friend of yours, so you can be informal. However, it is recommended that students go for a neutral tone in exam tasks.

OEXTENSION

Elicit a few policies the students wish their local authorities would put in place and write these on the board. Students then quickly scan Filip's reply to George in Exercise 3 and check if he mentions any of the ideas on the board.

- 3 Students answer the questions alone and then share ideas with a partner. Encourage them to highlight the sections in the text that helped them to answer each question, ideally in different colours. This will help them visualise and break down the task. Project the email on the board if possible during feedback.
 - 1 Two make tourism industry pay for environmental protection and invest in education for tourists and in schools 2 Not so much for his first 'policy' although it is implied that it is to do something about the negative effects of tourism. Yes for the second one (people become more responsible, children pressurise parents to behave more responsibly) 3 No. The tone is more neutral. 4 They are all ways of expressing the writer's opinion or personal knowledge.

Other phrases: In my opinion, Personally speaking, I strongly believe, (un)fortunately, sadly, I have no doubt that, as far as I'm concerned, to the best of my knowledge, if you ask me 5 Yes.

Grammar: examples of the passive (is renowned, something needs to be done about it, if people are taught, this damage is being caused by); conditionals (if we ensure that, if people are taught); relative and participle clauses (Given that, profits made by local businesses)

Vocabulary: a lot of nice collocations and higher level words (a negative environmental impact, devastate our forests, put pressure on older generations to behave more responsibly; using the synonym renowned instead of famous for variety)

4 Students write their own reply to George's email. Point out that students' ideas need to be coherent, but not necessarily true, so if they have no ideas related specifically to their area, they can pretend that they live in a different part of the world. Allow students approximately 30 minutes to complete the task. Before submitting their work, they should proofread their work and highlight language they think they should get extra points for. This will encourage them to upgrade their text with idiomatic expressions and interesting collocations.

ALTERNATIVE

Set the writing for homework, but ask the students to research and write about real initiatives their local authorities or communities are suggesting or implementing. Students then read each other's emails in the next session and discuss which projects sound most worthwhile and why.



SB P57 -> PRACTICE EXTRA / Unit 4

FUTURE CONTINUOUS, FUTURE PERFECT SIMPLE, FUTURE PERFECT CONTINUOUS AND BE + TO + INFINITIVE

WARMER

Play the Grammar on the Move video if possible. Alternatively, students work in groups and brainstorm all the ways they know of to express the future in English, then refer to the Grammar Reference on page 206.

1 Students complete sentences 1–6 individually before checking in pairs. Allow students to refer to the Grammar Reference. Do feedback with the whole class.

| 1 | are to anno | ounce | 2 is to survive | 3 | is to be built |
|---|-------------|----------|-----------------|---|----------------|
| 4 | will melt | 5 will b | ecome | | |

OEXTENSION

| Tell the students that you started recycling 9 years and 11 | | | | |
|--|--|--|--|--|
| months ago. Write on the board: <i>Next month, I (recycle)</i> | | | | |
| for 10 years. I (recycle) 3000 kilos of rubbish. This time | | | | |
| next month I (celebrate) my achievement with an | | | | |
| environmentally friendly party. Elicit the correct forms of | | | | |
| the verbs in brackets (will have been recycling; will have | | | | |
| recycled; will be celebrating) and support the students by | | | | |
| drawing a timeline on the board. | | | | |
| | | | | |

2 Students work individually to fill the gaps in 1–3.

1 a will have been b will have been reached

2 a won't be driving b Will you be joining

3 a will have been living **b** will have been working

OEXTENSION

Draw the following on the board and invite students to copy it into their notebooks:

By 2050 ...

| Will probably / definitely | Probably / definitely won't |
|----------------------------|-----------------------------|
| | |

Dictate the following phrases, pausing for 10 seconds after each one:

have travelled, be visiting, be driving, have landed, be growing, have become, have been discovered

Students have 10 seconds to complete the sentence and write it in the appropriate column in the table above (e.g. By 2050 we will probably have travelled to Mars, or By 2050 we definitely won't have travelled through time.)

Students then compare and discuss their sentences in pairs. Monitor closely, correcting where necessary, and collect the most interesting predictions. Elicit these during feedback and discuss with the whole class.

3 Divide the class into two groups: group A and group B.
Students in group A work together and write five optimistic predictions about the future, while students in group B write five pessimistic ones. During feedback, encourage the groups to disagree with each other and give reasons why the other group's predictions aren't accurate.

PUSH YOURSELF

C2

SB P57

FUTURE TENSES FOR SPECULATING ABOUT THE PRESENT AND PAST

1 Students read the *Did you know?* box individually and, if appropriate, think about whether these structures work in this way in their own languages. Allow students to work in pairs. Monitor closely and assist where needed. During feedback, point out that other tenses are possible as well, but that in these cases the use of future tenses might sound more natural or sophisticated.

1 will be hibernating2 probably won't be needing it3 be doing; will still be working4 will have forgotten

2 Students write down three names each and discuss what they think the six people might be doing. Elicit some examples from different pairs during feedback.

OEXTENSION

Students work in pairs and write a dialogue between two friends who are meeting up to go to the cinema. A third friend is very late. Student A is worried, but student B is not. The dialogue starts with: What do you think will have happened to her? Students perform the dialogues for the class and the class votes for the most entertaining one.

READING AND USE OF ENGLISH PART 7 TRAINING

SB P58

1 Before students start this exercise, brainstorm synonyms for important, such as crucial, vital, of paramount importance, critical, essential, somewhat important, etc. and write them on the board. Then students work in pairs to discuss how important each consideration is for them. Monitor and assist. Elicit contrasting ideas if possible during feedback.

WARMER

Brainstorm with the class why the fashion industry may pose a threat to the environment and write their guesses on the board. Allow students five minutes to read the article to check their ideas, then elicit the main points mentioned in the text from the whole class.

2 Students circle the target numerical information and write what each refers to. Elicit this from the whole class.

350,000 tonnes – the amount of clothing sent to landfill in the UK each year second biggest – the fashion industry is said to be the world's second biggest polluter 60 percent – people buy 60 percent more clothing than 15 years ago.

one year – 60 percent of all clothing made is destroyed

or sent to landfill within a year £255 – the price of a coat made from recycled plastic bottles

- demonstrate how to do the task with the first gap. Project the text and options on the board, if possible. Read the tip box and elicit that this is the transition paragraph between negative and positive practices, and so will fit in gap 2. Encourage students to look at the tip boxes. Allow students to work individually and then in pairs before whole class feedback.
 - 1 C high-end stores refers to Some luxury manufacturers at the end of C. **2** A – *In contrast* at the beginning of A moves from the negative practices in the previous paragraph to the positive ones in A. This sort of approach in the following paragraph refers back to adopting eco-friendly fabrics in A. **3** B – Others at the beginning of B contrasts with firms in paragraph 2; one such collaboration at the beginning of the next paragraph refers back to partnering with environmental conservation groups in B. **4** E – a long term strategy at the end of the previous paragraph is implied in E: Whether it will be [a long term strategy] of course remains to be seen; these kinds of manufacturing techniques refers back to the winter coat made entirely from plastic bottles in the previous paragraph. The persuasive notion in the following paragraph is that sustainable fashion doesn't have to be lower quality, as mentioned in E.

Distractor – D

FAST FINISHERS

Students write an extra sentence that fits before or after a paragraph in the text, making sure to add a pronoun or linking phrase that refers back and/or forward to the surrounding text. After feedback, elicit these and challenge the class to identify where these extra sentences fit.

4 You may want to set this activity for homework. Students find out more about sustainable fashion practices online. As well as articles and blogs, there are a number of informative and accessible documentaries on different streaming platforms. Students then write a plan for a blog, bring it to class for the following session and compare in groups.

OEXTENSION

Students work in groups to combine the information they discovered and create a new plan. They then write it collaboratively and 'post' it on the classroom walls. Stick a blank sheet of paper next to each blog post for other students to use to comment on the blog posts. Elicit from the students that the comments should be courteous and respectful, just as they should be on social media.



SB P59 -> PRACTICE EXTRA / Unit 4

NOUN COLLOCATIONS

WARMER

Students work in groups and discuss documentaries they have watched in the last few years, giving each other recommendations. Monitor closely and elicit ideas and useful vocabulary to write on the board.

1 Students work independently to match the sentence halves and check in pairs before whole class feedback.

2 C **3** A **1** D **4** B

⊘EXAM INFORMATION

Collocations are widely tested in the Reading and Use of English paper, especially in Part 1. Encourage students to continue refining and reflecting on their methods of recording and practising new vocabulary in chunks, not in isolation.

2 Students work in pairs and circle the correct option to complete the collocations. During feedback, elicit why the incorrect options are incorrect, and point out that these differences are usually tested in Reading and Use of English Part 1 (where they have four options to choose

4 diversity 1 renowned **2** habitat 3 range **6** chain **7** marine **5** convincing 8 compelling 10 memorable **9** currents

3 Students read the Did you know? box, then list the collocations according to their parts of speech. Do class feedback on the board and discuss with the students how best to record vocabulary and collocations.

Exercise 1: 1 noun + noun 2 noun + noun 3 noun + noun 4 noun + noun **Exercise 2: 1** noun + adjective **2** adjective + noun **3** noun + noun **4** noun + of + noun **5** adjective + noun 6 noun + noun 7 adjective + noun 8 adjective + noun 9 noun + noun **10** adjective + noun

ALTERNATIVE

Alternatively, provide groups of students with a blank sheet of paper and ask them to quickly cut it into 14 small pieces. Groups write the collocations on the pieces of paper and group them according to the categories in the Did you know? box. Then ask the students to come up with another way of categorising the collocations (e.g. usefulness, personal preference, other) and share their new categories with other groups. Making decisions about the vocabulary will make it more memorable.

4 Ensure the collocations from Exercises 1 and 2 are written on the board. Ask students to refer to the collocations and allow one minute of silent thinking time to form an opinion. Students then discuss in groups. Encourage them to use sophisticated language to give and ask for opinions and to agree and disagree, as well as language to ask for clarification from the previous unit. Monitor and correct where necessary.



SB P60 PRACTICE EXTRA / Unit 4

VERB PATTERNS (3) – MULTI-WORD VERBS

SEXAM INFORMATION

Knowledge of multi-word verbs is often tested in the Reading and Use of English paper.

WARMER

Play the Grammar on the Move video if possible. Alternatively, students have two minutes in groups to write down as many phrasal verbs as they can. The group with the most phrasal verbs wins.

Monitor closely and encourage students to ask you for clarification if needed. Students then copy the table on page 207 into their notebooks and work in pairs to categorise each multi-word verb in bold in Exercise 1. Copy the table onto the board in the meantime, then monitor and assist where necessary. During feedback, write the verbs in the table on the board, and elicit further example sentences using the verbs correctly.

1 Type 1 – get rid of 2 Type 3 – ignore, forget for a period of time 3 Type 2 – to finally come to a particular place or situation; Type 3 – clean thoroughly 4 Type 2 – become extinct 5 Type 3 – give responsibility; Type 3 – resolve, find a solution for 6 Type 4 – get rid of, remove; Type 3 – kill completely

7 Type 4 – return to 8 Type 3 – make, construct

9 Type 4 – invent, think of **10** Type 1 – urge

ALTERNATIVE

Students work in pairs and look at sentences 1–10. Together they discuss the structure of the verbs in bold and create a theory as to how they are different in terms of grammar. When the pairs have a theory, they can check the Grammar Reference on Student's Book page 207 and do the exercise as normal.

FAST FINISHERS

Turn to the Grammar Reference on Student's Book page 207 and complete the practice exercise.

Quide students to categorise the verbs in bold first, as this will help them identify the relevant word order rules from Student's Book page 207. Students work independently then check their answers in pairs. During feedback, elicit which rules apply to each of the verbs in sentences 1–6.

correct; demand that something must happen
 do away with - get rid of 3 clear it up - make
 clean and neat 4 backed up by science - supported
 correct; use as energy 6 correct; regarded as

3 Support the students by looking at the Grammar Reference on SB page 207 with them again and eliciting the rules for adverbs and word order. Then students work individually, checking their answers in pairs and justifying them during whole class feedback.

initially set up / set up initially
 gradually turns into
 ultimately ends up
 correct
 correct, although completely do away with is better

4 Students rewrite the sentences appropriately. Ask fast finishers to write their sentences on the board, then elicit feedback from the class. During feedback students should explain why the changes were necessary.

- 1 to clear up the ...
- 2 put forward several measures ...
- 3 set up a completely vegan ...
- 4 chop down ash ...
- 5 Students work in pairs and write three ideas to protect the environment, using the target language. Monitor and correct where needed. They then share their ideas in larger groups of six or eight, who discuss and choose the best two. Elicit the best ones from each group with the whole class.



SB P61

BUYING TIME AND KEEPING THE CONVERSATION GOING

WARMER

Ask students to ask you a question about your home country. Before you reply, wait five seconds. Repeat this a few times. At the end, tell the students that there was something strange about your answers, which could be improved on if you were taking the exam. Elicit that a five-second silent pause feels unnatural and/or uncomfortable.

phrases and strategies to buy time to think about how they can respond in the Speaking exam and in the real world. Students read the *Did you know?* box, then discuss in pairs or small groups whether the social convention applies to their cultures as well. Elicit opinions from different groups.

Students then work individually to match questions 1–5 to answers A–E. Play the audio once and allow students to check their answers in pairs before feedback.

1 A 2 E 3 D 4 C 5 B

AUDIOSCRIPT © 028

HR Manager: How do GPFT's core values reflect your own

beliefs about the environment?

Mariza: That's a good question. I'm passionate

about reducing household emissions, and I know the company shares this vision ...

HR: Being a recent graduate, do you think you have enough experience for this post?

M: Let me put it this way. Whilst it is true that I've only been in full-time work for a year, during that time I have gained valuable skills by being involved in running various student groups. I am sure this will benefit me in the role with GPFT.

HR: How would someone who knows you well describe you?

M: I think it depends. If you asked a colleague or line manager, they'd say I'm committed, focused and serious. But my friends look upon me as a bit of a joker!

HR: What do you think you'd be doing if you hadn't chosen this career?

M: That's something I haven't considered before. I've always been fascinated by the environment and wildlife, so perhaps I'd have trained as a vet.

HR: What do you hope you'll be doing in ten years' time?

M: Let me think about that for a second. Well, I'd like to be making a difference, to be building a better future in some way. And I very much hope that can be with GPFT.

2 © 028 In pairs, students try to remember the phrases or parts of them that the speaker used to buy themselves time to think, before playing the audio again. Students listen and write the phrases that they hear, then check in pairs. Ask a few volunteers to come to the board and write the phrases for feedback. After feedback, ask students to brainstorm alternative expressions in small groups (see answer key for possible alternatives). Elicit ideas, write them on the board and point out that these phrases can often be combined, e.g. That's a good question – I'd never thought about that before.

1 That's a good question. – interesting question; oh, I see what you mean 2 Let me put it this way – the way I see it is; as far as I am concerned 3 I think it depends. – it's difficult to generalise; it's difficult to say 4 That's something I haven't considered before. – I had never given this much thought before; I'd not thought about this much before 5 Let me think about that for a second. – hold on; let me think; let's see

3 Students work individually to match the sentence halves 1–5 to A–E and then match these to the correct functions i–iv.

1 Bi 2 Civ 3 Eii 4 Diii 5 Aii

ALTERNATIVE

Students work individually to match the sentence halves 1–5 to A–E. Then ask students to cover the functions i–iv and discuss what they think the sentences mean in pairs. Students then check the functions i–iv and match them to the sentences.

Don't allow students any thinking time to form opinions before asking and answering the questions, as if they were doing the exam. Monitor and ensure students are using the phrases from this section, and take notes on the most common mistakes. Write the mistakes on the board and allow students a few minutes in pairs to discuss how to correct them. Elicit ideas during feedback.

ALTERNATIVE

Alternatively, if smartphones are permitted and available to all, tell students to close their books. Students have their smartphones ready to record themselves. Read the first question out loud. Students start recording themselves and answer the question immediately, then listen to their recording. Monitor and ensure students are using the phrases from this section, and take notes on the most common mistakes. Write these on the board and allow students time to correct them. Repeat the procedure, encouraging the students to improve their answers with each question.

> TEST AND TRAIN EXAM PRACTICE

LISTENING PART 2

WARMER

Write 'wildlife repopulation' on the board and give students a few minutes in pairs to discuss what they think it means and what they imagine it involves. Elicit ideas and write them on the board

© 029 Elicit what students remember about the format and requirements of the Listening Part 2 exam task before they read the tip boxes. Check their understanding by asking Why should you read the notes and think of types of words needed before listening? (to know what information to listen for). How can you make sure you have an answer which is not already present in the notes, and which makes sense grammatically? (you can re-read the notes between the first and second time you listen).

Allow students time to read the notes, then play the audio twice. Students complete the sentences.

1 conservation – it's a way of carrying out conservation 2 dictionaries – it still seems to be absent from dictionaries

3 airport – given Knepp's proximity to a major airport, this is an impressive achievement

4 butterfly – The estate also

now boasts more of the purple emperor – a kind of butterfly – than anywhere else in the country. **5** tourist attraction

- successful attempts to bring back ... the red kite. A working farm in Raeder was set up as a feeding station for kites, and now thrives as a tourist attraction. 6 forests - that these

animals have all but abandoned the forests 7 controversial

– But some [projects] can prove controversial, such as the
reintroduction of the grey wolf population to Yellowstone
National Park 8 human involvement – many of these
initiatives, once set up, manage to carry on in the absence of
any human involvement whatsoever. And when that happens,
then I think it shows the project achieved what it set out to do.

AUDIOSCRIPT © 029

Matt Brady: Hi. I'm Matt Brady and I've been doing some research recently into rewilding. Now, I've found a number of different definitions of rewilding but, essentially, it's a way of carrying out conservation that involves returning areas to their natural state – without any buildings, cultivation or anything. It often includes bringing back the wild animals that used to live in an area before they were either killed off or forced out because the habitat became unsuitable.

The term *rewilding* has been in use in print for the last 30 years, although interestingly it still seems to be absent from dictionaries. But with its raised profile in the media, I imagine this will change before long.

In many cases, rewilding happens in the kind of locations not usually associated with a good ecological balance. One recent example is the area of Knepp in England, where land around an old castle has been left to nature to take over again. I think that, given Knepp's proximity to a major airport, this is an impressive achievement and really shows what can be done.

On the Knepp estate, many species are now extremely common. Deer are one example, and the barbastelle, a species of bat described as Europe's rarest mammal, has been seen flying overhead. The estate also now boasts more of the purple emperor – a kind of butterfly – than anywhere else in the country.

And while the approach at Knepp was to repopulate with diverse wildlife, other projects have targeted one specific species. Examples include successful attempts to bring back one of Wales's most loved birds of prey, the red kite. A working farm in Raeder was set up as a feeding station for kites, and now thrives as a tourist attraction.

Rewilding can sometimes teach us new things. After successful reintroduction in Poland in the 1950s, the Dutch have reintroduced bison. What nobody was expecting was to find that these animals have all but abandoned the forests that have been their traditional stomping ground, and are now making their homes among the sand dunes of the Dutch coastline.

It's probably fair to say these projects are popular, on the whole. They are set up, I think, for idealistic reasons. But some can prove controversial, such as the reintroduction of the grey wolf population to Yellowstone National Park in the US in the 1990s. This was based on experts anticipating the number of elk and other animals that would be killed on average by each wolf, but this figure turned out to be conservative, to say the least.

There seems to be growing public support for these rewilding programmes now, with funding being made available to support them. And many of these initiatives, once set up, manage to carry on in the absence of any human involvement whatsoever. And when that happens, then I think it shows the project achieved what it set out to

OEXTENSION

Instead of doing feedback with the whole class, give students the audioscript and ask them to work in pairs to circle the correct answers in the text and underline the distractors. Elicit these during feedback.

Possible distractors

1 cultivation 2 media 3 castle 4 deer / bat

5 working farm **6** stomping ground / dunes / coastline

7 popular / idealistic / conservative 8 funding

WRITING PART 2: AN EMAIL

SR P62

WARMER

Students work in small groups and brainstorm what they remember about the format and requirements of this unit's task for Writing Part 2: An email. Elicit information from different groups during feedback.

Tell the students they will practise writing an email, as in the Writing Part 2 exam task. Ask them to read the Exam tips box and enforce points 1 and 2 by giving students five minutes to underline the information in the question and produce a plan for their email. Students then have 40 minutes to write their email. If they need more time, they could continue writing with a different colour pen so they can see what they would have achieved in the exam. When you hand the marked tasks back, ask students to take a few minutes comparing their performance to their last written task.

Model answer

Hi Matilda,

It's very nice to hear from you again. I'm glad you got round to planning a trip to my country, I'm sure you'll have a fantastic time here.

Although I'm not the biggest fan of nature reserves myself, I do know of two. The first one is renowned mostly for its amazingly diverse wildlife and, in fact, it's the ideal destination for you if you're into birdwatching, as the park is home to a number of extremely rare species which have gone extinct in most other areas in the continent. Even if that's not your cup of tea, a little known fact is that there's a lake in the middle of the park where you can try your hand at fishing. If you manage to catch something, the local inn will cook it for you for your evening meal!

The other nature reserve you might want to check out is on the coast, and it actually started out as a private garden in the 18th century. A local tradesman spent the lion's share of his life travelling to exotic destinations and brought back the most colourful and alien-looking plants. Here you'll be treated to the most incredible coastal views, framed by plants and flowers I guarantee you've never seen in your life. What's more, you can also buy the plant seeds and give gardening a go when you get home.

Well, I hope this is useful and that you have a wonderful time. If you need more details, just let me know.

Hugs,

Alice

Word count: 256

READING AND USE OF ENGLISH PART 7

SB P62

Refer students back to page 58 and elicit what they remember about the task. Students then read the Exam facts and Exam tips boxes.

Write *great pacific garbage patch* on the board. Students discuss what this might be in small groups, using their smartphones if permitted. Elicit ideas from the class and write any useful language on the board.

Students read the texts and choose which paragraph (A-G) fits in each gap (1-6). During the task, monitor closely and encourage students to underline the key pronouns or linking word/phrases which can help them match the paragraphs to the gaps. Elicit these during feedback. If there are any that the majority got wrong, look at them together. Encourage students to reflect on the tips they read and how useful they were.

1 F – this reason in F refers to more than half of it is less dense than water at the end of the previous paragraph. These creatures can then starve in F is one consequence of plastic resilience, and the following paragraph starts with another consequence of plastic resilience. **2** B – The most widely known in the following paragraph refers to garbage patches **3** G – This at the beginning of G refers to at the end of B. **4** E – this [is sampling method in the previous paragraph. in] fact in E refers back to the scale of the patch mentioned in the previous paragraph. Included the less densely packed peripheral boundaries is implied in the following paragraph: And arguably they should have [Included the less densely packed peripheral boundaries]. **5** A – A draws a conclusion from the considerations laid out in the previous paragraph. **6** C – C expands on the idea introduced in the previous paragraph, giving an overview of factors involved in measuring vertical distribution.

Distractor - D

FAST FINISHERS

Students choose five pieces of unknown vocabulary and find definitions for them online or in a dictionary. Elicit these after feedback.

ALTERNATIVE

Alternatively, students work in groups of four. Students A and B read only the text and discuss what type of ideas the pronouns, linkers or expressions seem to refer back or forward to. Students C and D do the same with options A-G only. All four students then work together, share their texts and match A-G to the appropriate gaps in the text.

SB P64

OUT OF THIS WORLD

1 © 030 In small groups, students discuss which of the inventions, 1–5, was not dependent on space exploration for its existence. Elicit guesses and rationales during feedback, then play the audio. Ask students if they have changed their minds after listening, then confirm the answer.

Espresso machine

AUDIOSCRIPT (2) 030

Scientist: Here are five things we wouldn't have without space travel.

One: Camera phones. From the 1960s, NASA researchers worked to create digital devices that were small and portable enough to enable astronauts to take high resolution images while in space. Today, one third of all camera phones contain the same technology.

Two: Espresso machines. In order for astronauts to remain alert throughout their missions, the European Space Agency came up with a way of using pressurised steam to make a more potent cup of coffee. So next time you order an espresso, remember that it is the drink of astronauts.

Three: Smoke and carbon monoxide detectors. Now a common feature in homes and workplaces all over the world, these were first devised for the Skylab programme in the 1970s, to ensure that astronauts would become aware of any potentially lethal leaks of gas on the space station.

Four: Freeze-dried food. One solution to the challenge of feeding astronauts in space was the development of freeze-dried food. Nowadays, fruit, ice cream and many other products can also be made to last longer in the same way. Five: Foil blankets. These metallic sheets, used on Earth in extreme temperatures, were developed as a way of protecting spacecraft and people in space.

2 Students work in pairs. Allow them a few minutes to look at the headings A-I and guess what each paragraph might talk about before they read the text and match the headings with paragraphs 1-9. Elicit answers from the whole class.

11 2D 3E 4G 5F 6B 7C 8H 9A 3 Give students a minute of silent thinking time to think of arguments. Students then share their ideas in groups and list the arguments in favour and against. Elicit these and write them on the board, then ask groups to discuss whether they believe space explorations to be a positive or negative development overall. Monitor closely, providing language where necessary, then elicit contrasting ideas and relevant language from the whole class.

ALTERNATIVE

Students role play a discussion in groups of four. Students A and B spend three minutes listing arguments in favour of space exploration, and students C and D prepare arguments against space exploration. The four students then work together and have a mini debate. Monitor closely and supply students with language where needed. Then ask the whole class whether they think space exploration is a positive or negative development overall.

4 © 031 Students look at the photo and discuss their ideas in groups. Elicit guesses then listen and students check their ideas.

The photo is of a dummy launched into space in a Tesla car with the help of a space rocket designed by SpaceX. Both companies are owned by Elon Musk. Tesla specialises in electric, self-driving cars, and SpaceX is a space exploration company whose ultimate goal is to colonise Mars. The rocket was launched in February 2018. It was the final testing phase of a revolutionary rocket launching system which allows elements of the rocket to be reused for future launches, saving millions of dollars.

AUDIOSCRIPT (2) 031

F: I've always been fascinated by Elon Musk, the guy who set up PayPal. He's managed to run several other successful companies in highly competitive areas and make a success of them. A shining example of this is Tesla, the manufacturer of electric cars. But for me Musk's crowning achievement has got to be the company he founded in 2002: SpaceX, the space exploration company. Musk is motivated by worthy goals - he wants a sustainable future, and believes that the use of space and its resources is key to making that a reality. His ultimate aim is to make space travel no less than 90 percent cheaper. It wouldn't be an overstatement to describe Elon Musk as a visionary and a genius. He's shown on several occasions that he's got what it takes to achieve the impossible. For example, he's managed to reduce the cost of rocket launches by developing a rapidly reusable launch system. He also managed to defy the odds by achieving the first sea landing of a rocket, on a barge which he charismatically named 'Of course I still love you'. In 2018, he managed to pull off a stunt that left the whole world dumbfounded. He did nothing less than launch a car into orbit from one of his rockets. To cap it all, it was of course Musk's own Tesla Roadster, driven by an astronaut wearing a spacesuit and named 'Starman'.

5 @ 031 Students work in pairs and match 1–8 to A–H from memory, then listen to the audio and check their ideas. Challenge stronger students to cover A–H, listen to the audio and complete 1–8 with the language they hear.

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

6 Students work individually to fill the gap with a suitable phrase. Challenge stronger students to do so without looking at Exercise 5. During feedback, ask students if any sentences could have more than one possible answer.

1 crowning achievement 2 it wouldn't be an overstatement to 3 defy the odds / achieve the impossible 4 make a success of 5 crowning achievement 6 achieve the impossible / defy the odds 7 to cap it all

- 7 Give students one minute to choose a famous person, then ask them to discuss the chosen people in pairs. Students then have five minutes to prepare their presentation individually, making notes on ideas and using the language they have learnt in Exercise 5 as well as other terminology they know. Invite students to give their presentations to the whole class or in groups. During feedback, ask the class to choose the best three personalities in terms of how positive a role model they are for young people.
- Before playing the video, you may want to demonstrate how to make a timeline as this might differ from one culture to the next. Use the Elon Musk story as an example and elicit the timeline on the board, then play the video. Students prepare their own timeline.

Suggested notes:

1950s Cold War between US and Soviet Union.
4th October 1957, Soviet Union launches first satellite,
Sputnik 1. Orbitted until re-entry 4th January 1958.
February 1958 Sputnik 2 launched with dog, Laika, on board.

August 1959, USA took first photo of Earth from orbit. October 1959, Soviet Union took first photo of far side of the moon.

August 1960, Sputnik 5 launched with two dogs on board, Belka and Strelka. They survived the flight. 12th April 1961, Yuri Gagarin is first man in space. By 1964 US had flown several 8 and 14 day manned space flights.

1968, US orbit moon for first time.

20 July 1969, Neil Armstrong walks on moon.

As of 14th March 2019, ISS visited by 236 people from 18 nations.

LIFE COMPETENCIES

TAKING CONTROL OF OWN LEARNING

This section provides the students with an opportunity to refine their collaboration, communication and public speaking skills. Point out to the students that how well they organise their work is as important as the end product itself.

Students work in groups and first make decisions on the three bulleted points. Then they make a list of information they aim to find out about the International Space Station (ISS). Elicit some ideas, such as:

How does one reach it?
What is its history?
What's daily life like on the ISS?
What research is carried out there?
How do they communicate with Earth?
What countries are involved?
How is one chosen to go to the ISS?

Students allocate the information to different members of their group, who research it for homework. Decide if students should prepare the presentation in the next lesson or for homework. Students share their initial research with their group, select the most interesting information and work collaboratively to organise the information into a presentation. Remind students to organise themselves so that everyone in the group is able to present a part. If students are preparing in class, monitor and help where necessary. Students then give their presentations to the whole class, who ask follow-up questions. As an alternative to a whole class presentation, you could ask the groups to film their presentations. The class could then watch and critique the videos together.

- ⇒ WORKBOOK / Unit 4, page 20
- PRACTICE EXTRA / Unit 4, Grammar and Vocabulary

5 SURFING, SCROLLING AND SWIPING

UNIT OBJECTIVES

Topic: technology

Grammar: relative clauses; modals (1)

Vocabulary: multi-word verbs (1); language for

expressing change; phrases with dare

Listening: Part 1 – training
Reading: Part 4 – training

Speaking: Parts 3 and 4 – training

Writing: considering both sides of an argument Exam focus: Reading and Use of English Part 4;

Listening Part 1; Speaking Parts 3 and 4

Real world: dealing with technology

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

GETTING STARTED

SB P66

WARMER

Students work in groups and brainstorm vocabulary related to the internet, such as website, surf, net, stream, etc. Elicit these and add them to a spidergram on the board, addressing any problems with pronunciation. If possible, elicit go viral and meme (pronounced /mixm/).

BACKGROUND INFORMATION

A meme is an idea, image or video that is spread very quickly on the internet.

Books closed. Read out questions 1 and 2 and ask students to discuss in pairs. Elicit a few ideas, supporting students who are trying to describe memes they know of. Students then open their books and answer question 3 individually, then share their ideas with a small group. Elicit the funniest or cleverest captions from the class.

LISTENING PART 1 TRAINING

SB P66

1 @ 032 Students read statements 1–4 and discuss in pairs why each might be true. After a few minutes, play the audio once and ask students to match the statements to the speakers. Allow students to check their answers in pairs before whole class feedback.

1 J 2 B 3 M 4 M

AUDIOSCRIPT 3032

Jacinta: What do you think makes something go viral on

the internet? Can you deliberately design content

which has a high chance of going viral?

Mario: Well, apparently, there is a science to it – virality.

Supposedly the key to it is triggering an emotional

connection, such as nostalgia or awe.

Jacinta: Possibly, but then different people have different

emotional responses to things. No, I think the relevance of the post matters more. Whenever a current major event is in the news, it immediately generates hundreds of responses – videos,

pictures, comments, memes and so on.

Mario: Yes, but it's the news story that goes viral and

usually the kinds of posts you are talking about tend to vanish into thin air after a few days. To my mind, to go viral a post has to have something unique and unexpected about it. The problem is

pinning down how to achieve this.

Jacinta: It's probably more of an art than a science,

meaning you can't always put your finger on exactly what features of a post cause it to go viral. I mean, sometimes it is obvious, but at other times you think, 'Why on earth did that go viral?'

2 © 032 Students read the question and the options A-C. Allow them to discuss the question in pairs, then play the audio again. During feedback, elicit that Jacinta agrees that international developments play a role, and Mario thinks it's about a strong appeal to emotions, but they only agree that it's difficult to understand why some memes are successful and others are not.

C – The problem is pinning down how to achieve this. ... It's probably more of an art than a science

1 A – It blows my mind seeing just how many different areas of life it can be applied to. 2 C – I'm slightly sceptical to be honest. 3 C – I actually think it's quite irresponsible to present a machine as an 'expert', particularly a vet or even worse, a doctor.

AUDIOSCRIPT (2) 033

Zara: Yesterday I read an article about AI – you know, artificial intelligence. It blows my mind seeing just how many different areas of life it can be applied to. For example, medicine. Apparently, thanks to a model called *deep learning*, machines can now detect certain eye conditions as successfully as humans.

Jake: Are you sure it's true? I'm slightly sceptical to be honest. The other day, I was using one of these online diagnostic chats to try and find out what was wrong with my cat. It was absolutely useless. It didn't give any meaningful responses to the symptoms I was typing in. I actually think it's quite irresponsible to present a machine as an 'expert', particularly a vet or even worse, a doctor.

Zara: Well, it's definitely true that you need to be cautious with these things as their ultimate aim is to make money, but the high-grade applications that they use in hospitals are obviously a lot more reliable than those used by random websites.

Jake: I read recently that you can get artificial 'lawyers' too. They charge a lot less than real ones!

Zara: But if their advice is wrong, it will cost you a lot more in the long run.

discuss in pairs what they might hear in the dialogue. Elicit language such as lost password, hard drive, memory storage, repair, replacement, etc. Then play the audio twice and allow students to check in pairs before doing whole class feedback. During feedback, elicit further useful vocabulary the students heard in the audio, such as went down, fibre optic connection, speed up, slow down, log on, locked out, corrupted, back up. Write these on the board to support students during the extension.

1 B – both speakers talk about not backing up files and them, therefore, having been corrupted **2** C – That's what they usually suggest. ... Exactly. Not rocket science, right?

AUDIOSCRIPT 3034

Jim: I haven't been able to finish the project because my internet went down two days ago. After we had the fibre optic connection put in, the connection had really sped up but for some reason, it's now slowed down again. I've been on the phone to them three times, but you know what they said ...

Rosie: Let me guess – switch it off and on again! That's what they usually suggest.

Jim: Exactly. Not rocket science, right? Anyway, have you got your project done?

Rosie: No, I've got technical problems too. I really need to log on to the VLE to download the topics and guidelines but I've mysteriously been locked out.

When they prompt me to sign in, I can't enter my username or password. I'm also a bit worried about some of my files being corrupted. I haven't bothered to back them up in ages.

Jim:

I know what you mean. I always forget to do that and occasionally I pay the price when I find an important file won't open just when I need it. And another thing – there's a problem with the ink in my printer, so even if I manage to do the research on my phone and write the paper, I often can't print it out. It's driving me crazy.

VOCABULARY

SB P67 PRACTICE EXTRA / Unit 5

MULTI-WORD VERBS (1)

1 @ 034 Students attempt to complete the text using the correct form of the words in the box from memory before listening to the extract again. Remind students that they might need to change the form of the word or phrase in the box. Check that students understand the meanings of the terms as they relate to technology during feedback.

1 went down
2 put in
3 sped up
4 slowed down
5 switch it off; on
6 log onto
7 locked out
8 sign in

9 back them up **10** print it out

2 Prime the students for this exercise by asking them to discuss in pairs what they know about these topics: hacking; newsletters; browser searching tips; online ads.

Put students into pairs or small groups. Ask students to look at the words in the box and discuss what they might mean. Students then work individually to replace the bold words in the text. Remind students that they might need to change the form of the word or phrase in the box. During feedback, point out that in phrasal verbs the stress is often on the preposition, not the main verb, e.g. shut DOWN, not SHUT down.

1 gain unauthorised access to – hack into; obliterate – wipe out; prevent from working – shut down
 2 actively choose – opt in; move the page upwards –

scroll up; appear underneath – drop down

3 Avoid – filter out; appearing – popping up

207 onto the board and elicit a few verbs that fit in each column. Then students work in pairs or small groups to categorise the multi-word verbs in Exercises 1 and 2. Invite students from different groups to fill the columns on the board and do whole class feedback. After feedback, invite students to take a few minutes to record these multi-word verbs in their vocabulary notebooks.

Type 1 log onto; hack into

Type 2 sign in (if you
sign yourself in); pop up; scroll up; drop down; opt in; go
down; speed up; slow down

Type 3 put in; switch
on/off; lock out; sign in (if you sign somebody else in);
back up; print out; shut down; filter out; wipe out

Type 4 –

- Point out to the students that this exercise is similar to Reading and Use of English Part 4. Ask students to look at the completed example. Challenge the students to complete the sentences covering the vocabulary in Exercises 1 and 2, and then uncovering it to check their answers. Then do whole class feedback.
 - 2 Backing up your work3 you sign in4 keeps going down5 I was locked out

GRAMMAR

SB P68 PRACTICE EXTRA / Unit 5

RELATIVE CLAUSES

WARMER

Students work in small groups and discuss what criteria they keep in mind when looking to buy a computer. Elicit ideas and write them on the board.

- Warmer above, check if it mentions any of the ideas they brainstormed. Allow about three minutes for students to work individually to underline the ten relative clauses. Then ask them to work in small groups to check their ideas and ensure they all have ten. During feedback, project the text on the board if possible and invite different students to underline the relative clauses. Elicit or point out that some of these are not introduced by relative pronouns at all, such as the first one.
 - 1 you're exposed to 2 where a computer does its real-time calculations 3 most of which need more memory capacity than ever before 4 who tend to multi-task **5** whose processors come in a range of qualities **6** for whom money is no object 7 those on a budget 8 times when you need to balance performance and cost **9** which are quieter, lighter and cooler than HDDs 10 none of which were found to have satisfactory battery life
- are defining or non-defining relative clauses. Support the students if necessary by reminding them that non-defining relative clauses only add extra information and can be deleted without affecting the meaning of the sentence as a whole. If students require further support, elicit that Expandable desktop computers, many of which can accommodate multiple graphics cards, are often a much better option for playing PC games online has the same meaning as the original sentence, but The computer that I buy will have to interface seamlessly with other Apple devices has a different meaning, so A is non-defining and B is defining. Students then write D or ND next to 1–5 and check in pairs.

AND BD 1ND 2D 3D 4ND 5D

3 Use sentence A in Exercise 2 to illustrate how this structure works. The students might wonder why we cannot replace *which* with *them*. This is because the relative clause would no longer be subordinate, so there would be two independent clauses in the sentence, which is impossible.

Write which and whom on the board to further support the students and ask them to work individually to complete the sentences. When they check in pairs, remind them to pay attention to whether the pronouns refer to people or things. Then elicit answers from the whole class.

2 neither of whom
4 both of which
5 many/several/some/most of which
6 one of whom which
7 many/some/several/most/both of which



CONSIDERING BOTH SIDES OF AN ARGUMENT

EXAM INFORMATION

Considering all sides of an argument is a useful strategy to tackle essay questions in Writing Part 1, and using appropriate language to do so will improve the candidate's score in the Language and Organisation criteria.

Draw a mindmap on the board with AI in the centre. Elicit what it means and ask students in small groups to answer questions 1 and 2. Elicit ideas on the board.

Suggested answers

- 1 Artificial Intelligence is the study of how to produce machines that have some of the qualities that the human mind has, such as the ability to understand language, recognise pictures, solve problems, and learn. It is commonly used in home assistant devices such as Amazon's Alexa and Google Home, but has many other applications such as self-driving cars and even popular TV and music streaming services.

 2 Benefits: faster and more accurate predictions. Dangers: job losses, privacy and ethical problems (such as the accountability of self-driving cars in cases where an accident is unavoidable). Probably no issue regarding AI taking over the world like in movies.
- 2 Students read the texts in two minutes, underlining the ideas mentioned that match those on the board from Exercise 1. Elicit these during feedback.
- **3** Ask students to look at the phrases in the box and clarify any unknown language. Students then work independently to match the phrases with the gaps.

- 1 One of the most successful applications of 2 where they fall down is **3** An excellent example of the benefits of **4** The reason it's so popular is **5** what **6** There are both pros and cons raises it above other **7** On the one hand 8 On the other hand **9** One of the drawbacks of 10 the major weakness
- **4** Demonstrate the activity by answering the question for A with the whole class, eliciting that it refers to problems with robot-human interactions. Encourage students to circle This issue, underline the area of robot human interaction and draw an arrow going from the first to the latter. Students continue individually or in pairs. Remind students that the use of these cohesive devices are essential in the Writing exam.

▲ This issue – problems with robot–human interaction **B** those – readers C This – unemployment and socio-economic problems **D** these – applications **E** For this reason – machines cannot be taught morals and ethics

5 Students have one minute to brainstorm electronic devices in groups. Elicit ideas and write them on the board, then ask students to work in pairs and choose one. Students brainstorm advantages and disadvantages in their pairs, then work individually to write their text, highlighting any phrases from Exercise 3 that they use, and circling their cohesive devices as in Exercise 4.

VOCABULAR

SB P70 PRACTICE EXTRA / Unit 5

LANGUAGE FOR EXPRESSING CHANGE

SEXAM INFORMATION

High-level vocabulary to describe and refer to change will be useful in the Speaking and Writing exams. In particular it will be useful in essays and proposals, and in Speaking Parts 3 and 4. However, it can also be used in other parts of the exam, depending on the topic.

- 1 Students work in groups and brainstorm as many verbs for expressing change as possible in two minutes. Encourage students to look at the examples to start them off.
- **2** Allow students to work in pairs and discuss the words in the box before trying to categorise them. Meanwhile, copy the table onto the board. Then ask volunteers to come and fill the columns with the appropriate verbs.

At this point you may want to give students one minute to use a dictionary to double check the meaning of the words they are not 100% sure about. Then elicit what these were and invite students to explain the verbs they looked up.

Suggested answers

Positive enhance, strengthen, boost, facilitate, upgrade **Neutral (depends on context)** outnumber, modify, intensify, augment, magnify, multiply, lower, exceed Negative worsen, deteriorate, hinder, weaken, corrupt

3 Point out that the words in italics are all neutral, and their connotation depends on the context. Students work in pairs and discuss if they think the word in italics has a positive (P), negative (N) or neutral (NE) meaning in the given context, and mark the sentences accordingly. During feedback, elicit examples with the opposite connotations, e.g. The pain intensified, which would be negative.

2 N 3 NE **4** N **5** P

- 4 Students work independently to fill the gaps with appropriate words. Monitor closely and encourage them to add more than one option where possible. Elicit answers from the whole class.
 - 1 boost 2 exceeds/outnumbers 3 hindering
 - 4 upgrade 5 deterioration/worsening
 - 6 upgraded/strengthened/enhanced/modified
- 5 @ 035 Lead in to the activity by asking students to briefly discuss in pairs what computer facilities were/are available in their school or college, and what was/is good and bad about them. Then allow students to read the questions before playing the audio. Students can write notes while they listen. Elicit ideas during feedback.
 - 1 There hasn't been any new hardware. The software upgrades are sometimes incompatible. The anti-virus software needs upgrading. 2 getting new computers and printers 3 a time limit on sessions and making a quiet zone

AUDIOSCRIPT 🖎 035

Richard:

OK, so we're here to evaluate the state of the computers in the college and see what we can do to improve the situation in some way. So can you give me a summary of where we are now?

Elizabeth: Yes, the main issue is the budget has not allowed for any new hardware in over two years. That's a long time when you're talking about computers. The number of complaints from students has increased over the year. They can't always get access to a computer when they want it. The printers break down more than they used to because they are so old. We really need to make it easier for them to get their work done.

Richard:

OK, so it's clear we need to get some newer computers and far more of them now that the number of students is higher than ever. I think we should also get a few of the newer printers that allow you to scan and copy as well as at least one heavy-duty printer.

Elizabeth: Yes, that sounds good. We have had problems with some of the software packages as well. Basically, we need to get the latest versions, particularly if we are getting more modern computers, as they'll be incompatible. And one other issue is the virus protection packages need to be updated regularly. Quite a few students have complained of damage to their files due to infection from viruses sent through emails.

Richard:

Right. So we definitely need to add far more money to the budget for next year. But what about policies? Is there anything we can do to make things better through our conditions of use?

Elizabeth: Well, now you come to mention it, yes there is. For example, we allow students to stay in the computer room as long as they want. Perhaps we should change that and introduce a time limit, say, of two hours per session? That way they won't be tempted to waste time and it will be a more efficient use of the facilities. What do you think?

Richard:

I agree. At the moment, some students distract others by talking, so I think as well as limiting the time they can spend, we should change the rules and make it a quiet zone. I think overall, these changes will make things better for them.

6 035 Point out that this exercise is somewhat similar to the Listening Part 2 exam. Allow students time to read the summary and predict what kind of words they will hear. Then play the audio. Students select the correct form of words from Exercise 2 to complete the sentences, then check their answers in pairs. Monitor during pair checks, and if some students need to listen again, play the audio. Elicit answers in feedback.

1 has deteriorated **2** facilitate 3 upgrade **6** modify **4** corruption **5** outnumber 7 enhance

OEXTENSION

Elicit five technological inventions that have had an important impact on society and write these on the board. Students work in pairs and discuss how these inventions have affected everyday life, using the vocabulary from this page.



SB P70 PRACTICE EXTRA / Unit 5

MODALS (1)

WARMER

Students have one minute to write down as many modal verbs as possible in teams. Elicit answers and write them on the board, reminding students that modal verbs do not require conjugation and that they are followed by the bare infinitive of the verb.

Students work independently to match the modal verbs in the box to the functions A-H, then check their answers in small groups or pairs. Monitor closely and help where necessary, providing or eliciting example sentences for the students to figure out the different functions. Elicit further example sentences during whole class feedback. Write letters A to H on the board, elicit the corresponding modal verbs and write them next to each letter.

B must, may, could, might, can't (note that should and ought to can also be used to suggest something is likely, e.g. The repairman should / ought to be here by now.) C can, could, be able to, enable (note that let, allow and permit can be used express ability in certain contexts, e.g. That app allows me to compose my own music.) could, may, might **E** should, ought to, might (note that we can also use other modals for strong recommendations (e.g. You have to / must download that app.; You might try restarting the system.). We can also use may/might as well to talk about things we should do because there is no better alternative (e.g. You may as well upgrade to the latest version – it's free to download.)) **F** don't have/ need to, needn't **G** mustn't, can't (not allowed to and not permitted to would also work here) **H** let, allow to, permit to, may, can

Students read sentences 1–10 and correct the mistakes where present. After a few minutes, support the students by letting them know that there are five mistakes. If necessary after a further few minutes, let the students know that the mistakes are in sentences 2, 5, 6, 8 and 9. Allow a further minute, then do whole class feedback.

2 It's not necessary <u>to</u> back up 3 / 4 / **5** It is imperative that you / to **6** is under no obligation to **7** ✓ (although you can add *that* after **8** has the ability to translate **9** it is <u>recommended</u> to install 10 🗸

OEXTENSION

Students work in pairs and decide the modal function from Exercise 1 (A-H) of each underlined expression in Exercise 2. Then they rewrite the underlined expression using an appropriate modal verb from Exercise 1. For example, 1 Ability – This programme can read the user's emotions.

3 Prime students for this exercise by asking them to discuss how they can stay safe while using public Wifi.

Students read the text and fill the gaps with an appropriate word. After a few minutes, support the students by writing the answers on the board in jumbled order. The students can now check their answers if they are finished, or match the words on the board to the gaps they haven't managed to fill. During feedback, invite students to come to the board and write the appropriate gap number next to each word. Elicit possible further answers.

1 required/needed **2** obligation 3 need/ought

4 necessary/important/essential/vital **5** able

6 vital/essential **7** permits/allows/enables

9 possible/feasible 8 allows/lets 10 need to

PHRASES WITH DARE

1 @ 036 Allow students about a minute to look at sentences 1–7 and predict what they might hear, then play the audio once. Invite different students to write the phrases with dare on the board during feedback.

1 You wouldn't dare! 2 My friends dared me to do it.
3 Well, dare I say it, we're going to have to have to let staff go. 4 I dare say we'll manage. 5 I daren't tell Sue that I've dropped her laptop. 6 How dare you speak to me like that! 7 Don't you dare!

AUDIOSCRIPT (2) 036

Narrator: 1

A: Pauline always uses the class computer for too long – it's not fair. I'm going to tell her exactly what I think of her!

B: You wouldn't dare!

Narrator: 2

A: Why did you share that meme about a local politician? It's obvious you'd get in trouble with Mum and Dad.

B: My friends dared me to do it.

Narrator: 3

A: So how are we going to balance the budget with all these new hardware investments?

B: Well, dare I say it? We're going to have to let some staff go.

Narrator: 4

A: How are we going to finish this blog post by the end of the day?

B: I dare say we'll manage.

Narrator: 5

A: I daren't tell Sue that I've dropped her laptop. She'll go mad!

B: Well, you're going to have to.

Narrator: 6

A: If you hadn't been so lazy, you'd have got your work finished.

B: How dare you speak to me like that!

Narrator: 7

A: I'm just borrowing your credit card to order a pizza online.

B: Don't you dare!

2 © 036 Allow students to discuss the meanings of sentences 1–7 in Exercise 1 before playing the audio again. Students match the meanings A–G with the Exercise 1 sentences. During feedback, elicit alternative expressions which would have the same meaning, such as You wouldn't have the guts! or I won't believe it till I see it!

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

3 Students fill the gaps with the appropriate expression with *dare*, then check their answers in pairs.

1 dared you to2 How dare you3 dare I say it4 I dare say5 Don't you dare!6 daren't

SPEAKING PART 3 AND 4 TRAINING

SB P72

SEXAM INFORMATION

Tell the students that in the Speaking Part 3 task the examiner will give them a spidergram like the one on page 72, with a question in the middle and five items around it. The candidates have two minutes to discuss the question in the middle in pairs, considering as many of the items as possible (though they do not lose points if they don't manage to talk about all of them).

Ask the students to copy the spidergram into their notebooks, using up a whole page. Students brainstorm ideas and make notes on the spidergram. During feedback, elicit ideas then correct common mistakes and provide useful language on the board.

2 037 Tell the students they will learn more about the task format and requirements of Speaking Part 3. Allow students to look at statements 1–6 and predict whether these are true or false, then play the audio to check ideas. During feedback, make it clear to the students that in the first half of the task they are not to make decisions regarding which option is best, as this is typically discussed in the second half of the task. Note that for question 2, the candidate speaking time is three minutes, but the total time for the task is four minutes.

1 F 2 T 3 T 4 T 5 T 6 F

AUDIOSCRIPT © 037

Lily: OK, which one shall we start with?

Pablo: The first one that jumps out at me is SatNav –
Satellite Navigation – I mean, personally, I'd be lost
without it – quite literally! I remember the old days
of having to plan your route in advance on a scrap
of paper. You had to keep pulling over to check
where the next turnoff was. I wouldn't want to go
back to that.

Lily: You're really showing your age! But, seriously, I agree with you but only up to a point. Sometimes SatNavs are more trouble than they're worth. One day I almost ended up in a river because of one!

Pablo: Yeah, that kind of thing has happened to me, but I still wouldn't be without mine. So, what about targeted advertising? That's an absolute pain in the neck. It's just a sophisticated form of spam. I mean, say I've just bought a toaster. For the next however long, all the pop ups I see are about toasters. How many toasters do they think a person needs?

Lily: I can see what you're saying, but you're looking at it from a customer's point of view. If you are trying to sell, it's an amazing advantage to be able to find out who is in the market for your products. You might see their advert and return the toaster you'd bought and buy theirs instead.

UNIT 5

Pablo: There's some truth in that, I suppose. I hadn't

thought of it like that. OK, so the one that I'm most impressed by, in a way, is smart home devices, you know, like Alexa or other devices that allow you to control things in your house. You simply speak to the device and it does what you ask.

Amazing, really. I love having mine.

Lily: That's not always the case, though. We bought

my Granddad one of those devices to help him around the house. The problem was that it kept misunderstanding what he was saying and he found it very frustrating. Don't get me wrong, I think these devices are very impressive, but I think

they still need improving.

Pablo: OK, what about the TV recommendations?

really like it when an app recommends something to watch based on what I've watched before. Like, in my case, I'm hooked on detective programmes and every time a new one comes out, I'm the first

to know. Don't you think that's brilliant?

Lily: Not necessarily. Sometimes they get it wrong. I

rarely enjoy the shows they recommend, but I'll admit it's quite clever. So, the last one is about grading exams and tests. What do you think of

that one?

Examiner: Thank you. Now you have about a minute to

decide which of these things can benefit people

the most.

Pablo: OK, so we didn't have time to talk about exam

marking but I don't think this is the most beneficial to people. It's useful for, say, teachers but does not benefit everyone. And anyway, I'd prefer to have

a human being mark my writing paper.

Lily: Yes, and I would also rule out targeted advertising

and TV recommendations. I mean, they are nice things to have, but I think most people could live

without them quite easily.

Pablo: OK, I agree with that. So that leaves us satellite

navigation and smart home devices. I would go for the latter. Having one at home has changed

my life.

Lily: That's a fair point, but I don't think you can say

that they benefit everyone. On the other hand, everyone does have a SatNav in their car these

days, so I would go for that option.

Pablo: That's true, but I would still have to go for smart

devices. They do so much more than just tell you

how to get somewhere.

Lily: OK, I guess we will have to agree to disagree

here.

Examiner: Thank you.

3 © 037 Allow students to predict answers from memory before playing the audio again. Challenge students to take notes of the language they hear which indicates the correct answers and elicit ideas during feedback.

1 P 2 L 3 P 4 P 5 N

4 © 037 Students try to fill the gaps from memory before listening again. After feedback, you might want to ask the students to choose four of the expressions which they have never used but would like to learn, and write them down in their notebooks.

1 up to a point2 you're saying3 truth in that4 the case5 Not necessarily6 a fair point

7 true 8 agree to disagree

ask them a series of questions and the candidates will have to discuss them together. Ask students to read the questions and then play the audio once. Students number the questions in the order they believe they were answered. Elicit the order quickly with the whole class. Then play the audio again, asking students to take notes on the arguments they agree, disagree or partially agree with. Students then discuss these with a partner briefly.

1 3, 2, 1, 4 **2** Students' own answers

AUDIOSCRIPT (2) 038

Narrator: Question 1

Narrator: Question

Lily:
I can't really imagine, to be quite honest with you. I suppose we would have been healthier and more active but, on the other hand, we would have been much less informed, especially about what's going

on in other parts of the world.

Pablo: You make a good point but I'm not completely convinced. I think what we have gained is a lot of fake news, junk mail, online bullying and so on.

Before the internet, we knew what we needed to know – genuine news from reliable news agencies.

One thing I agree about, though, is that we wouldn't have spent so much time sitting around scrolling

through social media feeds.

Narrator: Question 2

Pablo: To my mind, this really depends on which part of the world you're talking about. In the developed world, where parents pay a lot of money in taxes, I

think it's fair to say the State should take responsibility for this. Increasingly, the internet is a vital tool in education and not having access would

undeniably disadvantage students.

Well, I think that's true in part. The thing I'm not so sure about is that over-reliance on the internet often leads to disinterest in reading, and some teachers use it to avoid actually teaching the students themselves. There are so many other priorities when

it comes to spending our tax dollars.

Narrator: Question 3

Lily:

I certainly don't think it is crucial at all. In fact, it makes life too easy for them in a way. Nowadays, everything is handed to children on a plate. They can hardly cope when the internet goes down for a few minutes. What is vital for students, in my view,

is a library membership.

Pablo: I think that's true in part. Primary school children can manage very well without their own computer. By the time they are about 15 or 16, they could probably do with having one of their own, and by the time they go to university, it is a must.

Narrator: Question 4

Pablo: Well, what I hope will happen is that the internet will become faster and not go down so often. It would be good to see computers that don't become

obsolete so quickly as well.

Lily:

I'd also like to see all of that but it's not very realistic because manufacturers want to sell more computers, so it is in their interests that people need to upgrade regularly. Personally, I hope there will be a better interface between operating systems in the not too distant future.

6 Students work in groups of three. The 'examiner' will need a timer or stopwatch. The 'examiners' allow two minutes for the first part of Part 3, and about one minute for the second part of Part 3. Allow 5 minutes for Part 4. If you have a group of four (one 'examiner' and three candidates), allow three minutes for the first part of Part 3 and two minutes for the second part; then allow eight minutes for Part 4. The 'examiners' should stop the candidates at the right time by saying *Thank you*. The students perform the task, then swap roles and repeat until everyone has been the 'examiner'.

READING AND USE OF ENGLISH PART 4 TRAINING

SB P73

WARMER

Write It will not be possible to repair your smartphone screen – it's too badly damaged on the board. Give students two minutes to write down as many paraphrases of the sentences as possible. Elicit these during feedback.

1 Students read the test item and the box. Check their understanding of the task requirements by asking how many words they should use (three to six). Guide the students to answer questions 1–3, then allow about one minute for the students to complete the sentence. Elicit this with the whole class.

1 of 2 -ing (repairing) 3 add no/isn't Answer: is no chance of repairing / isn't a chance of repairing

2 Give students time to go through questions 1-3, monitoring and helping where needed. Allow students to check ideas in pairs before whole class feedback.

1 strengthen 2 a The meaning is different. b It doesn't contain the exam key word by. c There are too many words. 3 was strengthened by

3 Students work in pairs to look at the candidate answers and correct them where necessary. Elicit correction during feedback.

1 incorrect (too many words) – had I known how expensive it
 2 correct
 3 incorrect – come up with a solution to
 4 incorrect – have many things in common with / have a lot in common with

4 Point out to the students that this exercise will help them avoid a simple but common mistake, which is to add a word or piece of information that is not needed in the answer. Students highlight the information in the first sentence, then compare in pairs. If you have a projector, project the exercise on the board and invite different students to come to the board and underline the information. Make it clear to students that they do not need to fill the gaps yet. They will do that later, in Exercise 6.

1 will be completed before 2 no choice but to live with 3 absolutely forbidden for students to
4 received compensation from ... because she lost

5 The students match the test items in Exercise 4 with the language tested A-D. During feedback, elicit that both grammar and vocabulary points are tested, and suggest that they start keeping a vocabulary notebook where they can take notes of collocations and colligation.

1D 2C 3B 4A

Students work alone to complete the sentences in Exercise 4. After a few minutes, support the students by reminding them how many words are needed in each sentence (three to six words). If possible, project the exercise on the board and invite students to complete the sentences.

1 will have been completed by 2 have to put up with

3 no circumstances should/must/can you

4 was compensated for the loss

> TEST AND TRAIN EXAM PRACTICE

READING AND USE OF ENGLISH PART 4

WARMER

Tell the students they will have the opportunity to practise a Reading and Use of English Part 4 task. Ask students to answer the following questions:

- 1 How many words can you write? (between three and six)
- 2 Can you change the word given? (no)
- 3 How can you ensure you don't add any unnecessary information in your answer? (underline the information that needs replacing in the original sentence)
- 4 What does this task test? (grammar and vocabulary, collocations)

The students read the Exam facts and Exam tips, then attempt the task on their own. When they finish, allow them to check in small groups, but if they want to make any changes, ask them to use a different colour pen so they can see how they would have done in the exam.

After feedback, encourage students to make a note of the mistakes they made in their notebooks and to review these frequently.

- 1 to have changed her mind about 2 is in two minds
- **3** is she getting at **4** has been a drastic increase in
- 5 in your (best) interest not to

LISTENING PART 1

SB P74

© 039 Tell students they are going to have the opportunity to complete a Listening Part 1 task. Students read through the Exam facts and Exam tips.

Remind students to read and underline keywords in the questions first, and in the options if they have time. Play the audio twice and allow students to check answers in pairs before whole class feedback.

Alternatively, provide students with the audioscript and ask them to underline the answers and the distractors in different colour pens. If you have a projector, project the audioscript on the board and invite different students to highlight answers on the board. If you can, go ahead, take the plunge **2** B – and remember this guy supposedly knew what he was doing **3** C – the internet ... diversifies criminal activity ... now the number of ways to trick people out of their money is almost limitless **4** A – it is vulnerable people like that that need to be protected ... yes, well, I can't argue with that. I'd support the harshest penalties being given to people who exploit the weaknesses of others like that **5** B – the jobs for humans that operate alongside robots have become ... rather tedious ... That's a fair point **6** A – I'm also sure it boosted productivity.

AUDIOSCRIPT (2) 039

Narrator: Extract 1

- M: I have been wondering whether I should buy some Bitcoin.
- F: Mmm, well, at one point the price of Bitcoin fell over 80% within just a few months. So, I suppose it depends whether you could stand to lose that money. If you can, go ahead. You might just make a profit.
- M: What I've read is that if you educate yourself and follow a few simple rules, you can reduce your risk. For example, there are different exchanges you can buy from, and you need to make sure you buy from one with a proven reputation. Then, it's advisable not to leave your Bitcoins on the exchange, but move them into your own personal online wallet.
- F: Well, I don't doubt that is true but however many safeguards you put in place, you can still get drawn into some very sophisticated scams. For instance, a friend of mine, a real tech wiz, was persuaded by an online friend to join a scheme which promised to double his Bitcoin. Sure enough, for the first month or so, he was getting what he had been promised. But suddenly the website just vanished along with his money. And that guy supposedly knew what he was doing.

Narrator: Extract 2

- **F:** Would you say the internet has made it easier to commit crimes like fraud?
- M: Absolutely! The internet definitely facilitates crime and also diversifies criminal activity. In the past, there was a limit to what fraudsters could accomplish, but now the number of ways to trick people out of their money is almost limitless.
- F: But don't you think people in general need to wise up? If they weren't so greedy, they wouldn't fall for these scams. I mean, say someone sends you an email, a letter or whatever saying you've won a prize in a competition that, by the way, you didn't enter, but you need to send money to claim your prize ... surely you'd be suspicious.
- M: Well, you do have a point there, but some people are very trusting. For instance, imagine a woman in her 80s. All her life she has taken people at face value. A poor old lady like that is a gift to these tricksters. It is vulnerable people like that that need to be protected.
- **F:** Yes, well, I can't argue with that. I'd support the harshest penalties being given to people who exploit the weaknesses of others like that.

Narrator: Extract 3

- **M:** So, do you think using robots in the workplace enhances the work environment?
- F: Well, they certainly have the edge over humans in some areas. Think about going into a radioactive zone after a leak in a nuclear reactor, for example. And there are some jobs, like cleaning the sewers, that are intolerable for humans but robots don't feel disgust and can't smell, so they are not bothered.
- M: Yes, you've got a point there, but what I've heard is that the jobs for humans that operate alongside robots have become less challenging and actually rather tedious. I'll give you an example. I read about a man who used to deliver materials within a huge factory. He really enjoyed his job as he moved around and got to know everyone in different departments. Then a robot took his job. He was stuck in one place, doing one boring part of the process the robot couldn't handle. His job satisfaction plummeted.
- F: That's a fair point and it is unfortunate, but I'm also sure it boosted productivity. It's like in farming. A lot of the poetry and interaction has gone but overall more is produced. So, what's more important?

SPEAKING PART 3 AND 4

SB P75

WARMER

Ask students to read the Exam facts box and quickly circle all the numbers. Elicit these and write them on the board, then give students one minute to re-read the box and tell you what each number refers to. Be aware that the timing information listed in the Exam facts box only applies to a pair of candidates: groups of three or more candidates have increased timings.

3 – Part 3; 15 – seconds to read the question and look at the spidergram; 2 – minutes to speak about all the options (in Part 3); 4 – part 4; 3 – questions in part 4 are related to the topic of Part 3; 3 – part 3; 4 – the total number of minutes to do Part 3. The total speaking time for candidates is three minutes; 4 – Part 4; 5 – minutes to do Part 4

You may want the students to record their performance of the following task, and to give them an opportunity to repeat the tasks if there is time.

Tell students that the spidergram in the Student's Book shows different factors to think about when buying a computer, then give them 15 seconds to look at the spidergram before saying Now, talk to each other about how important these factors are when choosing a computer to buy. Students discuss the options for two minutes.

Then say *Thank you. Now decide which TWO factors are the least important.* Give students another minute, then say *Thank you.*

Now tell the students you will read the first question in Part 4 for them, and that they should answer it and move along to the following questions at their own pace. Read the first question and say *Thank you* after five minutes.

Now students should reflect on their efforts. If they recorded themselves, they could listen to or watch their recordings. Encourage students to use the following checklist (or a similar one based on what you have been working on in class) to see how they performed, then try the task again.

| Did I | Yes/No |
|---|--------|
| Answer the questions? | |
| Speak too much/too little? | |
| Use clear pronunciation? | |
| Use advanced grammar and vocabulary? | |
| Used appropriate expressions to agree / disagree / partially agree? | |

REAL WORLD

SB P76

DEALING WITH TECHNOLOGY

- Write malware on the board and elicit that it refers to computer software that is designed to damage the way a computer works. Allow students a few minutes to discuss the questions, then elicit ideas and write them on the board.
- 2 Give students two minutes to quickly skim the article, ignoring the gaps. Elicit which ideas on the board from Exercise 1 the text mentions. Allow students to discuss in pairs what they think each word in the box means and then ask them to work individually to fill the gaps in the text.

1 unauthorised 2 infections 3 self-replicate
4 lapses 5 input 6 capture 7 payload
8 hostage 9 currencies 10 reinstall 11 pop-up
12 preloaded

- **3** Students work individually to match the types of malware to the descriptions 1–4, then check in pairs.
 - 1 can: viruses, worms, Greyware; cannot: rootkits
 - 2 Trojan horses, ransomware 3 ransomware
 - 4 keyloggers
- 4 Students work in small groups to brainstorm ideas.

 Monitor closely and supply them with useful language when necessary. Elicit ideas and write them on the board.

Suggested answers **Problems** Helpdesk advice Old password not Turn off Caps Lock recognised Add in a symbol New password not accepted 2 Computer is slow and Access the task manager with Control problems downloading + Alt + Delete and close apps. Then restart the system. Delete and re-install the 3 Problems with online payment portal payment portal app.

AUDIOSCRIPT (2) 040

Narrator: Conversation 1

Customer: Hi. I'm having problems with resetting my

password. Could you help me please?

Tech Support: Sure. What exactly seems to be the problem?

- Well, first of all, when I try to enter my old password, the system says it's not recognised. I've checked it three times and I keep getting the same message.
- **TS:** OK. Is Caps Lock on? Don't forget that passwords are case-sensitive.
- C: Oh, that hadn't occurred to me. Hold on ... Yes, you were right. I feel so foolish.
- **TS:** Not to worry. You're not the first person to make that mistake and I'm sure you won't be the last. Would you like me to stay on the line while you change your password?
- **C:** Well, if you wouldn't mind. OK, new password ... Oh, now that's not working.
- **TS:** Just to check, you also need to include a symbol in there somewhere, you know like a question mark or something.
- C: Oh, I see. So if I add in, say, an asterisk at the end, that should work. Let me give that a go ... yes, that's it. Brilliant. Thanks a lot.
- TS: Don't mention it.

Narrator: Conversation 2

- **C:** Hi. I think my computer's been infected by a virus. It's got really slow and it's difficult to download stuff.
- **TS:** OK, let me check a few things with you. Have you recently installed any new software on your computer or have you opened any email attachments from people you don't know?
- C: No. I am very careful to make sure anything I install is from a reputable source and I know the risks in opening unknown attachments with regards to malware and so on.
- **TS:** OK, good. Let's take a different approach then. Have you tried closing down any other computer programmes that you have running in the background?
- C: No, how do I do that?

- **TS:** Click on Control, Alt and Delete all at the same time to access Task Manager. There are some tabs along the top. First click on Apps and close any you're not using. Then do the same with Processes.
- C: OK, anything else?
- **TS:** Yes, it's best if you restart your computer before trying to use it again. That should do the trick. If not, call me back on the same extension number you used. I may need to remotely access your computer.

Narrator: Conversation 3

- C: Hello. I'm calling because I'm having trouble with your online payment portal. It was working OK on my PC but now I want to use it on my phone. I've downloaded the app but I can't seem to make a payment.
- **TS:** OK. Go to Settings and select Apps. Can you see our App there?
- C: OK, bear with me a moment ... Yes, I've got it. What
- **TS:** OK. We're going to delete it and re-install it. So, what are the options you can see for the app?
- **C:** There are only two: Uninstall or Force Stop.
- **T5:** Right. Click on uninstall. Now go to the App store and search for our App. Click download.
- **C:** OK, I'm doing that now ... OK, done.
- **T5:** Good. Now open the App and go to the drop-down menu. Click on 'add user information'. You need to enter your name, address and card details and set up a password. After you've done that, restart your phone and you should be able to make your payments. Give us another call if you have any further problems.
- 6 @ 040 Allow students to read the sentences in pairs and make predictions as to what words they will hear in each gap. Play the audio again and elicit answers from different pairs.
 - resetting
 Caps Lock; case-sensitive
 infected
 installed; email attachments
 closing down;
 background
 Control, Alt and Delete
 remotely
 access
 Settings
 reinstall
 drop-down menu
- Write Alan Turing on the board and ask the class if anyone knows who he was. If no one knows, explain that he is famous for his contribution to developing computers.

Students then answer questions 1 and 2. Add a competitive element by announcing that the first student to break the code wins.

The code for question 2 can be broken by writing out the English alphabet and numbering the letters 1–26 backwards (i.e. from z to a).

1 Students' own answers 2 b ransomeware c case-sensitive d greyware e Trojan horse f attachment

8 Students watch the video and take notes, then share their ideas in groups and watch again if necessary. Elicit the information the students found most interesting during feedback.

Suggested answers

his academic career – studied mathematics at King's College, Cambridge and Princeton University; developed concept for universal computing machine

his time at Bletchley Park as a codebreaker

– 1939, code-breaker at Bletchley, built a specific computing machine to crack the code of the Enigma machine, which helped the Allies win the Second World War

his post-war work – designed a programming system for first ever commercially available computer; worked in AI and developed the Turing Test, tried to test Turing Test by writing a chess program

recognition of his achievements – did not get recognition until the 1990s, and in 2018 it was announced his face will be add to new UK £50 notes; 2014 movie version of his story released (*The Imitation Game*)

LIFE COMPETENCIES

PARTICIPATING WITH APPROPRIATE CONFIDENCE AND CLARITY

You may want to allow students to research and take notes for homework. Groups then share their findings and discuss the famous figures' contributions in order to agree on the most significant person. Groups then present their choice to the class, and give reasons for their choice. To support students and facilitate richer discussion following the presentation stage, point out that technological development can take different forms, and they don't have to focus on computer scientists: for example, Steve Jobs' contribution was arguably mainly design-related but this drove the popularisation of smartphone use.

ALTERNATIVE

Elicit five figures from the class and ask students to work in pairs and discuss their contributions to society in two minutes, as if it was a Speaking Part 3 task.

- ⇒ WORKBOOK / Unit 5, page 24
- > PRACTICE EXTRA / Unit 5, Grammar and Vocabulary

PROGRESS CHECK 2 UNIT 3 TO UNIT 5

SB P78

1

- 1 as long as I can/could 2 as soon as I get/got
- **3** even if the weather is / even though the weather might be
- 4 in the event of an 5 in case you get

2

1 bankrupt; assets 2 rip-off 3 squandered 4 affluent

3

It is entirely your fault, Mark. You have no one but you yourself to blame.
 The repairs to my car ended up costing me a lot of money to me.
 Can you sponsor myself me for the half-marathon I am going to run for charity?
 Please help each other yourselves to the buffet. There are paper plates and cutlery over there.
 Can you explain to me why you didn't let me know before now?

4

- 1 compulsive / compelling 2 marine 3 habitat
- 4 central 5 climate 6 chain 7 memorable
- 8 diverse

5

1 There was so much mess after that party but Neil helped me (to) clear it up. 2 We have run out of cheese. Could you **pick me up a packet** on your way home? 3 You shouldn't let people like him push you around. You have to **stand up to him**. 4 In the previous election, I voted for the Conservative Party, but the party has failed to sort out the political crisis and put aside personal rivalries / put personal rivalries **aside**, so I think I will vote Liberal in the next election. **5** I can't believe that racism is still so prevalent in sport. It is time that the authorities **stamped it out**. **6** Can you help me put together this new sofa bed / put this new sofa bed together? I have read through the instructions, but I can't work them out. believe that they shut down my Twitter account / shut my Twitter account down? Someone hacked into it and posted some offensive tweets.

6

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

7

- 1 outnumbered / exceeded 2 a deterioration in
- 3 can lower 4 exceed 5 hindered 6 were upgraded

8

1 no
2 of
3 needn't
4 vital / essential / imperative / necessary
5 able
6 under
7 should
8 permit / allow

6 STRUCTURES AND LANDMARKS

UNIT OBJECTIVES

Topic: buildings and housing

Grammar: the passive; modals (2) - modals in the

past

Vocabulary: buildings; phrases with get, have, make

and do; building-related phrases and

collocations

Listening: American and British English

Reading: Part 6 – training

Speaking: Part 1 – training

Writing: Part 2: A proposal – training

Exam focus: Writing Part 2: A proposal; Speaking

Part 1; Reading and Use of English

Part 6

Real world: renting a place to live

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

GETTING STARTED

SB P80

WARMER

Students work in groups of three. Student A compares and contrasts two of the pictures, and students B and C guess which these are. Students repeat until every student has compared two pictures.

Students work in pairs or small groups and answer all the questions, giving full justifications for their ideas. Provide them with language on the board which will also be useful in the Speaking exam, such as:

I would assume that...

It would seem that...

It looks as if...

If I had to guess, I'd say that...

Elicit relevant language and write it on the board during feedback.

1 A maintenance worker (on a bridge) B estate agent C civil engineer D archaeologist 2 Students' own answers 3 Students' own answers 4 possible answers: plumber, electrician, builder, bricklayer, painter and decorator, landscape gardener, architect, surveyor, tour guide, carpenter, caretaker, porter, interior designer, town planner

VOCABULARY

SB P80 PRACTICE EXTRA | Unit 6

BUILDINGS

WARMER

Put students in teams and give them two minutes to brainstorm a list of types of building, such as villa, chalet, etc., and write them on a sheet of paper. In the meantime, copy the table in Exercise 1 onto the board. Elicit answers for the types of building column of the table on the board. Teams win one point for each word that only their team wrote, and the team with the most points wins.

Students work alone or in pairs to categorise the vocabulary in the table, using a good quality dictionary if necessary. Ask fast finishers to come to the board and fill the column with the appropriate vocabulary. When you concept-check the meaning of the vocabulary, be careful with the following words, as they are false friends in many romance languages: cellar, attic, loft, mansion, terraced.

Suggested answers

Parts of a building – cellar, hallway, attic/loft
Types of building – mansion, stable, skyscraper,
semi-detached, terraced, bungalow, multi-storey
Building work – DIY, makeover, demolish, renovate,
tool, install

- 2 Students answer the questions, using a dictionary again if necessary. If students are struggling with question 4, remind them that this is a unit about structures, and we are looking for a building associated with horses. During feedback to question 3, look out for any students whose answer was instalment and point out that it is a completely different word (a partial payment for a purchase, such as a car or TV, paid regularly over an agreed period of time).
 - 1 A bungalow is a single story home that is usually detached. A semi-detached house can be more than one storey but is a house that is attached on one side to another.

 2 a mansion

 3 demolition, renovation, installation

 4 stable

 5 Suggested answers

 hammer, saw, screwdriver, spanner, drill, cement mixer, spirit level

- 3 Students work individually to fill the gaps with the appropriate word from Exercises 1 and 2. Monitor closely and help where necessary. During feedback, elicit that makeover can also refer to people.
 - 1 makeover 2 mansion 3 skyscraper 4 installation; tool(s) 5 attic/loft; renovating
- 4 Students discuss the questions in pairs. Monitor closely and take notes of common mistakes. Write these on the board and, during feedback, invite students to correct them. If there is time, repeat the activity with the students changing partners and trying to incorporate the corrections on the board.

OEXTENSION

Students think of an abandoned building in the city where they are currently studying and living. Bring a picture to class if needed. Students discuss what should happen to the building (renovated – how?; demolished and replaced – by what?; repurposed – as what?). Students then present their ideas to the class and everyone votes for the best idea.



AMERICAN AND BRITISH ENGLISH

SEXAM INFORMATION

In the Listening paper, candidates might hear speakers with a variety of different accents. In the Writing paper, candidates may choose the variety of English they want to use, but they must be consistent with its use.

WARMER

Students work in small groups and discuss how they think houses in their country, the US and the UK might differ. Elicit ideas from different groups.

O41 Allow students to look at the vocabulary in the box and discuss whether they associate these words and terms with the UK or the US. Then play the audio, reminding the students to ignore the 'notes' column of the table. Students listen and write US or UK in the first column and the vocabulary from the box they hear in the second column. Copy the table onto the board as the audio is playing, to use during feedback.

AUDIOSCRIPT 0 041

Narrator:

Speaker 1: I guess there's this stereotype that we all live in skyscrapers, apartment blocks or Hollywood mansions because of the influence of TV and movies, you know, and how they portray life here. For a start, mansions are confined to the super rich, so they don't really reflect the reality of the majority of people. Sure there are plenty of skyscrapers and apartment blocks in the centres of large cities where land is more expensive but less so out in the suburbs. A lot of folks live in a bungalow, often in a subdivision, which is usually, like, maybe a couple of hundred homes all together, built in the same style. And a lot live in duplexes; these are houses where the upstairs is one home and the downstairs is another. Or you can get a condo. A condo, which by the way is short for condominium, is usually a kind of apartment within a building or area, managed by a homeowners association. They usually have shared facilities for the homeowners to use, like swimming pools, gardens, play areas and so on.

Narrator:

Speaker 2: Well, in my country, there aren't really many blocks of flats, except in cities. I'd say that most people live in houses. That said, a lot of larger houses have been converted into separate flats so that they can be rented, sometimes as studio flats, you know, small flats that combine the living room, kitchen, and sometimes even the bedroom into a single space. But most people live in their own houses, usually either terraced or semidetached. There are also a lot of bungalows, often for older people because they have problems climbing stairs. Head out into the countryside and you'll find more cottages as these were often the homes built for agricultural workers in the past. Some of the more traditional ones even have thatched roofs, you know, made of straw or something similar. Personally, I'm not sure I'd want to live in a cottage though. They tend to have lower ceilings which, for a tall bloke like myself, means I'm constantly banging my head on door frames. Oh and also, it's in the countryside that you tend to find stately homes. These are essentially enormous mansions built by the aristocracy in days gone by, typically with huge areas of land called estates or grounds. Some are still lived in but many of them have become tourist attractions.

2 041 In pairs, students briefly discuss what details they heard in the audio, then listen again and use the third and final column to take notes. Elicit ideas and write them in the table on the board.

Suggested answers

- 1 US skyscrapers stereotype that people live in them, tend to be only in major city centres; apartment blocks as for skyscrapers; mansions homes for the super-rich; bungalows built in areas called subdivisions where hundreds are built together in the same style; duplex house where upstairs is one home and downstairs is another; condos apartment or house managed by an association with shared facilities for all residents

 2 UK block of flats only really common in cities; studio flats combined rooms (kitchen, living room bedroom); cottages older type of housing, thatched roofs, lower ceilings; stately homes enormous mansions built in the past by the aristocracy on huge areas of land called grounds or estates
- 3 Demonstrate the activity by eliciting that flat is a British English word and apartment is American English. If possible, project a good quality online dictionary on the board and point out that this information is usually available (BrE / AmE). The students work individually, using a dictionary if necessary, then check in pairs before whole class feedback.
 - 1 a flat, UK b apartment, US 2 a center, US **b** centre, UK (note that re at the end of words is the English spelling, e.g. theatre) 3 a drugstore, US b chemist's, UK (also known as a pharmacy in the UK) 4 a first floor, US **b** ground floor, UK (note that both mean the first storey of a building, the one on the ground, but in British English when we say first floor, in the US that would be the second floor and so on) 5 a pavement, UK b sidewalk, US 6 a neighbour, UK b neighbor, US (note that words that include -our in British English are often spelt -or in American English, e.g. color, flavor, harbor) 7 a post code, UK b zip code, US 8 a parking lot, US b car park, UK 9 a urbanization, US **b** urbanisation, UK (note that words that include the suffix -ise in British English are spelt with -ize in American English, e.g. realize, specialize, recognize) elevator, US **b** lift, UK

OEXTENSION

If you have access to the internet in your classroom – either via computers or if students are able to use their smartphones – add a pronunciation element to the activity by asking students to check the different pronunciations of the words online (most online dictionaries will give both BrE and AmE pronunciation audio files). During feedback, elicit the different pronunciations. Dictionaries in book form will give phonetic spellings, but they won't necessarily give BrE and AmE every time.

4 Allow students a few minutes of silent thinking time before the task. If you teach a multicultural class, invite students to present to the whole class, using pictures if possible. If you teach a monolingual class, invite the students to discuss in groups, focusing on how buildings differ in different parts of the country or urban and rural areas.

ALTERNATIVE

Ask students to research houses in a different country, perhaps one they have visited, and tell the whole class about it.

You may want to set this activity as homework. Students could work in groups of three and divide up the three research topics, then meet during the following session to discuss what they discovered. Elicit ideas during feedback. Remind students that both dialects are acceptable in the exam, but that candidates are expected to be consistent.

Suggested answers

- Pronunciation:
 US tends to pronounce -r at the end of words like
- teacher whereas British English doesn't.
 Grammar
 The verb get is conjugated as get got got in BrE but get got gotten in AmE; AmE tends to prefer the past simple over the present perfect in many cases, e.g. Have you finished the book? (BrE); Did you finish the book? (AmE)
- Spelling
 A lot of words that end in -ise in BrE finish in -ize in AmE, e.g. organise/-ize, prioritise/-ize; Some words which are spelt with ou in BrE lose the u in AmE, e.g. hono(u)r, colo(u)r.

SPEAKING PART 1 TRAINING

SB P82

WARMER

Write Do you enjoy living in your current home? and What's the most interesting tourist attraction where you live? on the board. Students ask and answer the questions in pairs. Tell the students that these are Speaking Part 1-type questions, and that in the exam they will have to expand their answers to avoid simply making an affirmative or negative response. Tell them they will learn some strategies to do this during this lesson.

O42 Allow students to read the three strategies, A-C, then play the audio. Students match the strategy to the speakers, 1-3. During feedback, elicit the language the candidates used to implement the strategies (Because ... / Well, actually it depends what you mean by ... / Yes and no - you see, one thing ... but on the other hand ...) and write it on the board.

2 B 3 A 1 C

AUDIOSCRIPT @ 042

Examiner: Do you enjoy living in your current home?

Candidate 1: Absolutely, because my friends and I share a flat, so it's a very sociable environment. I love the fact that I am independent and don't have my parents telling me what to do

or how to organise my home as ...

Candidate 2: Well, actually it depends what you mean by home because I live in a student accommodation during term-time, and with

my parents during the holidays, and...

Candidate 3: Yes and no - you see, one thing I love about it is being with my family because we're very close, but on the other hand our house is rather cramped! It would be nice if there

was more space ...

2 043 As with Exercise 1, allow students to read the three strategies, A-C, then play the audio. Students match the strategies to speakers 1-3. Again, in class feedback elicit the useful language the candidates used (I guess it depends on what you mean by ... / Definitely... / To be honest, off the top of my head, I can't think of ...) and write it on the board.

20 3 A

AUDIOSCRIPT @ 043

Examiner: What's the most interesting tourist attraction

where you live?

Candidate 1: I guess it depends on what you mean by tourist attraction. I imagine that many

people would say the Museum of Archaeology because it has a fascinating collection of exhibits and attracts tourists from all over the world. However, for me personally, it has to be the waterpark. It's one of the biggest in my country and is a

great way to spend a day out.

Candidate 2: Definitely the district of Coyoacán. It's one of the oldest parts of my city and has some amazing architecture. It's a lovely place to explore. And for fans of history you can visit the houses of Frida Kahlo and Leon Trotsky, both of which are museums. I particularly love the Frida Kahlo house with its bright

colours and art collection.

Candidate 3: To be honest, off the top of my head, I can't think of one. My hometown is not really a tourist town and it doesn't really attract visitors. There is no tourist industry as such. However, lots of tourists visit the region I am from because it has some amazing archaeological sites, so I suppose I would

have to go for that.

OEXTENSION

Challenge the students to reconstruct the candidates' answers in Exercise 1 and 2 in pairs, using the language on the board and strategies A-C for both exercises. This will provide them with semi-controlled practice before the following activity.

3 Students work in pairs. Let them decide who is Student A and who is Student B. They ask and answer the questions, using the strategies provided. Challenge them to use some of the language on the board as well. Monitor closely and encourage students to expand their answers further if needed. Take notes of good performances and invite these students to repeat their answers for the whole class during feedback.

OEXTENSION

Ask students to choose the question in Exercise 3 which they would have the least to say about. Then ask them to write out their answer, using strategies and useful language. They should read the answer out loud to ensure it takes 20-30 seconds to read it. Monitor and help where needed, then invite different students to read out their answers.



SB P82 PRACTICE EXTRA / Unit 6

THE PASSIVE

SEXAM INFORMATION

Passive structures of various kinds are often tested in the Reading and Use of English Part 4 task. They are complex structures which candidates should display relatively good control of in the Writing and Speaking papers of the exam.

WARMER

The students work in groups of three and take turns to describe each of the pictures. Monitor and provide useful language. Write some of this language on the board during feedback.

044 Students look at the photos and read the statements. Then they listen to the audio and decide if the statements are true or false. Before feedback, ask students to discuss the questions and other details they heard in the audio. Monitor closely as this will give you an indication of the students' pre-existing knowledge of the target language.

> 1 true 2 false 3 true 4 true 5 true 6 false

AUDIOSCRIPT 40044

Will: OK, so welcome to my podcast. Today we're

> looking at some of the most peculiar buildings on the planet. I've been asking you to nominate your own particular favourite building, whether it's a mansion or a stable – I don't care, as long as it's distinctive. So, I've got a few people on the line right now and they're gonna tell us about their own favourite for up to 30 seconds. Then I'm going to open it up to a vote. OK, so first up is

Karolina from Poland.

yourself!

Karolina:

Hi, hi everyone.

Will: Hi Karolina, thanks for joining us, and you've got

30 seconds to tell us about your favourite building.

Karolina: OK, so the building I want to nominate is in Sopot Will:

in Poland. It's called Krzywy Domek in Polish: that can be translated as Crooked House in English. It was designed by two Polish architects, and they were inspired by illustrations in a storybook produced for children. The building looks as though it's been squeezed between a giant's fingers, with the way it sort of twists and turns. It's really eye-catching. Being right in the centre of town, it's easily the most-photographed building in Sopot. I mean it's impossible to walk past and not to! And it certainly gets people talking. So if you're in Poland, you really should make a point of going to Sopot and seeing this local landmark for

Will: OK, thank you Karolina, well, we certainly get the picture, and I can see why this building appeals so

much to you. That was Karolina, with the Crooked House in Sopot in Poland. OK, next we have

Hossam.

Hello Will. Hossam:

Will: Welcome Hossam, where are you calling in from? Hossam:

From Egypt. From Alexandria to be precise. And I want to tell you about a building here that I think is

> outstanding. It's our national library - the Bibliotheca Alexandrina. It was actually designed by Norwegian architects, with the winning design being selected from something like 1,400 entries. Building work got under way in 1995, and it was completed just in time for it to be inaugurated in 2002. It's a huge building, and up to eight million books can be stored there, although not all this space is being used, as far as I know. It's a really elegant building, and it's often compared to an eye

in appearance.

Great, thank you Hossam, and it certainly sounds Will:

like an intriguing building. Let's go to our next caller.

Hello Will, this is Ivan calling from Russia. Ivan:

Will: Great to have you with us, Ivan. So which building

would you like to put forward?

Well, this is rather a different sort of building to the Ivan:

others that have been nominated.

I'm intrigued Ivan, tell us more. Will:

Well, I want to talk about the Sutyagin House in Ivan: Arkhangelsk in Russia. It was intended to be the

tallest wooden house in the world. It's 50 metres and 13 storeys tall, but it was constructed without a building permit being issued, you see. The owner was a builder so did all the renovation work himself. But unfortunately he was sent to prison for extortion before it could be completed. Then, because under local planning laws timber buildings were only permitted up to two storeys, the building was declared a fire hazard, and the local authorities had the main tower demolished. That was in 2008. And a few years later the rest of the

building burnt down. So that was that!

How fascinating! And Mr Sutyagin certainly sounds

like a character!

044 In pairs, students discuss possible words for the gaps before listening to the audio again. If necessary, pause after each answer to give them a chance to write the answers. Invite different students to write out their answers on the board.

3 was completed; to be inaugurated 2 been squeezed 4 can be stored; being used 5 was intended 6 was sent; could be completed 7 was declared, demolished

Students match passive forms found in Exercise 2 to the types of passive structure, then check their ideas in pairs. Elicit the correct answers and write them on the board next to the verbs written for the previous activity.

1 past simple passive – were inspired by, was completed, was intended; was sent, was declared 2 present perfect passive – it's been squeezed 3 present continuous passive – is being used 4 modal passive – can be stored; could be completed 5 have (sth) done – had the main tower demolished 6 passive infinitive – to be inaugurated

FAST FINISHERS

Students choose three of the passive types 1–6 and write an extra example sentence for each. Elicit these during feedback.

- 4 Focus the students' attention on the title of the blog and elicit the meaning of this idiom (to attempt to do more than one is capable of). Point out that there are mistakes in the text, but that students should ignore these for now. Students read the questions, then allow them one minute to quickly skim the text, to encourage them to practise fast reading. Students then answer the questions. Check answers in pairs before brief whole class feedback.
 - It probably hadn't been renovated since it was built in the 1970s.
 No. Their budget was tight, so they had to prioritise some jobs and postpone others.
 No.
 Preparation is as big a job as doing the DIY work itself.
- 5 Students add the words in the box in the correct spot in the text, then check in pairs. Challenge the fast finishers of Exercise 3 to try and correct the text without using the box for the first two minutes of the activity. If you have a projector, project the text on the board during feedback.

1 that it needed renovating 2 anything had been done 3 even since the block was built 4 and have the whole lot replaced 5 which had to be prioritised 6 get the whole lot done over a weekend 7 before any walls could be painted 8 the whole room needed emptying 9 didn't get spilled all over it 10 without paint getting splashed all over the floor

OEXTENSION

Prepare for this activity by cutting up small pieces of paper to act as 'tokens' with an indication of the passive type each token represents. Students work in groups. They will need 30 tokens for each group, made up of five tokens for each type of passive listed in Exercise 3. Place the tokens in the middle of the group. The students imagine that they have recently renovated their house or flat and ask each other in groups what was done to their homes during the renovations. Each time they use a passive form accurately (other group members provide peer assessment to confirm), they should collect the corresponding token. After five minutes, the student who has used the biggest variety of passive forms wins. Monitor and provide support where necessary.

VOCABULARY

SB P84 PRACTICE EXTRA | Unit 6

PHRASES WITH GET, HAVE, MAKE AND DO

WARMER

Write the word deadline on the board and elicit the verbs it collocates with (meet, miss, set, push back, bring forward). Students discuss in small groups what type of deadlines they've had to deal with in the past, and if they are good at meeting them.

O45 Students read the questions and listen to the audio. Challenge stronger students to also identify the distractor (ten weeks). Allow students to check answers in pairs before whole class feedback.

1 an attic conversion 2 seven weeks because the Khans are expecting a baby

AUDIOSCRIPT @ 045

Boss: OK lads, listen up please. Big new job starting today. Before we get in the van and get going, I just want to fill you in on a few details. OK?

Builders: Alright.

Boss: So, we're going to be making a start on an attic

conversion today.

Builder 1: Oh right, another one?

Boss: Yeah, what, do you have something against attic

conversions?

Builder 1: No, they're cool. Fine by me!

Boss: That's good, well, we made a name for ourselves doing them, so that's what we've got a

five-star rating for on Google.

Builder 2: So, who's the client?

Boss: Well, they're a lovely young couple, Mr and Mrs Khan. And guess what – Mrs Khan is expecting.

Builder 1: Expecting?

Boss: Expecting a baby, in seven weeks. And they aren't going to want us lot crashing about when

the baby's home. So I've given my word that we will do our utmost to get the job done quickly.

Builder 2: Well, we'll need about ten weeks for an attic conversion.

Boss: Well, the baby's not going to wait that long. We've got seven weeks. Do you get the picture?

Builder 1: OK.

Boss: So, I've made a list of jobs to get done on the

first day, which I'll be giving out shortly. We're working to a tight schedule on this one, lads. And we have no option but to meet that deadline. OK? Any questions? Good! You know

the drill. Let's make a start.

2 045 Let students try to fill the gaps from memory, then play the audio again to allow students to check their answers. Raise your hand when you hear an answer, to support the students further. During feedback, elicit the answers and write them on the board.

1 going 2 a start on 3 something against
4 name for ourselves 5 our utmost 6 the picture
7 list of jobs 8 no option but 9 a start

3 Students match the meanings A-G to the expressions 1-9 in Exercise 1, then check in pairs using a good quality dictionary if necessary. During feedback, elicit a few example sentences.

A make a name for yourself B get the picture
C have something against D do your utmost
E have no option but to F get going; make a start
G make a list of

4 Students match the sentence halves using the language in bold as clues. Challenge the students during feedback by asking them to close their books. Read out 1, and ask students in pairs to write down its second half from memory. Elicit the complete sentence and repeat with 2–5.

1 A 2 E 3 D 4 B 5 C

5 Point out to students that this activity is similar to Reading and Use of English Part 4. Allow students to check answers in pairs before whole class feedback.

1 nothing against supermarkets
2 get under way until
3 did my utmost to get

READING AND USE OF ENGLISH PART 6 TRAINING

SB P84

Tell students they will learn how to tackle a Reading and Use of English Part 6 task in this lesson. Students look at pictures 1–3 and match them to their descriptions A–C, using a dictionary if necessary. During feedback, concept check the unknown vocabulary, but highlight that while such high level vocabulary might appear in the exam, it is placed there to test the students' ability to infer meaning, not to test their knowledge of the language.

1 A 2 C 3 B

ALTERNATIVE

Books closed. Read out the three descriptions one by one and ask students to imagine the buildings. They then open their books, look at the pictures and discuss in pairs how similar their mental image was to the building.

- 2 Give students three minutes to quickly skim the articles, before answering questions 1 and 2. They then check in pairs before whole class feedback. During feedback, elicit that the texts deal with the same topic but will tackle different aspects of it, in different combinations. Point out that comparing texts with differing ideas and opinions is the focus of Reading and Use of English Part 6.
 - 1 Yes. They are different perspectives on Zaha Hadid.
 - 2 No. They may mention the same subjects but will often have different opinions and ideas about them.
- 3 Students look at question 1 in the exam task. Allow students one minute to scan the first text again and underline information relative to the speed of Hadid's career development. Advise students that underlining information will help them compare the different authors' opinions.

And yet, Hadid managed to go from ambitious wannabe to mainstream success story in no time at all.

4 Students take two minutes to scan the remaining texts, underlining the key information in the same colour pen as in the first text. If you have a projector, project the texts on the board. Invite students to underline the key sentences during feedback, then elicit the answer to question number 1.

Text B – It took years of hard work for Hadid to make a name for herself as an architect who could not just design, but build on an epic scale.

Text C – In recent decades, clients have been queuing up to get a touch of the Hadid magic. But this success is a far cry from Hadid's early days, which included, for example, her winning design in 1983 for a resort complex known as The Peak in Hong Kong.

Text D - no mention.

Different opinions in Texts B and C.

- 5 If possible, encourage students to use different colour pens to underline the key information in the texts, colour coding these according to which question they answer. Allow students to check answers in pairs before whole class feedback.
 - 2 D/Clinch However, unlike her mentors, Hadid was unwilling to compromise 3 A/Jeremy Of course, skyscrapers and airports don't just get built by lone geniuses; they require extensive networks of technical and professional expertise, something that she understood only too well. 4 C/Older it came to nothing when it turned out that the client did not have the funds. Similar problems ... also being aborted.



SB P86 PRACTICE EXTRA / Unit 6

MODALS (2) - MODALS IN THE PAST

WARMER

responsibility.

Show the class the Grammar on the move video if possible. Alternatively, ask the students to review the previous grammar section on modals on page 70 and elicit what they remember about it with the whole class.

- Demonstrate the activity with the first sentence, eliciting that both options are possible and what their respective meanings are. Students circle the correct options individually, then check answers in small groups. Monitor the discussions closely to gauge how much support the students will need during whole class feedback.
 - Both are possible had to have = is used to show that it is necessary; must have had = is used to speculate that the roof was repaired and indicates that the speaker thinks it is almost certain that this was the case.
 could have been 3 Both are possible was able to = expresses past ability; could = suggests a future possibility. 4 used to 5 weren't allowed to
 Both. They both express the idea of should have followed = past obligation in the sense of a duty or
- 2 Students work in pairs to match the sentence halves 1-6 to A-F. Remind students that more than one answer could be possible. Encourage the pairs to read the different options out loud, as this will help them choose whether they sound correct and what the modals might indicate in each case. Monitor closely and help where necessary, making a note of the students who seem to have a good grasp of the topic. Invite these students to lead whole-class feedback.

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

3 @ 046 Tell the students they will hear a news programme about a dispute over who was entitled to a big sum of money that was found. Students read the questions and listen to the audio, then work in pairs to check their answers and reconstruct the story from memory. Elicit answers from different students during feedback, then elicit some reactions to the story.

Suggested answers

1 in the walls of a house that had been sold to a new owner 2 one of the construction workers working on the renovation of the house 3 the building company owner, the new owner of the house and the daughters of the previous owner 4 the heirs of the previous owner

AUDIOSCRIPT @ 046

Male TV presenter: So much for the idea of 'Finders keepers'! 500,000 dollars, which was found stashed behind the walls of a house, has been returned to the heirs of dead man who hid the cash at least 11 years ago. Carrie Mathis has the details.

Female TV reporter: When \$500,000 in cash was found behind the walls of a house during building works, a dispute quickly broke out as to who was the rightful owner. The firm of contractors who found the money argued that they had the right to it, while the new homeowner claimed it was rightfully theirs. But in a court case, neither party got to keep the windfall. In a surprise ruling, an Arizona court declared that the money should be returned to the heirs of Robert Spann, the man who had concealed the money in his home before he died. When Mr Spann died, his two daughters knew that he had hidden cash and valuables throughout the house, and the sisters spent much of the next seven years searching. When they eventually sold the home, the new owner, Clinton McCallum, hired a contractor to remodel his new home. A construction worker soon found two metal boxes stuffed with bank notes hidden in a kitchen wall. Looking for more, he discovered two further boxes inside a bathroom wall and informed the building company's owner.

The company owner tried to keep the cash but the worker told the homeowners about his discovery. Police then seized the money. After the dispute as to who should keep the cash went to court, Robert Spann's daughter, Karen, filed her own action claiming the new homeowners had no legal stake to the money. At a trial, the judge agreed the money belonged to the estate of Robert Spann, arguing that legally, the money was only mislaid, not abandoned, and should therefore be paid to Mr Spann's heirs.

The students read the comments on the news story and fill the gaps with the appropriate modals A-F individually, then check in pairs. During feedback, elicit which two modals are also passive (should have been allowed to and might have been hidden).

1D 2E 3B 4A

5 Give students a minute of silent thinking time to form an opinion then allow discussions in pairs, monitoring closely and correcting mistakes with modal verbs. Elicit ideas during feedback.

OEXTENSION

Hand students a fresh piece of A4 paper. Students work individually to write an online comment about the story. Students then stick their comments on the walls of the classroom and walk around reading each others' comments. Encourage them to 'like' and respond to at least two other comments.

WRITING PART 2: A PROPOSAL TRAINING

SB P86

WARMER

Students work in groups and brainstorm what they remember of the format, register and exam requirements of a report. Withhold feedback so as to not preempt Exercise 1.

Students read the task instructions for a proposal on page 86 and the instructions for a report on page 45, then work in pairs to label each statement according to which task type they believe they refer to. During feedback, elicit any extra information the students might have remembered in the warmer and whether this would apply to a proposal as well. Finally, remind students to keep these guidelines in mind whenever tackling a proposal or report task in future.

1R 2P 3B 4B 5B

2 Ask students to read extracts 1 and 2, match them to the examiner's comments, A-C, and then check their ideas with a partner before whole class feedback.

1 C 2 B

ALTERNATIVE

Ask students to cover the examiner's comments then tell them there is something wrong with each extract. Students in pairs discuss what the problems might be, then uncover the examiner's remarks to check their ideas.

3 Students work independently to match the sentences, 1-5, to the questions, A-C, that they answer. During feedback, elicit that sentence 5 talks about the success of the trip, but it does not explain how it can be made a success, so it answers question B, not C.

1 A 2 C 3 B 4 C 5 B

4 Students work independently to choose the most appropriate synonym, A or B, for each underlined phrase in sentences 1–5 in Exercise 3. They then check answers in pairs before whole class feedback. Point out to the students that when writing a report or a proposal in an exam they will be tested on their ability to use a range of language to persuade and to make recommendations eloquently, so encourage students to take note of the expressions in this section and try to reuse them at the earliest opportunity.

1 a 2 a 3 b 4 a 5 b

5 Allow a few minutes of silent thinking time for the students to form an opinion before asking them to discuss in groups. Encourage groups to create a plan for their proposal, including paragraph headings and notes on their content. Monitor closely to help with format or organisation problems, then ask groups to present their ideas.

OEXTENSION

Choose the best plan presented by the class and ask all students to copy this into their notebooks. All the students then write the proposal for homework, following the same plan. Collect and mark their proposals, then photocopy the best one or two for everyone to read and discuss in groups. If the whole class is following the same plan, it will make it easier for students to see where they can improve.

PUSH YOURSELF

C2

SB P87

BUILDING-RELATED PHRASES AND COLLOCATIONS

Tell students that in this unit they have been exposed to a number of C2 collocations and that this section will help them with these. Students in pairs try to match 1–8 to A–H, using a dictionary if necessary but also flicking through the pages of this unit so far to try and locate the collocations. During feedback, concept-check the meaning of the collocations (and/or the phrases they appear in), and deal with any pronunciation problems.

1 H - to go back to the **drawing board** = to stop in order to rethink one's strategy 2 E - something at risk of causing a fire 3 D - a bridge supported by cables and few vertical suspenders, such as the Golden Gate in San Francisco 4 B - a 90 degree angle 5 C - quality of a building or structure meaning it can resist earthquakes 6 A - a period of time when many buildings are erected 7 F - attracting interest because of its unusual appearance 8 G - you **know the**drill = you know what to do as you've done this many times before

2 Students work alone to fill the gaps with the appropriate collocations, then check in pairs. Elicit further example sentences during feedback.

1 fire hazard 2 drawing board 3 suspension bridge 4 right angle 5 earthquake-proof 6 know the drill 7 building boom 8 eye-catching

OEXTENSION

Students play a game in teams. Hand out mini-whiteboards if available, or sheets of paper, and ask students to close their books. Say one half of a collocation out loud. The first team to write down the full collocation and show it to you wins a point.

SPEAKING PART 1

WRITING PART 2: A PROPOSAL

Tell the class they will practise writing a proposal under exam conditions. Elicit what students recall of the exam requirements in terms of format, register and content, and then allow them to read the Exam facts and Exam tips boxes to check. Elicit any information in the boxes which the students forgot to mention before reading.

Remind students that in some cases – and perhaps this one – it's best to invent the content of the text (in this case, a building requiring improvements) rather than spending time thinking of a real example from their own life, location, experience, etc. Tell students to start with the C1/C2 vocabulary they can showcase in their proposals, and make the content fit the language rather than the other way around.

Allow 40 minutes for the task, from planning to writing and proofreading.

Model answer

Introduction

Many public buildings in our town would benefit from improvements, but I would like to recommend that the city council invest the funds available in the renovation of the public library. This proposal will outline the improvements needed and the benefits it would bring the community.

The public library

Whilst the library is currently rarely busy, everyone agrees that the building is a fantastic example of local architecture, and that it should go back to playing a central role in the life of the community. The building would need to be repaired and brought back to its original state, but I would also suggest that it be expanded. The car park at the back of the building could be transformed into a garden, allowing visitors to read outdoors and perhaps bring children with them.

Benefits to local community

First and foremost, young people in our town would benefit from having a more comfortable and attractive place to study. However, the library could have new functions as well, which could attract more members of the public. The new outdoor space could be used as a theatre in summer, where local drama groups could perform their plays. Additionally, the space could be used for art exhibitions, something our town does not have a suitable space for at the moment.

Conclusion

In conclusion, I am confident that renovating and enlarging the public library would have a powerful and long-lasting impact on the community, as well as attract more visitors from nearby towns to enjoy performances and exhibitions.

[255 words]

Students read the Exam facts and Exam tips boxes and practise the tips in pairs for about three minutes. Student A asks student B a yes/no question, and student B replies using alternatives given in the box. Student A then asks an open-ended question and student B practises using phrases to buy time. The students swap roles. Monitor closely noting useful language and elicit examples to write on the board during feedback.

Students work in pairs to ask and answer each other's questions. Monitor closely, taking notes of the most common mistakes and good phrases or expressions used. Write these on the board during feedback and invite students to correct the mistakes. If there is time, ask students to repeat the task with a different partner.

ALTERNATIVE

Students work in groups of three in which one student is the examiner, who 1) ensures students give full answers, 2) takes notes of the different strategies used and 3) takes notes of any possible mistakes to check with you at the end of the test. After feedback, students swap roles and repeat until every student has been the examiner.

READING AND USE OF ENGLISH PART 6

SB P89

Ask students to read the Exam facts and Exam tips boxes, then concept check the information by asking the following questions:

How many texts do you need to read? (4)

Are you looking for factual information or opinions? (opinions)

How is one of the questions different from the others? (it asks you
to find one text which disagrees with all the others).

If possible, provide students with different colour pens to help them colour code their underlining if they wish to. Allow 15 minutes for the task and ask students to check in pairs before whole class feedback. 1 C – Parkin: a Canadian study of heart attack victims has concluded that survival rates dropped substantially on higher floors of a skyscraper because they were harder and more time-consuming for paramedics to reach. 2 B – Bergsen: Tall buildings are regarded as indicators of high-end luxury living and commercial success.

Bell: I'm interested in people's perceptions of skyscrapers, largely because I want to understand what so many people have against them ... In other places such as the UK, however, a certain stigma has been attached to the drab multi-storey blocks of the 1950s and 60s, and this is taking quite a time to shed. 3 A – Parkin: ... which can lead to extended isolation, as several commentators have observed.

Bergsen: Studies suggest that the larger a residential building is, the greater the chance that its residents will report some degree of loneliness. 4 D – Howel: Corporations worldwide are competing with each other to show their importance and power

Bergsen: the resurgence of the skyscraper brought on by improved construction technology

Bell: And with increasingly sophisticated design, the current trend is for more and more skyscrapers reaching higher and higher.

Parkin: Advances in construction nowadays mean that structures can be made wind- and earthquake-proof at a larger size than ever before, prompting a skyscraper building boom right across the globe.

REAL WORLD

SB P90

RENTING A PLACE TO LIVE

- Allow students time to read all the questions and form opinions before discussing in groups. Monitor closely and invite students with interesting ideas and experiences to share these with the whole class during feedback. Elicit relevant vocabulary and write it on the board.
- 2 Allow students one minute to quickly skim the text in order to give them useful practice of fast reading before selecting the best summary of the article from options A-C. After feedback, ask students to discuss in pairs whether they agree with the advice given in the article and if they would add anything to it. Elicit opinions from the whole class.

A

3 Ask students to look at the highlighted words in the text and work in pairs to guess their meaning from context before looking at options A-H. Students then match the options and check answers together. Elicit the answers and write them on the board during feedback.

A shortlist **B** stretch to **C** defaults **D** pitfalls **E** liable **F** budget for **G** ball-park figure **H** downsizing

4 Students look at the checklist and discuss what words might be missing, then check their ideas against the words in the box, before matching these to gaps 1–10 in the checklist. During feedback, elicit whether any of the students have ever had problems related to the items in the checklists and invite them to share their experiences.

1 mould 2 double-glazing 3 water pressure 4 central heating 5 carbon monoxide alarm 6 certified 7 lockable 8 tenancy 9 tenants 10 viewings

5 Allow students to think about this for about a minute before sharing their ideas in groups. Elicit the ultimate renting checklist from the whole class.

Suggested answers

CONDITION – What are the tenants responsibilities regarding the condition of the property (carpets, garden, etc.)?; What white goods (fridge, washing machine, oven, etc.) are supplied by the landlord?; Is the house furnished?; SAFETY AND SECURITY – Do I need to take out any insurance to cover the house contents?; Have the locks been changed since the previous tenant moved out?; Are there smoke alarms?

QUESTIONS TO ASK THE LANDLORD OR AGENT – Who contacts the utility (gas, electricity, water, etc.) companies to notify them of the change of tenant?; How much is the deposit?; Are there any other costs apart from the rent and deposit?; What is the notice period for moving out?

- 6 Ask students if they have ever tried to negotiate the price of a rental property. Were they successful? Why/why not? Then students discuss strategies A-H and choose which they think are useful and why.
- 7 @ 047 Students listen to the audio and tick the strategies used by the speaker. During feedback, ask students if they think they could have done better and how.

A – if you could accept that, then I could pay two months in advance, rather than just the one.

B – you've kept the flat in good condition; it really ticks all the right boxes

D - do we have some room for negotiation?

H – I wanted to get a feel for what flats like that usually cost round here, so I checked it out online.

G – my budget's really more like 700, which I think would be enough to get something of a decent standard in the same area.

AUDIOSCRIPT @ 047

Landlord: Hello?

Janine: Oh, Mr Jenkins, hello. It's Janine – you showed

me the studio flat to rent earlier this week.

- L: Oh yes, of course, hello Janine. The one on Oaklands Road at £800 a month. You said you wanted to go away and think it over. So …?
- Yes, well, first of all, thank you again for showing me the flat
- L: No problem at all. So, do you want to take it?
- J: Well, there's certainly a lot I liked about it. The sitting room's quite spacious, and it's obvious that you've kept the flat in good condition.
- L: Yes, it needed redecorating after the last tenants.
- J: And it has an off-road parking space, so it really ticks all the right boxes. But I wanted to get a feel for what flats like that usually cost round here, so I checked it out online. And there was another one, of a similar size on the same road, and the asking price is £700, which is quite a bit cheaper ... Mr Jenkins?
- L: Yes, I'm still here.
- J: Now, I'm really interested in your place, but the thing is, I'm not going to be able to pay above the going rate. So, I was wondering, do we have some room for negotiation?
- L: Well, I suppose I could come down to £790 for you.
- J: Well, thank you, that's definitely a step in the right direction. But I still think you are asking me to pay over the odds. You see, my budget's really more like £700, which I think would be enough to get something of a decent standard in the same area. So what I wanted to suggest is that if you could accept that, then I could pay two months in advance, rather than just the one. Would that be acceptable?
- L: Look, I'll tell you what. Why don't we meet halfway? Let's call it £750.
- J: Well, OK, I guess I could stretch to that.
- L: Great! It looks like we have a deal. I'll email you a copy of the tenancy agreement and you can ...
- 8 @ 047 Students attempt to correct the underlined phrases individually and then check ideas in pairs before listening to the audio again to check answers. Drill the intonation of the phrases during feedback, stressing how differences in tone can change the degree of politeness.

1 rate 2 room 3 come 4 step 5 over 6 halfway 7 stretch 8 a deal

OEXTENSION

Students work in pairs and role play a conversation between an estate agent / landlord and a prospective tenant. Students first agree on the strengths and weaknesses of the property, then role play the negotiation. The dialogue starts with: So, what's the asking price?

WARMER

Books closed. Students work in teams to write down as many of the modern Seven Wonders of the World as they can in one minute. The team with the most correct answers wins.

9 Students discuss in groups what they know about each of the structures and then watch the video to check their ideas and take additional notes. Elicit the most interesting information during feedback.

Suggested answers

The Great Wall of China: built 7th century BC, longest man-made structure in the world; is a collection of walls built to protect the country from invasions; most popular areas renovated 400–600 years ago,

Petra, Jordan: Inhabited since prehistoric times, but unknown to the Western world until 1812. Rose city because of the colour of the stone; complex water system supplied 30,000 inhabitants

Chichen Itza, Mexico: constructed around 600 AD and inhabited by the Mayan people until 1221, temple of Kulkulcan to feathered serpent god, 24 metres high, shadow of serpent climbing steps during the equinox

Machu Picchu, Peru: constructed for the Incan emperor Pachacuti in 1450, abandoned around the time of the Spanish conquest; rediscovered 1921 by Hiram Bingham. UNESCO world heritage site 1983

Taj Mahal, India: UNESCO world heritage site 1983; built between 1631 and 1648 by Sha Jahan as a tomb for his favourite wife, Banu Begum; 20,000 workers to construct, attracts 4 million visitors every year

The Colosseum, Rome: around 4 million tourists per year, opened in 80 AD, four levels and up to 50,000 spectators; damaged by tourists, earthquakes and traffic

Christ the Redeemer, Rio de Janeiro: Mount Corcovado, 30m tall, 28 m arms span, completed 1931, made of concrete and soapstone tiles from Sweden

LIFE COMPETENCIES

EVALUATING IDEAS, ARGUMENTS AND OPTIONS

Encourage the class to create a buyer's profile before attempting the task. Elicit who he/she is, what they do for a living, what their interests and hobbies are and where they usually live, along with any other information the students might come up with, and write the profile on the board. Then allow groups to discuss and invent the best possible homes for the buyer. Invite groups to present their ideas to the class, who then vote for the best one.

- WORKBOOK / Unit 6, page 28
- > PRACTICE EXTRA / Unit 6, Grammar and Vocabulary

7 BROADENING HORIZONS

UNIT OBJECTIVES

Topic: education and learning

Grammar: articles; countable and uncountable

nouns

Vocabulary: adverb + adjective collocations;

wordbuilding; expressions with bring

and take

Listening: guessing meaning from context

Reading: Part 1 - training

Speaking: Part 2 - training

Writing: Part 2: A review - training

Exam focus: Reading and Use of English Part 1;

Writing Part 2: A review; Speaking

Part 2

Real world: education in the UK and the USA

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

GETTING STARTED

SB P92

Tell the students they are going to do two unusual tasks. You may want them to do these individually or in pairs. In task 1, students complete the words in capitals adding three extra letters in the correct place (e.g. TEER + ACH = TEACHER). In task 2, they choose the drawing which corresponds to the top view of the figure given. Allow students about five minutes, then do whole class feedback, asking volunteers to explain the answers.

Task 1

1 ASH (splashed) 2 ILL (vanilla) 3 EA

3 EAT (weather)

Task 2

After feedback, ask students to discuss questions 1–4 in pairs or small groups. Encourage students to justify their answers fully and agree/disagree, as in the speaking exam. Elicit contrasting ideas during feedback if possible.

OEXTENSION

Ask the class whether they know any further intelligence tests or puzzles of this kind, and elicit these for the whole class to solve if appropriate.

READING AND USE OF ENGLISH PART 1 TRAINING

5B P92

Elicit examples of fixed phrases, verb patterns and collocations from the class, then ask students to match these categories to the three extracts. Elicit answers to this part of the task, then allow students time to choose the correct option A-D for each extract.

1 verb patterns, A

2 collocations, C

3 fixed phrases, D

OEXTENSION

Ask students in groups to discuss why the incorrect options are incorrect. Elicit ideas during feedback.

- Encourage and allow would need the preposition to instead of from, and deny would need the structure deny the opportunity to.
- 2 Build a connection exists, but it refers to starting and strengthening a relationship with someone. The other options don't collocate naturally.
- 3 To get one's own way is a fixed expression.
- 2 Students read the text and choose the correct options A-D for gaps 1-4 with the help of the tip boxes. Monitor closely and help where necessary, or encourage the use of a good quality dictionary. After feedback, brainstorm ways the students can improve their performance in this part of the test, such as using different ways of recording and reviewing chunks of language.

1 A 2 C 3 B 4 D

VOCABULARY

SB P93 PRACTICE EXTRA / Unit 7

ADVERB + ADJECTIVE COLLOCATIONS

SEXAM INFORMATION

High level adverb + adjective collocations such as the ones presented in this section is an area of language which exam candidates are expected to use with some control in the Speaking and Writing exams, and they may also be tested in Reading and Use of English, especially in Part 1 tasks.

WARMER

Write ambition on the board and allow students in groups to brainstorm what aspects of life one might be ambitious in, such as sports, academic achievement, career, etc. Elicit ideas and write them on the board.

T Students work in pairs and discuss the questions. Elicit a few sentence starters on the board, such as:

Personally, I feel that ...

In all honesty, I wouldn't say that ...

I've never given it much thought before, but I guess ...

Elicit a few ideas from the students, then allow 1 minute to quickly skim the blog post. During feedback, elicit that although the author starts by recounting other people's negative perceptions of ambition, his own opinion later in the text is positive overall.

1-2 Students' own answers

3 positive

2 Students read the text carefully to find and highlight or underline the adverb + adjective collocations. If you have a projector, project the text on the board during feedback and ask students to underline the collocations on the board.

commonly believed, overly ambitious, highly regarded, well-respected, randomly selected, highly ambitious, strongly opposed, deeply concerned, vitally important, highly educated, well thought of, actively involved

ALTERNATIVE

You may want to add a competitive element and ask students to find the collocations as quickly as possible in pairs. If you have a projector, project the text on the board during feedback and ask the winning team to underline the collocations on the board. Otherwise, check one team's answers, ensuring all their answers are correct, then ask those students to check their classmate's answers, using them as 'assistants'.

- Allow students to do the task in pairs, as reading the possible adverb + adjective combinations out loud will help them decide if they sound right. Monitor closely and help where necessary, as one incorrect combination can have a demotivating cascading effect. Elicit answers and alternatives during feedback.
 - 1 utterly ridiculous (note that utterly mistaken is also a possible collocation here but does not fit in the sentence)
 - 2 bitterly disappointed 3 highly trained 4 badly mistaken (note that badly trained is also a possible collocation here but does not fit in the sentence)
 - 5 conveniently located
 6 fully aware (note that fully trained is also a possible collocation here but does not fit in the sentence)
 7 widely available
 8 closely associated
- 4 Students work independently to write down their questions. Monitor and ensure the questions are correctly formed. Students then ask each other the questions. Elicit which questions the class thinks are the most interesting during feedback and ask all the pairs to discuss these further together.

ALTERNATIVE

Students write their questions then walk around the room and mingle, asking their questions to as many classmates as possible. Elicit interesting or surprising responses from the class during feedback. 5 Students choose an adverb and go online to find collocations for it. You may want to demonstrate how to do this. Choose one adverb and search for (adverb) in a sentence. This should bring up a number of websites with example sentences where the adverb is used.

OEXTENSION

Students in groups make a collocation mindmap starting from one of the adverbs, then present it to the rest of the class.

GRAMMAR

SB P94 PRACTICE EXTRA / Unit 7

ARTICLES

- With books closed, write MOOC on the board and ask students to brainstorm what the acronym might stand for in groups. After a minute, stop students but withhold feedback, then tell students to open books and allow one minute for them to scan the text to find out what a MOOC is, ignoring the gaps. Elicit the phrase massive open online course and write it on the board. In pairs, students discuss whether they think MOOCs are a good idea and whether they'd like to try one. Then elicit ideas from the whole class.
- 2 Students fill the gaps individually. Monitor closely to get an idea of which students need more help and which don't, as students' existing knowledge of this grammar topic will vary widely depending on nationality and other factors. You may want to form groups for the rest of the lesson with one competent student in each to support their peers.

3 Elicit what definite (the), indefinite (a/an) and zero (-) articles are, then allow students to work individually or in small groups to match articles 1–11 in Exercise 2 to uses A–H, monitoring and helping where needed.

1 G 2 C 3 A 4 D 5 B 6 G 7 H 8 F 9 E 10 A 11 B

OEXTENSION

Students test each other in pairs. Student A says a function from Exercise 3, e.g. before a job (singular) and student B tries to remember the type of article needed (indefinite). Students swap roles and continue testing each other with the remaining functions.

- 4 Allow students to work independently, then check in pairs or small groups. Monitor closely and ask the students whose explanations were clearest to repeat these during feedback. Give students a minute to note the rules inferred from this exercise (such as zero article with names of mountains).
 - 1 ✓ Here we use the army meaning the one specific to our situation or, in this case, our country. We use a before corresponding because we are not specifying which 2 Harry is planning to join an expedition to climb the Mount Kilimanjaro the next year. Mountains do not use the definite article. Certain time expressions in English do not use the definite article, such as next / last + time period (next week, last year). An is correct as the indefinite article is used to talk about an unspecified expedition. 3 I would like to do a research into the mosquito-borne diseases. Research is an uncountable noun and cannot be preceded by an indefinite article. If we include it, we need to change the phrase to a piece of research; mosquito-borne diseases is a general plural reference, so no article is required. 4 There was a thought-provoking documentary about the FBI on TV last night. There is only one FBI, so it needs the definite article. A is correct as the indefinite article is used to talk about an unspecified documentary. 5 Research has shown that the female students tend to do better than the male students at academic subjects. If we are talking in general, we don't need the definite article with plural countable nouns. 6 V We use the definite article here because in both cases we are referring to something specific (there is only one
- 5 Students work in pairs and read the sentences before deciding what the difference in meaning is. Monitor and help with the following guiding questions:

deadline being talked about and one specific date).

- 1 In which sentence did he study there? [A]
- 2 In which sentence do we know which workers we're talking about? [A]
- 3 In which sentence was he convicted of a crime? [A]
- 4 In which sentence is the evidence significant? [B]
- 5 In which sentence will this happen from now on? [A]
- 1 a He studied at length in London. b He visited a school for some reason which is not evident without more context. 2 a A specific group of workers will benefit and both the speaker and listener know what group is being talked about. b All workers will benefit from this new law. 3 a He is a prisoner. b He is visiting the prison. 4 a Here little means not much with the overall implication being negative. b Here a little means some, and the implication is small but significant.
- 5 a In future means from now on and implies any future test results will be emailed to candidates. b In the future means at some point in the future and so the implication here is this will happen at some undefined moment.

OEXTENSION

Students work in pairs and analyse the function of the articles, as detailed in Exercise 3, in the blog post about ambition on page 93. Elicit any articles which require new rules during feedback.

Answers

a negative ... trait – use D

The main reason that – use A (because the main something will always be unique)

the type of people who – use A (the referent follows the phrase, and is introduced by a relative pronoun)

out of the way - use B (fixed expression)

a well-respected psychologist - use D

a randomly selected group - use D

the idea that ambition is - use A (the referent follows the phrase, and is introduced by a relative pronoun)

a dirty word - use D

a more positive way - use D

at the early stages - use A

The most ambitious - New use (with superlative adjectives)

people - use G

professional and social networks - use G

a passive observer - use D



SB P95

GUESSING MEANING FROM CONTEXT

WARMER

Write brain on the board and give students a few minutes in groups to brainstorm what factual information they know about it. Monitor and elicit useful language, such as neurons, cortex, lobe, and write it on the board.

- Students discuss the pictures and the title and predict what the topic of the lecture will be. During feedback, elicit ideas and relevant language on the board.
- Tell the students the aim of the lesson is to practise inferring meaning of unknown vocabulary from context, so they will hear a lecture where the speaker uses some technical vocabulary they are unlikely to know. Ban the use of dictionaries for the rest of the lesson. Ask students to mark the vocabulary according to their pre-existing knowledge and withhold feedback to avoid preempting the following activities.
- 3 048 Students listen and tick or number the vocabulary when they hear it. You may want to ask students to raise their hands when they hear a word from Exercise 2, to support the weaker listeners in the class. Students then write a single sentence to summarise the talk.

Suggested answer

The talk is about research into organisms that possess 'intelligence' despite not having brains or neural networks like more complex animals.

AUDIOSCRIPT @ 048

Speaker: What does it mean to be intelligent? We have all heard of different types of intelligence, such as interpersonal, musical, linguistic or emotional intelligence. We know that people possess these to a greater or lesser extent and that various types of animals are intelligent in their own ways. However, most of us probably make the assumption that to be intelligent and, specifically, to learn, one needs to be in possession of a brain. If not an actual brain, then surely at least a collection of neurons must be a minimum requirement for learning. Snails, jellyfish and starfish, for example, do not have brains as we usually understand the concept; nevertheless, they do possess neurons, albeit spread out rather than clustered in one place.

The majority of lifeforms on earth do not have neurons; yet they have the ability to behave in complex ways. Scientists have always known this but used to think this was due to innate responses that had developed over many generations. Now, however, they are beginning to define the behaviour of non-neural organisms as a form of learning.

Plant neurobiology, a controversial new field of science, studies the ways in which plants process information and learn from it. Biologist Monica Gagliano of the University of Western Australia found that pea plants can be conditioned to learn. In her research, she discovered the plants were able to differentiate between two different stimuli: a whirring fan and a blue light. A plant called Cornish Mallow swivels its leaves around during the night so that in the morning they are facing the sun. This means that the plant has to anticipate the future, an attribute we would label 'intelligent' and not associate with plants. Similarly, young shoots of corn are able to 'remember' from which direction sources of light come. We all know that learning occurs at different levels, and what we are discussing here is 'habituated' learning, or behaviourism. Nevertheless, it is impressive for lifeforms that don't possess neurons, much less a brain. One of the most interesting cases in point is slime moulds, which have demonstrated abilities most of us would never have associated with them. Audrey Dussutour of the University of Toulouse created a maze with tasty food such as oats, but blocked the slime's access to it with bitter substances like caffeine. At first, the slime hesitated for several hours before making its way across the deterrent to reach the reward. Gradually, the slime moulds learnt to ignore the caffeine and go straight across, understanding there would be something tasty on the other side. Chris Reid of Macquarie University in Australia is a Behavioural Ecologist who has also worked with slime moulds and found them capable of complex decision-making. Like humans and other animals, they are able to explore the benefits and drawbacks of different options and reevaluate their choices as variables change. Researchers have also realised that unicellular organisms can fuse together in order to learn more about their environment.

This research has implications for our understanding of learning, as we now know that neurons are not an essential requirement for it. The organisms' experiences modified their genes and led to specific genes being switched on and off. This doesn't rewrite genetic code; rather, it temporarily changes how it is read. According to David Glanzman of the University of California, this process, known as epigenetic regulation, is proof that memory is present and learning is taking place. These scientific discoveries could potentially lead to new ways of fighting diseases and designing intelligent machines. So, the next time you hear someone or something described as 'brainless', it might not be as big an insult as you think.

4 Elicit that spread out means separated or placed far apart.
Then elicit the meaning of clustered.

Clustered means close together, often in a group or in a high concentration.

5 @ 049 Allow students to work individually to ensure they all get an opportunity to reach a conclusion themselves. Monitor and help where necessary. Fast finishers can help their classmates by guiding them to the answer without giving it to them outright.

B

AUDIOSCRIPT @ 049

Scientists have always known this but used to think this was due to innate responses that had developed over many generations. Now, however, they are beginning to define the behaviour of non-neural organisms as a form of learning.

6 Again, allow students to work individually. During feedback, elicit other words whose meaning can be inferred using affixes.

1 between 2 person 3 adjective 4 regarding / connected to how a person behaves and communicates with other people

FAST FINISHERS

Ask the students to perform the same task with the words antibacterial, overcautious and misplaced. Elicit their ideas after feedback.

Answers

| | antibacterial | overcautious | misplaced |
|-----------------------------------|----------------|-----------------------------|---------------------------------------|
| The meaning of the prefix | anti – against | over - excessively | mis – wrongly |
| The root word | bacteria | caution | place |
| The suffix tells us it is | an adjective | an adjective | a past participle |
| The meaning acts against bacteria | | acts with excessive caution | has been put in the wrong place |

Make sure the students understand not to use dictionaries and allow them to work alone for a few minutes before continuing in pairs. During feedback, elicit answers and encourage students to clarify their explanation.

1 swivels - turns around; context clues - the words around and facing the sun 2 deterrent - something that puts people off doing something; context clues - tasty food equates to the reward and bitter substances like caffeine equates to the deterrent 3 differentiate - to show or find the difference between; word-building - root word is different and the suffix -ate suggests a verb 4 unicellular - having only one cell; word-building root word is cell, prefix uni- means one or single, suffix -ar suggests an adjective; fuse - to join or become combined; context clues - the word together suggests in a group 5 re-evaluate - consider again; wordbuilding - prefix re- means again, root word is value, suffix -ate suggests a verb; variables - things that are liable to change; word-building - root word is vary, meaning change (usually repeatedly), the -s at the end suggests this is a plural noun

OEXTENSION

If the students are in work or further education, they may know some technical jargon related to their field. Ask them to choose one such word and find the English translation, then write a sentence with it where the context can clarify the meaning of the word. Students then work in groups and read their sentences, asking their classmates to try and infer the meaning of their word from context.

VOCABULARY

SB P96 PRACTICE EXTRA | Unit 7

WORDBUILDING

SEXAM INFORMATION

The candidates' ability to manipulate root words to change their part of speech and/or their meaning is tested in Reading and Use of English Part 3.

WARMER

Give students one minute in teams to brainstorm as many affixes as possible, such as *inter-* and *-ical*. Elicit these and write them on the board during feedback.

050 Encourage students to complete the words from memory, then play the audio for students to check answers.

1 Scientists 2 Biologist 3 Ecologist

AUDIOSCRIPT © 050

Narrator: 1

Scientists have always known this

Narrator: 2

Biologist Monica Gagliano of the University of Western Australia

Narrator: 3

Chris Reid of Macquarie University in Australia is a Behavioural Ecologist

Elicit that nouns ending with -ist tend to refer to people with particular jobs or beliefs, e.g. traditionalist. Then elicit from the class as many nouns ending in -ist as possible and write them on the board.

ALTERNATIVE

You may want to add a competitive element here and challenge the teams to write as many words as they can think of in one minute. Elicit ideas and write them on the board, asking students to spell the trickiest words, and award points accordingly.

3 Students fill the gaps individually and then check in pairs. Elicit answers and further clarify and demonstrate pronunciation of /sts/ during feedback.

1 cardiologist 2 communists 3 sexist 4 linguist

5 tourist 6 motorists 7 pharmacist

8 environmentalist/activist

FAST FINISHERS

Students choose another word ending in -ist from those brainstormed in Exercise 2 and write a sentence with it, similar to those in Exercise 3. Elicit these during feedback, omitting the -ist word, and challenge the rest of the class to guess the word.

The students match the vocabulary on the left to the definitions on the right. Differentiate the challenge level by asking stronger students to cover the definitions and work in pairs to come up with their own definition for each piece of vocabulary on the right, and challenge the strongest students to cover the vocabulary and guess the term based on the definitions.

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

Allow students to work in pairs as reading the different options out loud will be helpful. In the meantime, draw a table on the board with four columns, one for each possible ending. Invite fast finishers to write the answers on the board in the appropriate column. Purposely add a mistake and ask the class to find it to ensure they check each piece of vocabulary on the board.

| -ism | -у | -ing | -ics |
|------------------|------------|----------|-------------|
| communism | pharmacy | motoring | linguistics |
| sexism | oncology | | |
| tourism | royalty | | |
| environmentalism | psychiatry | | |
| activism | | | |
| atheism | | | |
| perfectionism | | | |
| racism | | | |
| pacifism | | | |

Students work in pairs and ask and answer the questions, taking notes of any language they might need and want to ask you about during feedback. Ask students who finish early to ask each other additional questions using the rest of the vocabulary from the lesson, and elicit these during whole class feedback.

SPEAKING PART 2 TRAINING

SB P97

WARMER

Students go back to page 37 and revise what they know about Speaking Part 2 tasks. Elicit information with the whole class.

O51 Allow students to look at the pictures and read the exam task, then elicit what the two questions are (1 How might the learners feel about learning in these contexts? 2 How effective might the teaching methods be in these situations?). Give students a few seconds to read stages 1-7, then play the audio and ask students to tick the stages as they hear them. During feedback, elicit that Lola's answer is well-structured for this part of the exam.

AUDIOSCRIPT © 051

Lola: OK, so I'm going to talk about the first and third pictures: the female student learning alone and the classroom. On the whole, the photos show people engaged in learning. The girl looks totally absorbed in her task. It looks as though she finds it challenging but she has the time and space to figure it out. In the classroom, the feelings of the students vary. While most of them are listening attentively, a few look bored and one is asleep. Both of these ways of learning could be effective, depending on the age of the student and the subject being taught. For technical subjects like the one the student in the first photo is doing, hands-on learning is best. However, she would need access to a teacher who could support her if she got stuck. In schools, there is no choice but to teach many students in the same way. Obviously, this will be more effective for some students than for others.

2 Students match the extracts A-G to stages 1-7 from Exercise 1, then check answers in pairs before whole class feedback.

A4 B5 C7 D1 E3 F2 G6

FAST FINISHERS

Ask fast finishers to underline useful language they can reuse later on in the lesson when they will practise the speaking task themselves.

3 @ 051 Allow students to try and fill the gaps from memory in pairs, then play the audio again for them to check and complete the extracts. During feedback, elicit alternative discourse markers which could fit in the gaps, and allow students to discuss why using these will win them extra points in the exam.

A While B depending on C Obviously

D OK, so E It looks as though F On the whole

G However

This kind of language is often called 'signposting language' because it helps the listener better understand the direction the speaker is going in or how they feel about what they are saying. In the Cambridge Advanced Speaking exam one of the marking criteria is discourse management and the more varied discourse markers you use when you speak, the better you will score.

4 Demonstrate how to write a plan for a Speaking Part 2 task on the board, using Lola's answer as an example and eliciting information in each section.

Plan

- 1 1st & 2nd pictures
- 2 both engaged with learning
- 3 challenging, but has time and space
- 4 varies: bored, attentive, sleepy
- 5 both effective, depend on age and subject
- 6 technical subject, good, but need support
- 7 no choice but same for everyone, better for some than others

Then tell the students to make their own plan, using a different combination of pictures from Lola's. Give students about two minutes, monitoring closely and ensuring students are planning how to use their discourse markers as well.

Students perform their response while their partner listens and takes notes in order to give feedback at the end. If permitted, ask students to record their performance with their smartphones and watch it again in pairs, pausing where necessary to comment on what they did well or what they could improve on. Remind students to give feedback which is constructive and courteous. During feedback, select two or three students to perform the task for the whole class, if appropriate, and elicit feedback. 6 052 Students read the exam question and the three points they are listening out for before you play the audio. Elicit that a good answer will do all of the three points, then play the audio for the students to tick the stages. During feedback, elicit the discourse markers they heard in Alfredo's answers. Then ask the students to answer the examiner's question in pairs, choosing a different picture to Alfredo's.

1 Y 2 Y 3 Y

Discourse markers - Personally; In my experience; Also

AUDIOSCRIPT @ 052

Alfredo: Personally, I would choose the student learning robotics by herself. In my experience, when you teach yourself to do something or even just put theory into practice, it helps you retain knowledge. Learning in a classroom can be quite distracting as there are so many others. Also, if you choose which subject to study, as the girl probably has, you are more motivated.

OEXTENSION

Divide the class into two groups. Group A has 30 seconds to choose a place in the classroom and 'pose' as if someone was taking a picture of them learning. They can act bored, asleep, really interested, amused, etc. Students in group B form pairs, choose two of the students in group A and take turns to perform a Speaking Part 2 task based on the two 'pictures' they chose. Group A students stay still for the whole two minutes. The groups then swap roles and repeat the task.

SB P98 PRACTICE EXTRA | Unit 7

COUNTABLE AND UNCOUNTABLE NOUNS

- Write to kick the bucket on the board and ask if anyone knows what this expression means (to die). Students then quickly read the blog post and answer questions 1-3. During feedback, elicit that a bucket list is a list of things one wants to do before dying. Ask students to share their bucket lists in small groups. Monitor closely and elicit interesting ideas during feedback.
- 2 Students read the blog post again and circle the correct options. After feedback, elicit that the focus of the lesson is countable and uncountable nouns, and that some nouns can be both depending on the context. Exemplify this with the word fire in the text, which in that context is countable because it refers to a specific type of fire (a campfire), but in other contexts is uncountable because it has a generalised meaning, as in You should be careful around fire or to catch fire.

1 knowledge

2 fires 3 shelters 4 advice

7 fruits 8 safety 5 information 6 respect 9 experience

3 Allow students to attempt the task alone and then check their answers in pairs or small groups, encouraging them to justify their answers as best as they can. Monitor closely and select the students with the clearest explanations to give feedback.

1 a U - the material **b** C – a place 2 a C - a place **b** U - general concept **3 a** U - general **b** C - specific trip 4 a U - general **b** C – specific educational experience 5 a C - idiomatic, meaning 'a situation deserving pity'

b U - emotion **6 a** U - general concept of luck

b C – specific time, meaning opportunity

FAST FINISHERS

Students write two sentences with the words memory, work, time and art, one where the words are countable and one where they are uncountable. After feedback to Exercise 3, write the four words on the board and invite fast finishers to read the two sentences they wrote for each. Elicit that two of the words also have a strong collocation, using opposite forms: work(s) of art.

Possible answers

I have a bad memory. (U) / We made nice memories in France, (C); I have a lot of work to do. (U) / I would like to read more classic works of fiction. (C); I need more time. (U) / I did this five times. (C); This is a piece of art. (U) / I have an interest in the arts. (C)

Students do the task alone or in pairs and justify their answers. During feedback, elicit different example sentences where the words in bold are substituted with countable or uncountable alternatives, e.g. there isn't enough room for an armchair.

1 room - C; paper, glass, metal - U 2 time - C 3 news - U 4 luck - U; work - U 5 job - C

Students work in pairs to answer the questions, remembering to consider whether items are countable or uncountable. Monitor and provide language where necessary, then elicit responses during whole class feedback.

WRITING PART 2: A REVIEW TRAINING

SB POS

WARMER

If smartphones are allowed in the classroom, students work in pairs to show each other which app they use the most, explaining how the less well-known ones work and asking follow-up questions. If smartphones are not permitted in the classroom, students think about which apps they have on their phones and discuss these in the same way.

1 Students discuss the questions in pairs. Monitor and elicit interesting experiences during feedback. Elicit useful contrasting language.

- You may want to prime the students by telling them they'll read a review of a language learning app which uses songs to teach grammar and vocabulary. Elicit a few initial reactions from the class. The students then look at questions 1–4 before reading the review carefully, underlining sections relevant to each question and then checking ideas in pairs or small groups. If a projector is available, project the text on the board during feedback and underline the relevant sections.
 - 1 Positives catchy songs, wide range of activity types, instant feedback, engaging; Negatives random language, no progression from basic to advanced language, repetition of some vocabulary, not enough practical language 2 Yes 3 Use the app to reinforce what you learn in class. 4 Paragraph 1 Describes the app; Paragraph 2 Outlines positive features; Paragraph 3 Outlines negatives features; Paragraph 4 Summary and recommendations
- 3 Allow students to select the possible options in pairs. During feedback, elicit why the incorrect options are not possible: Eventually is chronological, consequently is used to express cause and effect and my final point is would be acceptable in speaking, but is not grammatically correct in writing.

To recap, To sum up, In summary

4 Students go through the recommendation statements and mark them as positive, negative or mixed.

1 M 2 N 3 P 4 M 5 M 6 N 7 P

OEXTENSION

After feedback, ask students to highlight one phrase from each category which they have never used before and which they want to memorise. Allow about a minute of silent time for the students to memorise these, then ask students to test each other in pairs.

5 Students work in pairs to review items using the language learnt in Exercise 4. If you used the extension for Exercise 4, encourage students to use the recommendation statements they selected and memorised, and to do the exercise with as little reference to the book as possible. Monitor and help where necessary, then invite the students with the most interesting ideas to share these during feedback.

OEXTENSION

Students write a review of an app, using a range of recommendation statements. After correcting these, ask the students to rewrite them, then collate them into a magazine and distribute this for all the students to read.

PUSH YOURSELF

C2

SB P99

EXPRESSIONS WITH BRING AND TAKE

WARMER

Write bring and take on the board and elicit as many collocations as possible to create a mindmap. For example, bring here, can bring, bring together, takeaway, take (sth) away, etc.

- Students work in pairs to discuss the meaning of each of the expressions in bold, using a dictionary if necessary, before writing their own definition. Encourage students to come up with further example sentences for the expressions and elicit these during feedback to ensure students understand them correctly and know how and when to use them. You may want to ask the students whether any of the expressions translate well in their own language to make them more memorable.
 - 1 to provide a useful skill or attribute 2 cause their most negative qualities to be displayed 3 end 4 shocked
 - 5 reduce someone's feeling of pride or arrogance
 - 6 to cause someone to return to normal thinking or acting
 - 7 accept that what someone is saying is true
 - 8 misunderstand

OEXTENSION

Introduce the students to the concept of mnemonics, i.e. a learning technique which helps you remember new information through memorable associations. There are many types of mnemonics, based on word play, rhymes, visualisations, etc. Tell the students they will try out some mnemonics which use physical movements. Write a lot on a piece of paper, and literally bring the piece of paper to a table in the classroom. Elicit that you just mimed to bring a lot to the table. Divide the remaining expressions from Exercise 1 amongst different teams and ask them to come up with a similar mnemonic. Monitor closely and help, then ask students to perform their mnemonic for the whole class. Students in groups then test each other by performing each mnemonic and remembering the associated expression.

- 2 Students fill the gaps with the appropriate expression, then check in pairs. During class feedback, elicit non-idiomatic versions of 1–4, for example: I don't think we should include John in our study group. After all, what contribution can he offer?
 - 1 taken aback 2 bring to the table
 - 3 take his word for it 4 bring ... to a close

FAST FINISHERS

Students write an extra gapped sentence using another expression from Exercise 1. Write these on the board during feedback and elicit answers from the whole class.

EXAM FOCUS

SB P100

READING AND USE OF ENGLISH PART 1

WARMER

In small groups, students discuss how the education systems in their countries have changed over the last 50 years, sharing what older people in their lives might have told them about their school years. Monitor and elicit interesting facts and relevant language during feedback.

Students read the Exam facts and Exam tips boxes. Concept check the information by asking the following questions:

How many gaps are there? (8)

How many options are there for each gap? (4)
Will the options be very different? (no, they will usually be the same parts of speech and have a similar meaning)
Why should you read the whole text first? (to prime yourself with the topic and genre vocabulary needed)
Why is it important to read what's after the gap? (in case the word missing is part of a collocation or set structure)

Give students eight minutes to complete the task. You may want to first give them one minute to read the text with their pencils down, to ensure they quickly skim the text before attempting the task. When they are finished, encourage them to read the text again with their selected answers, in case they want to make last-minute changes. Students then check in pairs before whole class feedback.

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

OEXTENSION

Ask students to discuss why each of the incorrect answers is incorrect in small groups, then elicit ideas during feedback.

1 Common is the On the basis of is a fixed expression. wrong part of speech. Usage would be right if it was use. In service is used for people. 2 To take issue with something is a fixed expression. 3 To be in someone's best interests is 4 Is and feels would be correct if it was a fixed expression. followed by easier instead of more easily. Go is a distractor, because an activity will come more easily / with more difficulty to someone. 5 Without exception is a fixed 6 The two possible fixed expressions are something of a rarity and something of a mystery, but the latter does not fit the meaning of the text. 7 To be behind the times is a fixed expression. 8 Ban and restriction would be possible if the gap was followed by on. To put a stop to something is a fixed phrase, so block does not fit here.

WRITING PART 2: A REVIEW

SB P101

WARMER

Students work in groups and brainstorm what evening courses might be available for adults or young adults in a big city. Elicit ideas and write them on the board. Then students work in pairs, choose one of the options on the board and discuss what would make this course a positive experience and good value for money. Monitor closely. During feedback, elicit a few interesting ideas and relevant language to write on the board.

Students read the instructions and underline the content required in their review (general opinion, evaluate what you learnt and say whether good or bad value for money). Elicit this from the whole class, then give students 45 minutes to plan, write and proofread their texts.

Model answer

If you have some spare time over the summer holidays and would like to improve your IT skills to stand out in the next job interview, the Excel short course at the regional college might be for you. Overall, I had a very positive experience and I definitely think it was worth it.

The course covers everything you might ever want to learn about Excel. From formulas to formatting, the topics are explained in a very simple and clear way, and the teachers are real experts in their field, which makes all the difference. The only downside, perhaps, was that the course started with some content that you might find a bit easy, like how to download the software and create and save new documents. But once you get through that, it gets really interesting. I should admit that I am by no means an Excel expert at this point. However, I do feel that this course can teach you to perform most tasks, and considering that I had hardly ever touched an Excel spreadsheet before in my life, that's outstanding. That's why I believe that the course was worth the fee. Although it wasn't cheap, if you take into account the technological equipment provided and the expertise of the tutors, it's genuinely worth it.

To sum up, if you're looking to learn something new that might help you become more employable, I wholeheartedly recommend this course, no matter your current level of ability. [244 words]



SB P101

WARMER

Tell students that it would be good practice for them to get a feel for how long a minute is so that they can fit all the necessary content in the Speaking Part 2 task. Students write three speaking topics (food, sports, education) on separate bits of paper, then work in pairs. Student A draws one of student B's bits of paper randomly and has to speak about it for one minute, stopping when he/she thinks the minute is up. Student B uses a stopwatch and shows student A how long he/she spoke for when he stops. Students swap roles and continue practising with the remaining bits of paper.

Give students a few minutes to look back at page 97 and review the discourse markers Lola used. Students then take turns to be student A and student B, giving each other constructive feedback regarding the structure and the discourse markers used. Monitor closely, taking notes of common mistakes related to both language and task achievement. Write these on the board and allow students time to correct them in pairs. Elicit corrections, then have students work with a new partner to repeat the task.

REAL WORLD

SB P102

WARMER

Students work in groups and discuss the most prestigious universities in their countries, discussing their location and the reasons why they are highly regarded. Elicit interesting facts and relevant language during feedback and write it on the board.

Allow students a minute of silent thinking time to generate ideas, then ask students to discuss in pairs or small groups. Elicit ideas during feedback.

ALTERNATIVE

Draw a table on the board with three columns: What I know, What I'd like to know, What I've learnt. During their discussion, they add information to the first and second column. After reading the text in Exercise 2/3, they will be able to add any interesting information to the third column.

2 Students read the text in about four minutes, underlining any ideas they generated in the previous exercise. During feedback, elicit what the students found surprising, and what advice they agree or disagree with and why.

Suggested answers

1 ranking, subject to be studied, the university's research facilities, graduate employment prospects, feedback from current or previous students, location and where to live, cost of living 2 At least two A-levels or equivalent qualification. As a foreign student you typically need a recognised English language qualification such as IELTS as well. 3 Apply through UCAS, usually the January before the academic year at university would start, but some subject courses need to be applied for in the preceding October.

- 3 Students read questions 1-4 and discuss what they remember about the text in pairs, before asking them to read the text again more carefully and highlight the relevant sections in the text. Elicit answers and clarify any unknown vocabulary in the text during feedback.
 - 1 To develop extra-curricular activities and work-related experience that you could put into your application.
 2 Students' own answers 3 An aspirational choice in case they do better than expected in their exams; Insurance in case they do less well than expected.
 4 Possible answer The personal statement helps universities make decisions about who to offer places to. It is the student's chance to show that they would make the most of the place if it were offered to them.

OEXTENSION

Students work in small groups and discuss the university admission process in their own country, using the vocabulary from the text. Elicit interesting facts during feedback.

WARMER

Students work in groups and discuss how students are assessed in university in their country. Monitor and help with vocabulary such as assignment, continuous assessment or credits, and try to elicit the word dissertation. Note that the word thesis is only used in the context of a doctorate (PhD) programme, whereas dissertation is used for undergraduate and masters degrees.

4 © 053 If you have not completed the warmer activity, pre-teach dissertation. The students listen to the audio and take notes of the questions they hear. Elicit these from the whole class.

Suggested answers

2 What happens if I go over the word limit? 3 Where can I find information about referencing and avoiding plagiarism? 4 What about footnotes? 5 Can I get feedback on my first draft? 6 How do I submit my work? 7 Are there penalties for giving work in late?

AUDIOSCRIPT © 053

Tutor:

Hello, Matteo. Come in and have a seat. Now, the purpose of this tutorial is to make sure you are confident about the requirements for your dissertation and to help clarify any doubts you may have. So, do you have any questions?

Matteo: Yes, quite a few, actually. First of all, I'm fairly sure I want to write about gothic architecture, but I'd like some advice on how to narrow that down. I mean, it's a huge topic and I only have 15,000

Tutor:

Yes, you're right. There are several ways to narrow the topic down. For example, you could focus on one or two specific features such as the vaults or the use of stained glass, or even the early attitudes towards gothic architecture. As we discussed in class, people were very negative about it at the beginning.

- M: Yes, I found that aspect really interesting, but it may be more sociological and less technical. I would like the opportunity to develop my knowledge of the techniques.
- T: I see, well, how about comparing and contrasting two examples of Gothic architecture from a technical perspective? Say, for example, the Basilica of Saint Denis and Sens Cathedral.
- M: Mmm, yes, that sound like a great way of limiting the topic. You mentioned that the word limit is 15,000 words. What happens if I exceed the word limit?
- T: Well, you can exceed it a bit: normally we will accept 10 percent above the limit, so in this case, you could go up to 16,500. After that, the words wouldn't count, which normally means the conclusion is discounted. Obviously, you'd lose marks because of that.
- M: I see. I'm still a bit worried about using sources correctly. Can you tell me where I can find information about referencing and avoiding plagiarism?
- T: Yes, that is crucial. On the university's website, under 'resources for students', you will find the complete guide to referencing. You should use our university's guide rather than anyone else's because each university has their own slightly different way of referencing. We use the latest version of the APA, which is Harvard University's system. I suggest you have the guide open on your computer to refer to while you're working.
- M: Yes, that's a good idea. Can I just ask about footnotes? I always get confused about them because some systems use them and some don't.
- T: I often get that question. Footnotes are to prevent extra information interrupting the flow of your text. They can be used in our referencing system. It is all clearly explained in the guide.

- M: Thank you. So, I think I have a clear idea now but is it possible to get some feedback on the first draft of my dissertation so that I can make some improvements before submission?
- T: Definitely. We do encourage students to submit a first draft. However, it does mean that you will you need to submit it by the 23rd March so that we can get it back to you by the end of March and you have time to rewrite before the 7th April deadline.
- M: Oh, I see. And how do I submit my first and final drafts?
- T: For the first draft, just email it to me. The final version of your dissertation has to be uploaded through Turnitin. Do you know how to do that?
- M: Yes, I think so. Dr Roberts explained it to us. And I just have one more question. Are there any penalties for late submission?
- T: Yes, there are. It depends how late. It's all explained on the website. Go to 'resources for students' and search for 'late submissions'. But try to get it in on time.
- M: I will. Thank you for your time.
- O53 Students work in pairs and read definitions A-G, trying to remember the vocabulary they heard in the audio which matches the definitions. After a few minutes, write the answers on the board in random order and ask the students to match them to A-G. Then listen again to check, before whole class feedback and eliciting the context of the words.

A plagiarism B narrow down C draft D submit E penalty F feedback G footnotes

O53 Allow students to briefly discuss the questions in Exercise 4 to try and remember what the lecturer suggested, then play the audio and ask students to take notes. Students compare ideas in small groups before feedback. If possible, hand the students the audioscript and encourage them to check their answers independently and find more useful vocabulary in the text. Elicit answers and vocabulary from the whole class.

Suggested answers

1 Choose one feature of gothic architecture, compare 2 You can go 10% over word limit two examples. after that you lose marks. 3 on the website under 'resources for students' 4 Footnotes can be used. See the guide for details. 5 Yes, if you submit it by March 23rd. 6 First draft - email it to the tutor; final version - upload through Turnitin. 7 Yes, there are depending on how late. Details can be found on the website.

OEXTENSION

Students work in pairs or small groups and discuss how typical this conversation would be between a university student and their lecturer in their own country, commenting on the nature of the relationship and roles in the UK versus their home country. In many Mediterranean countries, this type of personal relationship may sound odd. Elicit what university students can do to get help if their lecturers are not as helpful as the one in the audio.

- Students take turns role-playing the two conversations, using the language from the page. You may want to add an element of register-appropriacy to the task, asking a third student to watch the role-play and take notes on the politeness markers they hear the students use. Elicit observations during feedback.
- Elicit the meaning of curricula (plural) or curriculum, meaning the set of topics and competencies selected for teaching and learning within a course. Give students a chance to look at the table, and play the video twice if necessary, asking students to compare notes between viewings. Elicit ideas to complete a similar table on the board.

Suggested notes

British education: Types of school - Public school = private fee-paying (e.g. Eton). Most students go to state school: Primary → Secondary → Sixth Form; Over 90% wear uniforms; Curricula – More choice/specialisation – just 3 subjects at A level; School Exams – GCSEs at age 16 and A-levels at age 18. SATs for measuring progress throughout school life; University – Referred to as university or 'uni'; Students usually specialise in one or two subjects; University accommodation known as halls (of residence)

USA education: Types of school – Public schools = state schools. Elementary → Middle or Junior High → High School; Uniforms only for private schools; Curricula - Broader, with students studying full range of subjects to the end of High School; School Exams - GPA (Grade point average) to get High School diploma, SATs may be sat for university entry; University -Referred to as college, accommodation known as dormitories (dorms); Students take a wider range of subjects

OEXTENSION

Students copy the table in their notebooks, adding as many columns as there are nationalities in the class. Allow them time to make notes and generate ideas about their own country, then ask them to conduct a class survey by speaking to classmates from different nationalities about their education systems. Monitor closely and elicit interesting information during feedback.

LIFE COMPETENCIES

EVALUATING IDEAS, ARGUMENTS AND OPTIONS

Students work collaboratively to discuss reform of the education system in their country. They will need to:

- brainstorm aspects of the education system that they would like to reform
- select the five they wish to tackle 2
- 3 discuss each in turn, taking notes of the best ideas and agreeing on reasons for the change
- choose how they are going to explain their ideas, in what order and who will do so
- rehearse their speech
- present their ideas to the class.

ALTERNATIVE

Turn the activity into a class debate. Brainstorm aspects of the education systems that could be reformed and write them on the board, then ask the class to agree on two (or more, if time). Allow students in large groups to carry out stages 3 and 4 above, then open the debate. Teams take turns to explain how they would reform the system regarding problem X if they were elected. Do not allow interruptions. Then allow teams a couple of minutes to choose which other team they would like to debate with by asking a follow-up question or pointing out a problem with their solution. Teams take turns debating with each other, uninterrupted. Then repeat the process with the remaining aspects selected at the beginning. Finally, ask all the teams to vote for another team and 'elect' the winners.

- WORKBOOK / Unit 7, page 32
- PRACTICE EXTRA / Unit 7, Grammar and Vocabulary

8 ON DEMAND

UNIT OBJECTIVES

Topic: screen entertainment

Grammar: reported speech and reporting verbs;

conditionals (2) - advanced conditionals

and wish / if only

Vocabulary: TV; verbs of communication

Listening: Part 3 – training **Reading:** Part 5 – training

Speaking: Part 3 and Part 4 - training

Writing: signposting

Exam focus: Reading and Use of English Part 5;

Listening Part 3; Speaking Parts 3 and 4

Real world: working in the media

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

GETTING STARTED

SB P104

WARMER

Students work in teams and brainstorm all the vocabulary they can think of related to TV. Elicit the most interesting language and write it on the board, then add to it in the following vocabulary section.

- Allow students a minute of silent thinking time between questions to generate ideas and form opinions. While students discuss the questions, you might want to nominate a 'scribe' in each group who takes notes of ideas the group is struggling to express. During feedback elicit ideas and opinions, and help with expression of the ideas the scribes took note of during the discussion.
- 2 Give students time to read the quotes and form opinions about them. Students then share ideas in pairs, groups or as a whole class. If the latter, ask students to stand up and for each quote move to the left or right side of the room (or the middle), depending on whether they agree or disagree with the quote. Elicit opinions from students on opposite sides of the room, then repeat for the following quote.

OEXTENSION

Students in small groups discuss examples of the best and worst TV programmes in their country. Elicit ideas from the class and invite students to explain any particularly interesting programmes in their countries for the class.

VOCABULARY

SB P104 PRACTICE EXTRA / Unit 8

TV

SEXAM INFORMATION

In the Speaking and Writing exams, candidates are expected to show control of a range of topical lexical items. Students would therefore benefit from recording vocabulary by topic and revising this regularly. This will help them recall it more effectively during the exam, should the topic arise.

Students work alone to place the vocabulary in the correct column, using a dictionary if necessary. Remind students that some vocabulary might fit in more than one column. Copy the table onto the board and ask fast finishers to complete it during feedback. Clarify any doubts in meaning and pronunciation with the whole class.

Suggested answers

Sport – analysis, coverage, commentator, highlights, action replay Reality TV – presenter, contestant Drama – protagonist, series, extras, subtitles, script, cast Documentary – analysis, presenter, series Current affairs – analysis, coverage, commentator, correspondent

OEXTENSION

Ask students to think of one more word that would fit in each column in the table and elicit these from different students.

2 Students work independently to fill the gaps with the appropriate vocabulary, then check answers in pairs. Ask students to underline any further unknown vocabulary in the sentences and look it up in a dictionary. Elicit definitions during feedback.

1 subtitles 2 series 3 highlights 4 contestant 5 commentators/correspondents 6 analysis/coverage 7 protagonist 8 presenter

Allow students 30 seconds to mark each sentence in Exercise 2 with A (agree) or D (disagree), then ask them to compare and discuss in pairs. Encourage students to justify their answers in full and ask each other follow-up questions. Monitor closely and help where necessary, then elicit interesting opinions during feedback.

SPEAKING PART 3 AND 4 TRAINING

SB P105

WARMER

Students in small groups look at the exam task in Exercise 1 and generate ideas. Elicit these and any relevant language and write it on the board.

1 © 054 If you used the warmer above, tell students to listen to the audio, check if Aneta and Wilhelm express any ideas they came up with in the warmer, and tick the vocabulary from the previous page as they hear the candidates use it. If you haven't used the warmer, follow the task as given. Support the class in this first listening by raising your hand when you hear a target word.

commentators, analysis, [action] replay, contestants, series, subtitles, extra, protagonist, correspondent, coverage

AUDIOSCRIPT @ 054

Examiner: Now I'd like you to do something together for

about two minutes. On this paper you have a list of things that people watch on TV, and a question for you to discuss. First you have

some time to look at the task.

Now, talk to each other about how people might benefit from watching these types of

programmes.

Wilhelm: OK, well, Aneta, I don't know about you, but

I certainly find watching most of this stuff very pleasurable. But shall we start with live sport? I'm quite sporty myself and play a lot of football, so I watch televised matches

whenever I can. How about you?

Aneta: From time to time, yes, but I think we need to

focus on the question of what benefits people can get from these different kinds of

programmes, rather than which ones we like.

Wilhelm: Oh I see, yes, good point. I'd say that as long

as you're watching something you enjoy,

you're deriving a benefit from it.

Aneta: That's fair enough, but to go into a bit more

detail ... you mentioned that you're into watching live football. Would you say that when you listen to the commentators, and you watch these top players and then you get the analysis after the match... would you

say that it helps you as a player?

Wilhelm: You mean, learning from it?

Aneta: Exactly.

Wilhelm: You know, I'd like to say yes. You know,

watching a replay in slow motion of a goal by Messi ... supposing I said to myself, 'right, I'm going to go out and learn to do that', I'd

just be kidding myself!

Aneta: Sure, but it gives you something to aspire to!

Wilhelm: Exactly.

Aneta: Anyway, getting back to the task, I'm not

convinced that all of these programmes are really contributing to your wellbeing in any way. Take reality shows – I mean the people taking part just do these pointless things, supposedly for the viewers' entertainment.

Wilhelm: I see what you mean but isn't the appeal of

these shows getting to know what the contestants are like as individuals, and predicting how they're going to react? That's why people love watching these reality

shows!

Aneta: I think if I'd just watched one, I'd be thinking,

'Well, that's one hour of my life that I'm not

going to get back!'

Wilhelm: OK. Let's move on to dramas. What benefits

are there here?

Aneta: Well, one great thing about dramas is they

can help you learn a foreign language. I'm learning French, so I find that watching a

French series is great practice.

Wilhelm: Yes - and you can choose to have the

subtitles on or off, depending on whether you

need to read the dialogue, or just listen.

Aneta: Sure.

Wilhelm: You know – I was in a drama on TV in my

country. I was an extra, just one person in a crowd when the main protagonist was riding past on his horse! And you know what

happened?

Aneta: Oh, that's amazing – you must tell me about

that another time. Shall we look at the last one? Current affairs programmes and documentaries ... well, it goes without saying that they help you learn about the world.

Wilhelm: Definitely, and on news programmes, the reports from a correspondent who's actually

out there on the other side of the world ...
that always helps you envisage what it must
be like for the people who are there, actually

affected by the events themselves.

Aneta: Yes, and I think the same is true in

documentaries, as well as news broadcasts, when you get film footage that's actually

been shot by people who were there.

Wilhelm: Citizen journalism, you mean?

Aneta: Yeah. I think that ...

Examiner: Thank you. Now you have about a minute to

decide which of these types of programme you think would be most expensive for TV

companies to produce.

Wilhelm: That's a good question ... I'd say it's probably

live sport because broadcasting rights are just so phenomenally expensive these days.

Aneta: Yes, I think that must be right. The salaries of the world's top sports players are just

enormous. And there's great demand to watch tennis grand slams, football World

Cups and so on.

Wilhelm: Which is why they can charge the TV

companies so much for the rights – live coverage of the big sporting events attract

enormous audiences worldwide.

Aneta: Yeah, and so they can command top dollar

from the broadcasters.

Examiner: Thank you.

2 054 Students read the Interactive communication box and underline the key information. Elicit what this is before playing the audio again: don't dominate, take turns, comment on what your partner said, clarify ideas if necessary. Then play the audio and allow students to discuss in pairs which candidate performed better and why. Elicit the answer and the reasons for this from the class during feedback, referring back to the Interactive communication box where necessary

Aneta would score more highly. Although Wilhelm starts the conversation off and generally is good at turn-taking, it is Aneta who makes sure they stay on task when Wilhelm goes off track, which happens a few times, and she moves the discussion from one point to the next. She also asks more questions to understand what Wilhelm is trying to say.

3 054 Students work in pairs and try to remember the missing words, then listen to check their ideas. During feedback, drill the pronunciation and intonation of the phrases with the whole class.

1 with 2 about 3 focus on 4 fair 5 task 6 mean 7 on to 8 last

ALTERNATIVE

Play the audio up to the target phrases, pause the audio, elicit the phrase and then replay the phrase to drill intonation with the whole class. Repeat with every phrase.

The students work alone to place the phrases in Exercise 3 in the appropriate column in the table. After feedback, give students one minute to choose one phrase in each column which they've never used but would like to learn. Ask students to highlight these and copy them into their notebooks.

- If there is time, allow students to complete the task three times, so as to ensure every student gets a chance to be the examiner. Encourage students to use the phrases they highlighted in the previous exercise and ask the examiner to give feedback at the end of each performance, using the Interactive communication box as reference.
- Onn't give the students any preparation time initially, in order to simulate exam conditions, but point them back to page 61 to review phrases to buy time and keep the conversation going. Remind students that in the exam they are assessed on their linguistic abilities, not their ideas, so they shouldn't be scared of expressing views they don't agree with. Students discuss questions 1–6 in groups of three, swapping roles (examiner and candidates) after each question. Ask students to ensure their response is relevant and appropriate. They should speak for about 30 seconds. Monitor and take notes of common mistakes or useful language for the task and review these on the board during feedback.

LISTENING PART 3 TRAINING

SB P106

WARMER

Write TV and Video games on the board and ask students in pairs to discuss why these different types of entertainment might appeal to different people or at different times in their lives. Monitor and elicit ideas and relevant language on the board.

BACKGROUND INFORMATION

The most recent and well-known example of interactive TV is a Netflix production called Bandersnatch, written by Charlie Brooker, the creator of the TV series Black Mirror. Bandersnatch is the story of a video game producer in the 1980s who works towards creating a video game with different storylines and endings depending on the players' choices. The storyline and ending of the TV episode itself change depending on the viewers' choices, making Bandersnatch an interactive TV episode about an interactive video game.

Allow students time to read the questions, generate ideas and form opinions before asking them to discuss in groups. Monitor closely and elicit ideas during feedback.

| Discussing each point in turn | Asking your partner's opinion | Responding to your partner's points | Staying on task |
|---|--|---|---|
| Let's start with Moving on to the next point, Turning to the next point, Shall we start with live sport? Let's move onto dramas. Shall we look at the last one? | And you? What about you? What do you think / reckon? Do you really think so? Why is that? How about you? | Exactly! I hadn't considered that. Good point! That's fair enough, but I see what you mean, but | We have gone off the point here. That's interesting but it's not what we are being asked to discuss. Shall we get back to the question? I think I have got sidetracked here. I think we need to focus on the question of Getting back to the task |

2 Give students about four minutes to read the questions and options in the Exercise 3 listening task and to form opinions about questions 1 and 2. Students then discuss in pairs before whole class feedback. If you have a projector, project the questions and options on the board during feedback and ask volunteers to come and underline key information.

Suggested answers

1 No. All of the options should be logical and possible.

2 a Yes b Yes c No

- 3 @ 055 Ask students to read the information in the tip boxes beneath the options, then play the audio once. Encourage students to not only circle the options they think may be correct, but also cross out the options they know to be incorrect. Withhold feedback for now.
 - 1 C While these decision-moments can add new dimensions to the main story's structure, they must also allow the underlying plot to be able to pick up where it left off 2 D So as you can imagine, compared to a standard TV show, the requirements on time and resources are much higher. 3 B until a certain interactive show is actually made, no-one's in a position to ascertain whether it'd be a hit. ... But until that happens, how can we know? 4 C it's stimulating to be able to see what happens to someone else, a fictional character, when they make the choices we didn't.

AUDIOSCRIPT (2) 055

Presenter: Hi guys, today on the StreamingTVBlog,

we're going to talk about interactive TV, so just to clarify, that's programmes where the action pauses at certain points in the story, and you the viewer choose what's going to happen next on-screen. Now my first guest here is Hassan Ajab, who works as a scriptwriter for TV dramas, including

interactive shows.

Hassan: Hi everybody.

Hassan:

Presenter: So, Hassan, what's the secret of writing

scripts for an interactive drama, in which any number of things can happen on-screen?

I wish I had a simple answer! First of all, I'd

say you need to create an underlying story that gives the episode a structure, but set up moments within it when a viewer can decide

the story for themselves. While these decision-moments can add new dimensions to the main story's structure, they must also allow the underlying plot to be able to pick up where it left off – even if the action went off on a detour because of the choice made, and even if that affects the subsequent outcome. A key decision that I make when

I'm coming up with a new story is at which points am I going to get the viewer to step in and choose the on-screen characters' next moves. For me it works best if the viewer

can't predict when these decision moments

are going to arise. Those are the ones that get the most interesting audience reactions, I find.

Presenter: I see. Now my second guest is no newcomer

to the idea of creating alternative scenarios. Tomoko Ono has worked as a video games designer, and now works as a consultant for

interactive TV dramas.

Tomoko: Hi there.

Presenter: Tomoko, I guess interactive TV is basically like

a cross between a computer game, and a

traditional TV show, right?

Tomoko: Well, kind of. With most modern video games, you are actively in control throughout

and they are designed so that the order of events can change based on the gamer's decisions. With interactive TV, logistically speaking, this level of open world control is impossible. The audience can only participate at certain points that change specific controlled aspects of the storyline development. Suppose the viewer is given three different choices about which door to open – that's three separate scenes and narratives to film to show what happened. And these new scenes may affect details of what happens later in the main storyline. So as you can imagine, compared to a standard TV show, the requirements on time and

resources are much higher.

Presenter: Sure. Do you think drama is the genre most

suited to the interactive format?

Tomoko: That's arguably the most tried and tested

one. But there's a case for say, learning about history, and viewers could find out what might have happened if, say, Fidel Castro had been caught and arrested before

taking power in Cuba.

Hassan: Yeah, well I think that particular example

might involve more guesswork than solid historical interpretation. But things like cookery, where viewers could suggest how much sugar could be included in a dish for example, or which ingredients to put in ...

that certainly has potential.

Tomoko: Well, I'd question what would be the point of

seeing any dish being created in any way other than that which the expert was

recommending.

Hassan: Fair enough, what I think this highlights is

that, until a certain interactive show is actually made, no-one's in a position to

ascertain whether it'd be a hit.

Tomoko: Or whether it'd be a flop, right? I suppose if I

watched your interactive cookery show, and there was Hassan tipping far too much sugar into the dish, I might love it! But until that

happens, how can we know?

Presenter:

And thinking about the viewers out there on their sofas, watching one of your interactive dramas, and being hooked ... how do you explain the appeal of that?

Hassan:

Well, initially, with programmes like Bandersnatch back in 2018, with its alternative scenarios for the viewer to choose what the main character says or does, and alternative endings ... which was seen as being quite innovative, there was a sense of 'wow you've got to check this out!' But after that kind of thing has been around for a while, we can't expect people to engage with it just for its own sake. But I think everyone has experienced these what-if moments themselves in their own lives, you know, 'what if I'd never met so-and-so', or 'what if I'd chosen a different career'. And while, of course, we lack the power to go back and change the past in reality, it's stimulating to be able to see what happens to someone else, a fictional character, when they make the choices we didn't.

Presenter:

Well, Hassan and Tomoko, thank you both, it's been fascinating.

- 4 © 055 While the students look and think about their choices, look at the answers in their books to get an idea of who is struggling and who is doing well. If a student already has all the correct answers, ask them to sit in the middle of the room and raise their hand when they hear the answers. Play the audio again, then allow pair checks before whole class feedback. If possible, hand out the audioscript and ask students to underline the answers before feedback.
- 5 Students match the questions in Exercise 3 to A-C in pairs. During whole class feedback, point out that these are typical question types in this part of the exam.

A questions 1 and 4 B question 3 C question 2

6 Give students a minute of silent thinking time to form opinions and think of examples, then ask them to discuss the questions in small groups. During whole class feedback, invite different groups to share their ideas and give specific examples of shows or movies whose plot they would change. Encourage them to use third conditional structures to express their existing knowledge of this, as this grammar is covered in a later section of the unit, e.g. If Kate had moved up a bit, Jack could have climbed on the door and he would have survived.



SB P107 PRACTICE EXTRA | Unit 8

REPORTED SPEECH AND REPORTING VERBS

SEXAM INFORMATION

Both grammar sections in this unit (reported speech and third conditionals) target language that is often tested in the Reading and Use of English exam, and which candidates are expected to use in the Writing and Speaking papers of the exam.

WARMER

Students brainstorm famous quotes from films or TV series in pairs, either in English if possible or otherwise in L1. Elicit responses and write them on the board, helping students who know the quotes only in L1 to translate for later use.

- You may want to go through each item with the students as a whole class, or allow students about five minutes to go through them individually or in pairs. During feedback, encourage students to take notes in their notebooks so that they have a written record. In particular they should record the grammatical patterns the verbs follow, e.g., explain + something + TO + someone, inform + someone + OF + something.
 - They usually move back in time one tense. Modal verbs often change to more hypothetical form (e.g. will would). 2 Personal pronouns and possessive adjectives change to match the relationship between the speaker and the listener. Time phrases usually change. 4 The expert told me that ... (we need 3 if / whether an object after the verb) 5 Say: explain, complain, decide, insist, suggest; Tell: inform; Both: promise, ask 6 complain + about (He complained about the fact that he was locked out of his streaming service for two days.); promise + to + infinitive (They promised not to tell me any spoilers for the final episode of the series.); decide + to + infinitive (We decided to get a 4K TV.); insist + on (She insisted on watching that ridiculous soap opera last night.); ask + about (She asked about how much we pay for our TV subscription.)
- The students attempt the task on their own before checking with their partner. If students have the correct answers but are losing points because they forget to add a piece of information in their answers (such as a preposition or a personal pronoun), guide them to underline the information in the first sentence which is already present in the second. This will help them identify what they need to include in their answer.

1 that he hadn't remembered to record that new series. /
(to) not remembering to record that new series. 2 that
she definitely wouldn't miss the final episode. / on not
missing the final episode. 3 that there would be
another season of that drama. / whether there would be
another season of that drama. 4 giving that new series
a miss / that we give that new series a miss. 5 (that)
she would definitely watch that new sci-fi series on
Thursday.

3 Students work alone to insert the words in the box in the correct place in the sentences. During feedback, elicit why these words are needed, e.g. reassure requires an object.

1 reassure <u>customers</u> that 2 on <u>what</u> to watch
3 asking <u>for</u> any 4 said to <u>be</u> in 5 clarify <u>whether</u>
he 5 explained <u>to</u> me

4 Ask students to quickly read all the verbs in the brackets and clarify the meaning if necessary. Students then underline the possible verbs. Elicit all possible verbs during feedback, and the differences between them.

1 convinced/urged/begged 2 admitted 3 clarify 4 indicated/suggested 5 asks / calls for

OEXTENSION

If you used the warmer, ask students to work in pairs to transform the quotes on the board into reported speech, using reporting verbs as appropriate. Elicit ideas. Students in pairs then choose a very famous scene from a movie or TV series. They then explain the scene, using reporting verbs from the page, e.g. Luke swore to never be tempted by the dark side. Darth Vader revealed that he was Luke's father. Luke denied it and accused him of lying.



SIGNPOSTING

WARMER

Students work in teams and list the five types of task in the Writing exam. The first team to write down all five wins (essay, letter/email, proposal, report, review).

- Tell the students they are going to learn how to use signposting language in their writing tasks, which will gain them points in the organisation criteria as well as in others. Students read the tip box and work in pairs to explain in their own words why signposting is important.
- 2 Students work alone to match the sentences with the task types and positions A-J, then check answers in pairs. During feedback, elicit the useful signposting language used in some of the sentences and write it on the board.

2 H 3 E 4 D 5 F 6 J 7 A 8 C 9 G

3 Students write the introductory and concluding sentence for each of the two tasks given, using the examples and guidance given in this lesson. Monitor closely and invite students to try again should their sentences be unclear.

Model answers

Task one

(Introductory)

The purpose of this proposal is to suggest that the funding available be invested in setting up a photography club for students.

(Concluding)

For all the reasons stated above, the college and students would benefit greatly from an investment in a new photography club.

Task two

(Introductory)

Are you into your sci-fi and looking for a plot full of twists and mystery? One of the best series I've ever watched on TV has just finished, and this review will explain why you must watch it, too.

(Concluding)

To sum up, with its solid plot and fantastic special effects, Star Trek Discovery is sure to keep you entertained for hours on end.

4 Students share their introductory and concluding sentences in pairs or small groups and give each other feedback related to both language and content. Ask the groups to choose the best example from their group and invite them to read the sentences for the whole class to critique.

GRAMMAR

SB P108 PRACTICE EXTRA / Unit 8

CONDITIONALS (2) - ADVANCED CONDITIONALS AND WISH/IF ONLY

WARMER

Students go back to page 42, Grammar: Conditionals (1) and review what was learnt in that lesson. Invite students to summarise different aspects from the page.

1 @ 056 Allow students to guess what the missing words might be in pairs, letting them know that there may be more than one possible answer. Then play the audio. During feedback, elicit further possible options, e.g. question 2: will/can/could/would.

1 could 2 will 3 needed 4 may 5 should 6 would be so kind as to

AUDIOSCRIPT © 056

Customer: Hello, I'm calling because I still can't get my TV

box to connect properly.

Assistant: Right. OK. If I could start by taking your account

number, that would be great.

Customer: Sure. It's 882883888/31.

Assistant: Thank you. If you will just bear with me a moment,

I'll pull up your details ... OK, I have them. Could

you confirm your name please?

Customer: Of course. It's Peter Jameson.

Assistant: Great. OK, so what seems to be the problem?

Customer: It's my new TV box. I have tried to follow the

instructions in the guide but the TV says I have no signal. Everything is switched on but I have an extra cable and I don't know what it connects to. Can you send a technician round to help?

Assistant: Well, we do charge for that service. I can arrange

that for you now if needed, but perhaps I can talk you through the TV box set up. If I may, can I ask you a question? Is this extra cable you mentioned

an internet cable, by any chance?

Customer: Yes, I think it is.

Assistant: OK. Can you try connecting it from the yellow port

on the TV box to the yellow slot on your modem?

Customer: OK, give me a second ... OK, that's in. Now

what?

Assistant: OK, can you see the reset button on the TV box?

Press and hold that for three seconds. The system

will restart.

Customer: OK, that's done ... and ... yes, it's working. Oh,

thank you ever so much.

Assistant: You're welcome. Happy to be of service. Now, if

you should have any more problems, please do not hesitate to contact us. One more thing. I'd like to send you a customer satisfaction survey to complete. I will email you the link. If you would be so kind as to complete that, I'd be very grateful.

Customer: Oh, I would be more than happy to do so.

Assistant: Is there anything else I can help you with today?

Customer: No, that's all. Thanks again for your help. Bye!

Assistant: Bye!

Allow students to work through the three questions in pairs, then elicit their ideas during class feedback.

> 1 1 2nd 2 lst 3 1st 4 1st 5 1st 6 2nd 2 Sentences 1, 2, 4, 5 and 6 3 if needed = if it is needed

Students work alone to match the sentence halves and choose which type of conditional each uses. During feedback, elicit how the students identified each type of conditional.

1 E M – the first half refers to the past, and the second to 2 DM - the first half refers to the past, 3 A 3 - both halves and the second to the present refer to the past 4 C 2 - the first half refers to the future, and the second to the present 5 B M - the first half refers to the past, and the second to the present 6 F 3 - both halves refer to the past

4 Students read sentences and choose the correct options. Wish and if only are other structures which often come up in the Reading and Use of English paper. Elicit how these work (in the past: past perfect; in the present:

past simple; In the future: would/could), then ask students to choose the correct option in the speech bubbles. Students check answers before whole class feedback.

2 hadn't made 1 hadn't chosen 3 could watch 4 would stop 5 didn't always finish 6 were

5 Give students four minutes to write down as many sentence endings as possible, then ask them to compare ideas with a partner. Elicit interesting sentences during feedback.

OEXTENSION

Tell students to work in pairs and choose a film or TV series whose plot they can both remember very well. Students start from an event in the middle or at the end of the plot, and work backwards using third or mixed conditional. For example:

The main protagonist is in jail because his girlfriend called the police. He wouldn't be in jail if his girlfriend hadn't called the police. She wouldn't have called the police if she understood that he is innocent. She would understand that he was innocent if her best friend hadn't convinced her otherwise ...

VOCABULARY

SB P109 PRACTICE EXTRA | Unit 8

VERBS OF COMMUNICATION

Students work alone to match the words in the box to definitions 1-14, using a dictionary if necessary, then check answers in pairs. After feedback, ask students to brainstorm any similar words they might know, such as state or maintain, and elicit these from the whole class.

4 withdraw 2 put forward 3 warn 1 promote 5 mislead 6 deny 7 refuse 8 appeal 9 reassure 10 release 11 negotiate 12 clarify 13 claim 14 threaten

OEXTENSION

Students work in small groups to make the verbs in Exercise 1 into nouns where possible. Then ask students to focus on the changes in pronunciation. Remind students that noun and adjective forms of the verbs may have stress patterns that are either similar or different. Give the example of reassure. The verb reassure has the stress at the end: reas<u>sure</u>. The same syllable is stressed in the adjective *reas<u>sur</u>ing* and the noun *reas<u>sur</u>ance*. However, if you look at the verb clarify, the stress is at the beginning: clarify. A different syllable is stressed in the noun clarification. Ask students to identify the one additional word pair where the stressed syllable changes (negotiate - negotiation).

deny (v) – denial (n) appeal (v) - appeal (n) mislead (v) - misleading (adj) claim (v) - claim (v) put forward (v) - N/A negotiate (v) - negotiation (n) threaten (v) - threat (n) clarify (v) - clarification (n)

release (v) - release (n) promote (v) - promotion (n) refuse (v) - refusal (n) withdraw (v) - withdrawal (n) reassure (v) - reassurance (n) warn (n) - warning (v)

1 denied 2 promote 3 claims 4 threatened 5 withdraw 6 released 7 warned 8 appealed

If access to the internet is available, or smartphones are permitted, encourage students to look up the verbs in context to get more examples of the words in action and decide which sentences contain mistakes. If this isn't possible, monitor closely and guide the students, giving them clues such as there's a preposition missing. Allow students to check in pairs before feedback.

1 warned the public about / against 2 refused to answer 3 withdraw from 4 appealing to for

READING AND USE OF ENGLISH PART 5 TRAINING

SB P110

- Students work in pairs to brainstorm what 'online shaming' might refer to, then quickly read the article to check their ideas. During feedback, elicit further examples from the students if they have any.
- Ask students to read the questions, but not the options, and underline the key information in each question. Students should then read the relevant section of the text, which is often mentioned in the question, and find the answer and underline it, then check it against the four options. Remind students to use the tip boxes and their underlining to help them. If you have a projector, project the text onto the board during feedback, and underline the relevant sections of the text.
 - 1 B 2 A these days that's no defence if you're seeking a role in elected office 3 B However, as the woman later clarified, she had only pretended to make the call. 4 D people who are quick to jump on the bandwagon of shaming frequently underestimate the destructive and hurtful effect that these actions might have
- Allow students a minute of silent thinking time to form an opinion, then ask them to work in pairs or small groups to share their reactions to the quotes, making sure to expand on a point even if they simply agree with them. Encourage them to give reasons for their opinions but also look at how other people might feel and why. Elicit contrasting ideas if possible during feedback.

PUSH YOURSELF

CO

SB P111

REPORTING VERBS

The students match the sentence halves and check answers in pairs. Ask students to use the techniques for inferring meaning from page 95 to guess the meaning of any highlighted words that are unknown. Withhold feedback on their inferences for now.

18 2E 3D 4A 5F 6C

2 Students check their ideas by matching the highlighted vocabulary from Exercise 1 to the definitions A-F. Remind students to record the words together with their structures, not in isolation.

A deemed B alleged C own up D cheered on E go on F butting in

3 Students complete the sentences with the correct form of the reporting verbs from Exercise 1. Encourage students to pay attention to the grammatical information after each gap as well as the meaning of the sentence, as this will help them choose the appropriate vocabulary. During feedback, elicit synonyms that might fit in the sentences as well, e.g. carried on, continued, dragged on for question 1.

Suggested answers

1 went on 2 is / was alleged 3 own up 4 are cheered on 5 butts in 6 were deemed / would have been deemed

4 Students work in pairs to ask and answer the questions. Monitor and take notes of common mistakes, then write these on the board and ask students to correct them during feedback.

EXAM FOCUS

SB P112

READING AND USE OF ENGLISH PART 5

WARMER

Write the silver screen on the board and elicit that this means cinema. Then add is dying and ask students to discuss in groups whether they agree with the statement and why. Elicit different ideas during feedback.

OEXAM CHECK

Students read the statements about this part of the exam and fill the gaps with the appropriate words from the box. Check answers in pairs quickly before class feedback.

1 six 2 same 3 viewpoint 4 purpose 5 inferring

Remind students to read the text quickly, suggesting they take about three minutes to do this and letting them know when this time has expired, to support self-assessment of their performance. Monitor closely and encourage students to underline key information in the question and in the text. Allow students to check answers in pairs before feedback. If you have a projector, project the text onto the board and underline the answers.

1 A – this article surveys various misguided pronouncements of cinema's impending demise 2 C – purists contended that what had been a creative endeavour to produce something of aesthetic value would simply become a form of mass entertainment 3 D – more and more families elected to watch from the sofa ... film production strategies needed to adapt. Quantity was sacrificed to quality. 4 C – But it gradually dawned on the film studios that there was a demand for pre-recorded video tapes of old movies taking up space in their archives. 5 B – So-called 'digital disruptors', such as Amazon and Netflix, have been shaking up our experience of TV as we know it 6 A – With rival streaming services battling each other for market share, it's a win-win for the consumer.

FAST FINISHERS

Students circle four pieces of vocabulary unknown to them and look them up in a dictionary. Elicit these and their definitions after feedback.

LISTENING PART 3

OEXAM CHECK

Students read the sentences then mark each statement as true or false. Elicit why the incorrect statements are incorrect during feedback.

1 T 2 F - there are six multiple choice questions, not five

3 T 4 T 5 F - you will be asked this

WARMER

Ask students to discuss the following questions in pairs or small groups. Monitor closely and elicit ideas and relevant language to write on the board during feedback.

- Have you ever witnessed a newsworthy event? Did you film it? Why?/Why not?
- What training do you think professional journalists go through?
- What do you think of regular citizens who film things happening in their city and share it on social media as news?

© 057 Give the students 70 seconds to read the questions, to simulate exam conditions, then play the audio twice. Allow students to check their answers in pairs before feedback, but ask them to use a different colour pen if they change any answers so they can see how they would have fared in the exam. Play extracts of the audio again if necessary during feedback, or hand the students the audioscript for them to identify answers and distractors in the text.

1 A - this is the one clip that people have greater familiarity with than anything else that can be considered citizen journalism

2 B - I see all the potential citizen journalists out there as being the ones who can enable me to get details I need for the story I'm working on

3 A - get it out there right away because it's not going to be breaking news if someone's announced it on Twitter already

4 D - I'd say the whole practice of gathering and disseminating the news has become more democratic. ... That's a good way of putting it. The public used to be consumers of the news, but now they can be creators too.

5 B - But it's local news where citizen journalism really comes into its own.

6 B - Oh My News, their model is to actually recompense contributors. ... it does I think show the way forward

AUDIOSCRIPT © 057

Presenter: Next on Talk Now Radio ... we're going to

discuss the rise of citizen journalism – when ordinary members of the public report on or film news events, and share them using the internet. I'm joined by two experts. Adam

Adam: Bonikle and Michaela Strickan, welcome.

Thank you.

Michaela: Hello.

Michaela:

Presenter: Michaela, we're hearing the term citizen journalism a lot these days, but is it really new?

It's always been around to some extent, but the internet has made it much more prevalent.

Perhaps we should go back to November 1963

when Abraham Zapruder took footage of President Kennedy's car going past him, and inadvertently captured Kennedy's assassination on film. Now, this is the one clip that people have greater familiarity with than anything else that can be considered citizen journalism, although of course it's rather unusual in that it was shot on 8 millimetre film, as this was long

before the internet existed.

Presenter: Indeed. But as professional journalists you now are up against people with little or no expertise

or experience of working as a journalist. Isn't amateur citizen journalism undermining your

profession?

Adam: I don't see that they're in competition in any

way. Rather, I see all the potential citizen journalists out there as being the ones who can enable me to get details I need for the story I'm working on. I don't see it as them lacking the know-how, requiring us to show them how it's done. To be honest, I'm more dependent on them than they are on me, as they can just stick their footage on Facebook without involving me

Presenter:

OK. So has the rise of citizen journalism had any other impact on how you work?

Michaela:

Well, it means that news organisations and professionals need to be more agile in their approach. Once you have a story, whether it came to you through an informal network of things being shared by the public, whether it's a pop star's new haircut or a presidential announcement, get it out there right away because it's not going to be breaking news if someone's announced it on Twitter already. Even if it contains a shaky hand-held clip rather than professionally shot footage, news professionals ideally want the story to be traceable back to them.

Presenter:

So you've seen big changes during your

careers?

Adam: Definitely! I'd say the whole practice of gathering and disseminating the news has

become more democratic.

Michaela:

That's a good way of putting it. The public used to be consumers of the news, but now they can be creators too. It's happening to someone somewhere every day, but it won't happen to everyone.

Adam:

I think the rise of citizen journalism has caused a shift in the balance of power. It used to be the newspaper editors and the TV news producers who had the say in what made the headlines, but now that's not necessarily the case.

Michaela:

That's true, it's the people out there who determine what's trending on social media at any time. And that then feeds into what makes the news and what doesn't.

Presenter:

What kind of stories are citizen journalists most likely to be involved in?

Adam:

Well, anything from filming a train crash they witnessed to photographing overflowing bins which haven't been emptied. But it's local news where citizen journalism really comes into its own. In many cases, meetings of the local council would go unreported if it wasn't for someone there who put it on their blog or whatever. Now in most cases, that will have a small audience and only be of interest to people in the area, but occasionally it can go viral and become national news.

Presenter:

And looking ahead, how would you like to see citizen journalism evolve?

Michaela:

Well, I think we're kidding ourselves if we think that kind-hearted members of the public are going to continue forever giving away content without recompense. If we look at a website in Korea that began back in 2000 publishing stuff from citizen journalists, called Oh My News, their model is to actually recompense contributors. Not everyone, but those whose content gets more than a certain number of hits. It's a modest sum and wouldn't sustain someone doing it for a living, but it does I think show the way forward.

Presenter: Well. Thank you both for coming in, and

perhaps our talk today will inspire some of our listeners to become citizen reporters themselves.

BOTH: Thank you.

SPEAKING PART 3 AND 4

SB P115

OEXAM CHECK

Students read the statements for Parts 3 and 4 and choose the correct option in each, then check in pairs. Elicit answers from the whole class to ensure students understand the structure of these two tasks.

1 four 2 15 3 five 4 two 5 one 6 the same topic as 7 examiner 8 more abstract issues 9 will

Before students start the task, encourage them to remind themselves of the task requirements for interactive communication on page 105. Students work in groups of three, one being the examiner, and complete both tasks. Remind students of the timings of the exam: Part 3: two minutes to discuss the options and one minute to choose the best option; Part 4: five minutes in total. The examiner then gives feedback. Monitor closely and note any language you hear that they need. Stop the class for a few minutes to elicit this useful language, or to correct common mistakes. Then ask students to swap roles and do the task again.

REAL WORLD

SB P116

WARMER

Students brainstorm job roles in the cinema industry in groups. Elicit ideas and write them on the board in a mindmap, separating them into different categories such as on set/behind the scenes, etc.

Students work alone or in pairs to match the vocabulary in the columns to form job roles in the film industry, using a dictionary if necessary. If you used the warmer above, add the job roles to the mindmap on the board. Elicit or point out that some words may have more than one match.

Suggested answers

visual effects artist, set grip, programme researcher, location manager, props manager, makeup artist, sound engineer, costume designer, casting director

- 2 Students read the text and fill the gaps with a suitable job from Exercise 1. During feedback, elicit the vocabulary in the text which indicated the correct answers.
 - 1 Location managers 2 Visual effects artists
 - 3 Programme researchers 4 Casting directors
 - 5 Set grips

3 Students read the extra sentences and choose where they fit in the gaps marked i-v in the Exercise 2 text. During feedback, encourage students to justify their answers.

IE IIB IIIA IVC VD

- 4 Allow students a minute of silent thinking time to choose the jobs they believe to be the most lucrative, the most pleasurable and the best stepping stone to other careers. Students then compare their ideas in groups, agreeing and disagreeing with each other accordingly. Monitor and elicit contrasting ideas during feedback.
- 5 Students read the quotation then discuss the questions. During feedback, elicit examples of current news stories and whether these confirm the theory in the quote, then invite students to share whether they agree or disagree with the quote.
- 6 © 058 Students listen to the audio and tick the elements from the quotation in Exercise 5 as they hear them discussed by the two journalists. They will only hear four of the six elements. During whole class feedback, elicit what the students remember the journalists saying about each of them.

human interest, conflict, oddity, impact

AUDIOSCRIPT © 058

Presenter: So now on Behind the News, I'm going to talk

to the prominent journalist Charlotte Matthews and we're going to be discussing what it is that makes some things newsworthy as soon as they hit the headlines. Charlotte, welcome to Behind

the News.

Charlotte: Thank you.

Presenter: Charlotte, sometimes there's a breaking news

story that really captures the public imagination. But other stories just come and go without anyone noticing. What's going on

there?

Charlotte: Well, there are various factors that can conspire

to make a story newsworthy. As people, we're inevitably fascinated by other people. We naturally try to empathise with what others are going through. So, for example, a story about a couple of siblings who were separated at birth but then somehow reunited in old age, this would be a great story full of emotion, which would capture the imagination of anyone. We'd try and imagine how they feel,

and how we would feel if it was us.

Presenter: Sure. You are talking about what I believe is

referred to as a human interest story. I imagine such a story would be quite a scoop for the

journalist who first reported it!

Charlotte: Yes, exactly. If you can be the first to interview

them and get the inside story, then it can enhance a journalist's reputation. But don't forget that we're not only intrigued by stories with happy endings. We're also fascinated by what happens when people fall out. Celebrity divorces – there's an argument that the private lives of high-profile people should be just that – private. But it's not always the case because of the public's curiosity about seeing conflict in the lives of their favourite stars, regardless of whether it's in the public interest to know who left who

Presenter: And a couple splitting up, on the face of it,

that's so commonplace, so why should we be

interested?

Charlotte: It's a valid point. You see, a good story also

benefits from novelty value, something strange or unusual that people haven't come across before. For example, when a dolphin gets sick after ingesting plastic, it might be a tragic reflection on the state of our oceans, but it's unlikely to grab people's attention – it's happening all the time. But when the authorities resort to getting the man with the longest arms in the world to stick his arms down the dolphin's

throat and extract the plastic ...

Presenter: Seriously? That sounds quite cynical.

Charlotte: I'm not making it up! 'World's tallest man rescues dolphin' makes for a much better

headline. After all, what are the chances of that happening! If you saw that headline on your

phone, well, it's perfect clickbait!

Presenter: Well, yes, I suppose I would want to read that!

Charlotte: And another element that can add weight to a

And another element that can add weight to a story is the number of people who are affected by it. If there's an increase of two percent in the minimum wage, well, perhaps it's not very exciting, but there will be consequences for the millions of people for whom it basically means

a pay rise.

Presenter: Sure. Well, that's really interesting. And do you

think that ...

7 © 058 Allow students to work in pairs to try and fill the gaps from memory before playing the audio again. Elicit the meaning of the words in the box during feedback.

1 newsworthy; headlines 2 breaking; public imagination 3 scoop 4 the inside story

5 happy endings 6 public interest 7 novelty value

8 grab 9 clickbait

8 Elicit the meaning of vlog (a video blog) and ask students if they follow any vloggers. Direct students to read the questions, then play the video. Students make notes individually and listen for new language. Then students compare thoughts on the questions in pairs or small groups. Elicit answers during whole class feedback.

1 health and beauty advice, product reviews, travel vlogging, how-to vlogs 2 15 seconds 3 HD camera, directional microphone, lighting 4 slow motion and high speed 5 It's illegal to use someone else's music without permission and your vlog is likely to be taken down. 6 You can promote each other's vlogs and gain new subscribers.

LIFE COMPETENCIES

SB P117

CREATING NEW CONTENT FROM OWN IDEAS OR OTHER RESOURCES

Elicit the conventional features of a vlog, e.g. the vlogger typically faces the camera and makes eye contact, speaking directly to his/her audience and addressing them as 'you' or 'you guys'. The aim is to engage the audience to make them watch the entire video.

Set the students an individual homework task to plan, rehearse and create a two- or three-minute vlog, post it on YouTube as 'unlisted' so that it won't be public, and send you the URL informally.

Students can watch and discuss all the vlogs in class. Encourage them to comment on at least three of the videos, asking questions or simply complimenting the vlogger.

Should some of the students not have access to a computer at home, they could do the whole process using a smartphone and filming the video directly from the YouTube app. If this is not possible either, allow the student to use a school computer or classmate's smartphone.

- WORKBOOK / Unit 8, page 36
- PRACTICE EXTRA | Unit 8, Grammar and Vocabulary

PROGRESS CHECK 3 UNIT 5 TO UNIT 8

SB P118

1

1 a loft, an attic 2 renovation, repairs 3 mansion, skyscraper 4 DIY 5 terraced, semi-detached 6 demolished, knocked down

2

1 been 2 was 3 by 4 be 5 had 6 is 7 being 8 are 9 been 10 to

3

1 had to have/purchase/buy a license 2 was not/wasn't able to get 3 might not have understood him correctly / might have misunderstood him 4 should have apologised 5 used to see 6 must have told them as

4

- 1 highly/well educated 2 highly/extremely ambitious
- 3 randomly selected 4 fully/well/keenly aware
- 5 extremely/deeply concerned 6 conveniently located
- 7 closely associated 8 actively involved

5

1 linguistics 2 motorist 3 therapist 4 sexism
5 atheism

6

1 A 2 a/the 3 a 4 a 5 - 6 a 7 a 8 - 9 - 10 an 11 the 12 - 13 - 14 the

7

1 appealing 2 clarify 3 reassure 4 negotiating 5 released 6 misleading

8

1 Alissa told me that she had been into town three times this/
that week. 2 Zara recommended turning it off, waiting ten
seconds and turning it on again / that I turn it off, wait ten
seconds and turn it on again. 3 Mr Allen complained that
I was always late on a Monday morning / about my lateness
on Monday mornings. 4 Jonathan asked whether I was
going abroad on holiday this/that year. 5 My parents
urged me to reapply. 6 Chris doubts/doubted if/whether
Mrs Franklin would give me a pay rise the following/next
month.

9

1 memory 2 / 3 / 4 knowledge 5 respect 6 a new job / new work

10

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

9 CULTURAL CONTRIBUTION

UNIT OBJECTIVES

Topic: culture

Grammar: comparison; reason, purpose and result;

comparative forms

Vocabulary: culture and festivals; prepositional

phrases (2)

Listening: the culture of Japan
Reading: Part 6 - training
Speaking: Part 1 - training

Writing: Part 1: An essay – training

Exam focus: Reading and Use of English Part 6;

Writing Part 1: An essay; Speaking

Part 1

Real world: Visiting Glastonbury

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

GETTING STARTED

SB P120

WARMER

Write culture on the board and give students two minutes in groups to brainstorm what constitutes a country's or a people's culture, such as literature or music. Elicit ideas and write them on the board in a spidergram.

- If you used the warmer above, add the cultural aspects in Exercise 1 to the spidergram on the board. Allow students three or four minutes of silent thinking time to make notes on how important the aspects in the Student's Book and any others listed on the board are in their own culture, then ask them to share responses in groups. Monitor closely, helping where necessary. Elicit interesting facts and ideas during feedback.
- Students look at the photos. Give students one minute to think about whether they know of or have ever experienced a cultural festival like the ones shown in the photos. Students then share information about festivals in their countries, and their personal experiences if relevant. In a monolingual class, ask students to work in groups and choose one festival, then prepare to explain it to a foreigner.
- 3 In pairs, students look at two of the pictures and discuss the events' significance to the people involved. Monitor closely, taking notes of useful language and common mistakes. Write the common mistakes on the board and ask pairs to correct them before whole class feedback.

GRAMMAR

SB P120 PRACTICE EXTRA | Unit 9

COMPARISON

©EXAM INFORMATION

As well as being tested in the Reading and Use of English paper of the exam, a variety of structures to express comparisons are expected at this level in the Speaking and Writing papers, especially in the Speaking Part 2 task.

059 Students listen to the audio and choose which two photos the candidate is comparing. During feedback, elicit the language the students heard which indicated the correct answer, such as dancing, music, religious, red dye, etc.

Photos B and C

AUDIOSCRIPT 0 059

At first glance they don't appear similar to each other at all. However, the more I look, the more I see that they have a few things in common. Both show groups of people enjoying themselves. In the case of the former, it is through dancing and listening to music, whereas in the latter it would appear to be some kind of religious festival and everybody seems to be covered in some kind of red dye. The people in the first photo seem a little more concerned with their appearance. Everybody looks cool and clean. However, in the latter, they are far less worried about it, in fact, the attitude seems to be the messier, the better. I personally would enjoy the second festival the least – getting all that red stuff everywhere isn't appealing, certainly not as appealing as listening to my favourite bands live in the sunshine. That said, participating in the second festival is probably far more memorable and, visually speaking, all those bright colours make for a better photo.

2 059 Allow students to discuss what phrases might fit in the gaps based on what they remember from the audio and write their guesses in pencil. Then play the audio for the students to check their answers in pairs. Elicit further examples of the structures the students seem to be most unfamiliar with.

1 similar to 2 the more I look, the more I see
3 whereas 4 a little more concerned 5 far less
worried 6 the messier, the better. 7 the least ... not
as appealing as 8 far more memorable 9 better

3 Students match the sentence halves individually, then check in pairs before discussing whether they agree or disagree with the statements. Monitor closely and provide useful language and corrections where needed, then elicit ideas from the whole class.

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

4 Allow students to support each other in pairs or small groups. Elicit answers and further examples of these structures during feedback.

1 not as appealing as / as enthusiastically as 2 the more I look, the more I see / the messier, the better 3 a little more concerned / far less worried / far more memorable 4 I [personally] would enjoy the second festival the least 5 by far the most traditional 6 the most elaborate I have ever seen

- 5 Students read sentences 1-8 and correct them where necessary. Allow students to check in pairs as reading the sentences out loud will help them identify the mistakes. Elicit corrections from different students.
 - 1 Fewer people wear their countries' traditional dress these days. 2 The greater the amount you spend, the greater the number of people you can attract to your festival. 3 Correct 4 Correct 5 Large-scale weddings are not quite as popular as they used to be.
 6 Tickets for the music festival sold out almost as quickly as last year. 7 Correct 8 The cuisine in my culture is similar to but not the same as yours.
- In pairs, students choose three celebrations they are both familiar with and choose which structures from the lesson they wish to practise while comparing them. They then compare and contrast the three events, helping each other with grammar when necessary. Monitor closely and take notes of mistakes with comparatives, then write these on the board for the class to correct. Repeat the exercise with new pairs if there is time.

VOCABULARY

SB P121 PRACTICE EXTRA / Unit 9

CULTURE AND FESTIVALS

Students read the extracts and match the words in bold with definitions 1-10. Discourage the use of dictionaries, as the students should be able to infer meaning from context at this stage. After feedback, elicit a few example sentences using the students' culture as inspiration, i.e. There are religious processions at Easter, We have a memorial on the 25th of April, etc.

1 sacred 2 processions 3 monument / memorial

4 ceremonial 5 commemorate 6 legend

7 mythical 8 rituals 9 memorial 10 secular

2 Students fill the gaps with the vocabulary from Exercise 1, then check answers with a partner before feedback. Challenge the stronger students to fill the gaps without looking at Exercise 1 initially, and then to check after they have attempted the task.

1 legendary 2 monuments 3 commemorative 4 ritual 5 myth 6 sacred 7 secular/secularised

8 procession

3 In a monolingual class, students work in groups to brainstorm examples for points 1–6. In a multilingual class, give students two minutes to generate ideas, then allow students in groups more time to share facts about 1–6 from their different countries. In either case, monitor and provide useful language where necessary, then elicit ideas from different groups during feedback.

OEXTENSION

Students choose two interesting traditions from other countries, and invent a third. They share these in pairs and ask each other questions to guess which tradition is not real.



SB P122

THE CULTURE OF JAPAN

WARMER

Write Japan on the board and allow students one minute of silent thinking time to brainstorm ideas related to the following points before they share these in small groups. Monitor and elicit interesting facts and useful language during feedback.

- 1 visual and performing arts
- 2 cuisine
- 3 history and politics
- 4 martial arts and sports

Suggested answers

1 Traditional art forms include kabuki theatre, origami (paper folding), and ikebana (flower arranging). More modern arts include Manga comics, anime cinema, and arguably karaoke (singing along to songs). 2 Sushi, rice and noodle-based dishes, a lot of fish. Japanese tea ceremonies are also famous. 3 The samurai and the shoguns. Head of state is the emperor. 4 Martial arts include karate, judo and aikido. Popular sports include sumo wrestling (considered to be the national sport) and many international sports such as baseball and golf are popular.

1 @ 060 Elicit the meaning of Manga (Japanese comic books) and anime (Japanese cartoons, often based on Manga). Elicit students' opinions about these if they are familiar with them.

Students read options A-C and listen to the first part of the audio, choosing the reasons the speaker mentions for her interest in Japanese culture. During feedback, elicit the language the students heard which contradicted B (The stories were fantastic, so different to anything that comes from my country).

A and C - B is not true as she says they are different to stories in her own country.

AUDIOSCRIPT © 060

Interviewer: So, Jay Marie, how did you get interested in

Japanese culture?

Jay Marie:

Well, it all started with anime and the new Japanese cartoons, especially Manga. I loved the books and the films. Initially, the appeal was visual. I loved the aesthetic - the bold style, the dramatic scenes, even the way the characters were drawn. As a young child, I was given some comics and DVDs by an uncle who had visited Japan and I used to spend hours copying the artwork style. And that was before I'd ever even read one of their books or seen one of their films. But once I did, I was addicted. The stories were fantastic, so different to anything that comes from my country. I wanted to know where the stories had originated, so I started doing more research and found out that a lot of them were based on Japanese history and old folklore, and this in turn led me to dig deeper into Japanese customs and traditions.

2 061 Students read A-D and then listen to the audio and match them to stories 1-4. After feedback, ask students to work in pairs to share other details they managed to catch about the four stories and elicit extra information if any of the students have prior knowledge of the them.

1 B 2 D 4 C 3 A

AUDIOSCRIPT @ 061

Interviewer: Can you think of any examples of a

traditional Japanese story that is told in a

Manga story?

Jay Marie: Yes, plenty. One of the best examples, I think,

is Mononoke. The story is based on the mythical legend of the medicine seller who travelled across feudal Japan looking for vengeful spirits called mononoke. In order to defeat these evil spirits with his sword, he had to gain an understanding of the psychology and characteristics of each mononoke.

I later learnt that some people believe that this story is a metaphor for how closed Samurai society was and the way in which the royalty and nobles, who lived in a very isolated 'locked-in' society, became paranoid about contagious diseases being spread by evil spirits.

Interviewer: That's interesting. A lot of Japanese culture seems to be based on the idea of the Samurai. How important are the Samurai in Manga stories?

Jay Marie:

The Samurai are venerated in Japanese culture as a whole and Manga is no different in the way that it celebrates this unique warrior culture. One of my favourite stories that is based on a real Samurai story is 'Basilisk'. In this story ten ninjas from the Iga Clan must fight ten ninjas from the Kouga clan. The winners will then be granted power for the next thousand years. What makes the story more interesting is that there is also a psychological element in that two members of the opposing clans fall in love. I was also really surprised to find out that these clans were real ninja clans. In fact the Iga clan has its own ninja museum. As well as the usual things that you would expect to see in a museum, you can take part in ninja rituals and learn their secrets, watch a performance and even have a training session. I really hope that I can go there one day!

Jay Marie:

Interviewer: So, are Manga stories always set in the past? No, not at all, although a lot of the ones that are set in the present day often also use a variety of ideas from more traditional stories. One of the first Manga stories I came across was 'The Eccentric Family'. It is set in modern day Kyoto, but the city is populated by Tanuki and Tengu. Tanuki are traditional dog-like creatures with shapeshifting powers that are common in Japanese folklore, and the Tengu is a type of mythological demon or monster, often portrayed with a red face and long nose, being skilled in martial arts, and having magical powers such as being able to transform into animals. If you haven't read Manga stories before, I'd suggest you start off with this one. It is fascinating to see how elements of Japanese folklore interact in a modern day city context, but most of all it is a lovely story about family and friendship. Even if you don't know a great deal about Japanese folklore, I'm sure that you would still enjoy this story.

Interviewer: Would you say that the fantasy element,

which draws a lot on folklore, is what attracts

people to Manga?

Jay Marie:

I think it's one of the things that attracts people, but Manga is aimed at young people and sometimes the stories are set purely in the modern day and explore themes that are important to them. A good example is March Comes in Like a Lion. It tells the story of a 17-year-old shogi player. Shogi is a Japanese board game which is similar to chess, although it does look a lot more complicated than chess, to be honest. Anyway, it explores the character's everyday life and problems and how pressure from his family and the shogi community leads him to leave home. He becomes isolated, reclusive and doesn't look after himself. He then meets three sisters, who try to look after him. In a nutshell, this story looks at a lot of themes around friendship, stress and mental health in general, which a lot of teenagers all over the world can relate to. At first I found it very hard going, as unlike other anime it doesn't move at a particularly quick pace, but in the end I really enjoyed it.

Interviewer: Interesting. It's clear then that there is a lot more to Manga than just entertainment.

- 3 @ 061 Students read the questions and underline the key information in them, then discuss in pairs what the answers might be from memory. Play the audio and allow students to check answers in pairs, then hand out the script if possible to allow students to check their own answers before whole class feedback.
 - 1 B In order to defeat these evil spirits with his sword, he had to gain an understanding of the psychology and characteristics of each mononoke. 2 A The Samurai are venerated in Japanese culture as a whole and Manga is no different 3 C most of all it is a lovely story about family and friendship 4 C At first I found it very hard going, as unlike other anime it doesn't move at a particularly quick pace
- 4 Give students one minute to form an opinion, then ask them to discuss the questions in small groups. Monitor closely and elicit interesting ideas during feedback.

ALTERNATIVE

Students work in pairs and answer questions 1–3 simulating a Speaking Part 4 task. Do not give students time to read the questions in advance, and encourage them to plan a number of phrases for interactive communication and buying time which they will aim to use in their discussion. Monitor closely and write common mistakes on the board for students to correct during whole class feedback. Students repeat the task with a different partner if there is time.

READING AND USE OF ENGLISH PART 6 TRAINING

SB P123

WARMER

Students have two minutes in groups to brainstorm as many famous museums as possible. Elicit these during feedback and invite students to share personal experiences of visiting them.

- Students discuss the questions in pairs. Monitor and elicit ideas from the whole class during feedback. Ask whether students have ever visited an 'interactive' museum and elicit personal experiences if possible.
- 2 Ask students to quickly read text A for gist. They then read statements 1-3 and reread the text more carefully to choose the correct options. Students check and justify their answers in pairs before whole class feedback. If you have a projector, project the text onto the board during feedback for Exercises 2, 3, and 4.
 - 1 opposed to 2 protecting historical objects
 - 3 capable
- Now ask students to quickly read text B for gist. They then read the sentence beginnings 1-3 and reread the text more carefully to decide how to complete them. Elicit ideas and different possible wordings during feedback.

Suggested answers

- He sees his role as making museums fun so more people come in and learn from them.
 He believes in using technology to enhance everyone's experience of the museum.
 However, it is important not to reduce the authenticity of the museum.
- 4 Students read text C and underline the extracts which indicate the writer's opinion of modern methods in museums. Allow pairs to check answers before wholeclass feedback.

Suggested answer

I'm not opposed to it. ... I would definitely agree that the role of a modern museum curator is to engage young and old by whatever means possible.

5 Students match texts A-C to questions 1-3, rereading relevant underlined sections on the texts if possible, then check answers in pairs. Elicit full justifications during feedback.

1 A

Text A – I recognise that the overwhelming majority regard me as narrow-minded due to my rejection of the 'all-singing all-dancing' interactive approach

Text B – I now work as a museum curator whose mission is all about trying to broaden access to our country's heritage by making museums into fun learning spaces

Text C – While we have not felt the need for it ourselves, I'm not opposed to it.

2 C

Text A – The richness of our long and eventful history should be more than enough for young people. Text B – Technology is employed in a huge variety of ways to enrich the museum experience for every age group.

Text C – I feel it is unrealistic to expect children who spend a huge chunk of their lives online to react positively to lifeless exhibits in glass cases.

3 B

Text A – Our primary duty as curators is to preserve our cultural heritage, safeguard the items in our collections and present them with as much clarity and historical accuracy as possible – at zero cost to the guest.

Text B – The downside of this is that we have had to introduce a nominal entrance fee to fund this technology, but I do believe this is a necessary price to pay.

Text C – Assuming of course this can be done without passing on the cost to the visitors themselves, which I'm dead against.

Students read the instruction and take 30 seconds to think about the advantages of gist-reading the texts before attempting the task. They then discuss ideas in pairs or small groups. During feedback, elicit that gistreading before the task will mentally activate language related to the topic, register and genre of the texts, making it easier to navigate them and locate information during the task itself.

Suggested answer

Quickly reading the text before looking at the question allows candidates to form an idea of what each person is saying (attitude, opinion, main points) and helps candidates know where to look when answering each question. The problem is that many candidates are reluctant to do this due to time pressure in the exam.

OEXTENSION

Elicit five ways to get more people to visit museums and write them on the board (they can include the ones mentioned during this lesson). The students then work in pairs to perform a Speaking Part 3 task, taking two minutes to talk about how effective each idea would be, and then one minute to decide on the most effective idea. Monitor and take notes of common mistakes. Write these on the board and elicit corrections during feedback.

VOCABULARY

SB P124 PRACTICE EXTRA | Unit 9

PREPOSITIONAL PHRASES (2)

- Students read sentences 1-4 in pairs and discuss the meaning of the phrases in bold, trying to infer meaning from context. During feedback, stress that these phrases only make sense if all the elements (prepositions, articles and nouns) are in place, and that their meaning is not clear from their individual elements, which might make them difficult to remember.
 - 1 agreeing with or suitable for a particular situation
 - 2 not at all, in no way 3 believe something to be true, often mistakenly 4 unusual
- Encourage students to rely on their instinct to fill the gaps with the correct prepositions. They will have seen the phrases before and might have some subconscious knowledge of them, which they should take advantage of. Before whole class feedback, write the prepositions missing from each phrase in random order on the board, and ask students to check ideas in pairs and self-correct if needed. Withhold feedback on the meaning of the phrases so as to not preempt the following exercise.
 - 1 in accordance with 2 in aid of
 - 3 out of the question 4 at short notice
 - 5 on behalf of 6 at a loss
- 3 Students match the phrases in Exercise 2 to meanings 1-6. Elicit further example sentences using the phrases during whole class feedback.
 - 1 on behalf of 2 in aid of 3 in accordance with
 - 4 out of the question (note that we can also use the structure There's no question of + verb + -ing)
 - 5 at a loss 6 at short notice

FAST FINISHERS

Students test each other in pairs. Student A says a noun, e.g. loss, and student B tries to remember the whole phrase, e.g. at a loss. Alternatively, students test themselves. They look at the prepositions on the board from Exercise 2 and try to remember the missing noun.

Challenge students by asking them to cover the previous exercises while they attempt to complete the sentences. Before doing so, they have one minute to try and memorise the phrases. Allow four minutes for the task, then ask students to uncover the rest of the page and check answers with a partner before feedback. After feedback, elicit that this exercise is similar to Reading and Use of English Part 4.

1 were under the impression that 2 be (planned) in accordance with 3 on behalf of everyone 4 was at a loss to 5 is out of the question

OEXTENSION

Ask students to work in pairs and discuss how they can best record these phrases in order to recognise and use them in the exam. During feedback, elicit ideas such as a vocabulary notebook, paper flashcards, digital flashcards and a class vocabulary bucket (i.e. a physical bucket kept in the classroom filled with flashcards of new vocabulary, to be reviewed by students before or after the class, or as a filler between stages).

WRITING PART 1: AN ESSAY TRAINING

SB P124

WARMER

Students read the essay question in groups and start brainstorming ideas. Elicit these and write them on the board, then give students two minutes to quickly skim the essays to see if they mention any of the students' ideas.

2 Students read the Part 1 question and the two essays carefully and answer questions 1–6, then check with a partner. During class feedback, elicit that Essay B would score higher in the exam because Essay A doesn't specify which factor is most significant in determining whether local festivals are still worthwhile, losing points for content in the assessment criteria. Essay B also has a better developed introduction and conclusion (although stating opinions in the introduction is optional) and contains less repetition.

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

2 @ 062 In small groups, students try to predict what they will hear, and discuss how they approach this type of writing task. Play the audio for the students to check their predictions and complete the flow chart. Elicit from the students how they feel about this procedure and provide or elicit further rationale if needed.

1 two 2 significant/important 3 paragraphs
4 opinion 5 topic-related 6 vocabulary
7 sentence structures 8 checklist 9 linking words
and phrases 10 proofread 11 upgrade

AUDIOSCRIPT 6 062

Marisa: I was amazed when one of my classmates told me that she never plans or reviews the essays she writes. Having said that, that particular student never scores highly for their writing, so perhaps it isn't all that surprising after all. Five minutes of planning at the start and five minutes checking at the end can make a huge difference to the quality of the writing you produce, but I think many students are so worried about time-keeping in exams that they feel like they don't have time to plan. How wrong can you be?

Anyway, I am now studying for my Cambridge Advanced

exam and here's my approach to Part 1 essays.

A Part 1 essay always asks you to choose two out of three factors to write about. I start by asking myself which two of the three I have more to say about. In particular, I consider whether I can think of any specific examples related to any of the points. Once I have decided which two to focus on, I decide on my stance. In Part 1 essays, this often involves deciding on which of the two factors, events, items, etc., you feel is more important or worthwhile than the other. One mistake I have made a few times is to forget this part of the question. I have discussed the positive and negative features of both factors but not said which one I feel is more significant. The next step is to decide how many paragraphs you are going to include and what each will contain. In Part 1, this is fairly straightforward but it is important to decide at this stage whether you will give your opinion in the introduction or save it till the conclusion. It is also important to note down very briefly each point you will include in each paragraph. I spend about five minutes on this and it is time well spent! Something I do which most of my friends don't is that I actually brainstorm the topic-related vocabulary I'm going to include before I start writing. Otherwise, I find that once I start writing, I'm rushing and just using very ordinary vocabulary, which is not at Advanced level. While writing, too, I am constantly upgrading the vocabulary that first comes into my head. I also keep wracking my brains for synonyms to avoid repetition. I am very mindful of the sentence structures I'm using. So, every time I start a new sentence, I'm thinking 'right, I used the passive voice in the previous sentence, so maybe here I can use a participle or relative clause or some type of conditional'. I try to run a kind of mental checklist of the language we have studied in class and see if it is possible to include it. In the same way, I try to make sure that I use good linking words and phrases to connect my ideas. An essay is much easier to

Time is usually very tight but I try to leave a couple of minutes at the end to proofread my work. In exam conditions, it is so easy to make silly mistakes, which can adversely affect the mark you get. As well as checking basic errors like spellings, articles, tenses and punctuation, I always try to further upgrade my language where possible. Even adding a word like considerably or slightly before a comparative form can help make your language sound more advanced.

- 3 Encourage students to try the method out even if they have their reservations, as there is always time to change strategy before the exam. Allow students 45 minutes for the task and monitor closely to ensure the students produce a plan before they start writing. Alternatively, set this task for homework and ask students to hand in their plan together with their text, and go directly to Exercise 4.
- 4 Students work in pairs or groups to discuss which aspects of the method worked well and which didn't, and why. Elicit opinions and reactions during feedback. If students do Exercise 3 for homework, they can discuss which of Marisa's methods they have used in the past and which they will use in the future. If possible, return to Exercise 4 once they have handed in their homework to review the process.

follow if you do.



SB P126 PRACTICE EXTRA | Unit 9

REASON, PURPOSE AND RESULT

⊗EXAM INFORMATION

Candidates are expected to produce texts in the Writing paper which are 'well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect'. This lesson will practice a range of cohesive devices that are useful for the exam.

WARMER

Students work in small groups and share experiences of past weddings they have attended, including, if relevant, their own. Ask students to describe the ceremonies, receptions, food, clothing, decoration, etc. Elicit useful language and write it on the board during feedback.

- Students discuss the questions in pairs or small groups, asking you for help with topic vocabulary as needed. Monitor and help where necessary, then elicit ideas and useful vocabulary to write on the board.
- 2 063 Students listen to and read the audioscript of the discussion, and underline the arguments they agree and disagree on in different colours if possible. After they have had a chance to compare and discuss in pairs, elicit any contrasting opinions from the class.

ALTERNATIVE

Listen to or read the first argument out loud. Students who agree move to the left of the classroom and those who disagree to the right. Students talk with a partner on their side of the room for one minute to share ideas, then find another partner on the other side of the room to discuss their points of view. Repeat with the remaining arguments. Monitor and elicit interesting or controversial opinions during feedback.

AUDIOSCRIPT © 063

Narrator: Natasha: In my country, most people get married simply because it's expected of them. Many people have lavish weddings in order to show off their family's wealth and status. Since I'd rather spend my money on my studies, I'm not planning to waste money on an extravagant ceremony so that others can have a good time at our expense.

Narrator: Tomas: The biggest difference I've seen is that, because of changes in the law, people now have more choice about how and where to get married. As a result, weddings have got more interesting. One of my friends got married in a hot air balloon! I'd love to do that.

Narrator: Deepa: As I'm happily single, I can't think of

many compelling reasons to get married. My best friend got married abroad so as to avoid the problems associated with relatives who don't get on. I'd do the same - get married in

Australia so no one could attend!

Narrator: Takahiro: Most people are leaving it till later to get married in order to travel and develop their

careers. Therefore there has been a marked increase in middle-aged parents in my society.

Narrator: Jodie: Weddings have become prohibitively expensive, hence, more and more young people are not doing the traditional thing and instead are looking at cheaper alternatives. I think it's a bit sad not to get married due to the price tag. After all, it is meant to be one of the most

special days of anybody's life.

Before the students attempt the task, elicit the difference between reason, purpose and result (cause, goal and effect). Students work alone to add the language in bold to the appropriate column of the table. In the meantime, copy the table onto the board and invite fast finishers to fill it in during class feedback. Elicit extra example sentences using the trickiest phrases.

Reason: because, since, due to, as, because of

Purpose: so that, so as to, so, in order to Result: so, as a result, therefore, hence

Students fill the gaps with suitable phrases from Exercises 2 and 3, then check in pairs. Point out to them that more than one answer is possible. If students are struggling, they should first try to establish what type of phrase is required in each gap - reason, purpose or result - then see which phrases from their table fit. Elicit all possible answers during feedback.

1 therefore / as a result / hence 2 in order to /

3 Because / As a result 4 as / since / so as to

5 therefore / hence / as a result; in order to / because

6 in order to / so as to 7 in order to / so as to

so as to

Give students two minutes to complete the sentences alone. They then compare in pairs and agree or disagree with each other's sentence endings. Monitor closely and elicit interesting disagreements during feedback.

SPEAKING PART 1 TRAINING

SB P127

WARMER

In teams, students race to write down the five criteria used to assess candidates in the Speaking paper (Grammatical Resource, Lexical Resource, Discourse Management, Pronunciation, Interactive Communication). The first team to write down all five wins.

- Point out to students that in the speaking test, pronunciation is equally weighted with grammatical resource, lexical resource, discourse management and interactive communication. It is useful for students to be aware of the different aspects of pronunciation that can affect their score. Students read the statements and mark them T (true) or F (false), then compare and discuss with a partner, justifying their ideas. Elicit answers during class feedback, stressing that it is OK to have an accent from a specific country, both in the exam and in life, and they will not be penalised for it as long as their pronunciation is clear.
 - 2 F (It's fine to have an accent as long as you can be understood.) 3 F (Learn the sounds and word stress for any new vocabulary.) 4 T 5 T (Take for example the phrase I love you. Typically the stress word here would be love, but if we move the stress to another word, there is a subtle change in meaning. Stressing the I adds in the connotation of 'as compared to another person'. Stressing the you adds in a connotation of 'and nobody else'.) 6 F (Even longer words have a main stressed syllable.) 7 T (Record yourself and check how you sound. Candidates who sound more interested / enthusiastic will create a better impression with the examiner.)
- 2 064 Students listen and circle the stressed syllables. Pause the audio between sentences if necessary, or replay extracts to allow students to sound the stress out. During feedback, explain that English is a stress-timed language, i.e. the time between stressed syllables is constant, even if the number of unstressed syllables between them varies. Within phrases or clauses the main syllables of the key meaning-carrying words are stressed on the musical beat. Words with a grammatical function like prepositions, auxiliary verbs, pronouns, and articles are usually not stressed, but meaning-carrying words like main verbs, nouns, adjectives and adverbs usually are. In English we can say One, two, three and one and then a two and then a three keeping the same rhythm, whereas in other languages it is impossible. Demonstrate this concept by reading the first sentence and clapping at every stressed syllable. The claps will happen at nearly always equal intervals. Drill the remaining sentences while clapping.

AUDIOSCRIPT AND SUGGESTED ANSWERS @ 064

- Being intelligible is what matters most.
- 2 Your accent should not reveal where you're from.
- 3 Pronunciation of individual sounds is not very important.
- 4 In English, the words that carry the meaning are stressed. 5 Unintentionally stressing the wrong words can change the meaning of a sentence. 6 In longer words each syllable carries the same
- amount of stress. 7 Intonation can make you sound enthusi**ast**ic, **bored** or sur**prised**, but can **al**so be a source of confusion if used inappropriately.

- 3 @ 065 Students match the questions 1-4 to the grammatical concept they test, A-D, and then to the answers, i-iv. They then listen and check before wholeclass feedback.
 - D a past experience; iii
- 2 B future plans; iv
- 3 A hypothetical situation; i 4 C comparison / preference; ii

AUDIOSCRIPT @ 065

Narrator:

1 Saroj: Yes, I have. I was lucky enough to attend the Venice Carnival two years ago. The carnival has a long history, going back to the 11th century, and still maintains many of the old traditions. People dress in masks and costumes, and take part in parades around the city. There's also live music and traditional carnival food, such as the sweet pastry frittelle.

Narrator:

2 Julia: Well actually, I'm hoping to go to a literary festival next month. It's back in my home town and it consists of mini plays, poetry readings and book signings by famous authors, as well as discussions and debates on the year's most significant new titles. I did Italian and Spanish literature for my degree, so this kind of festival is right up my street. I'm sure it'll be a great experience.

Narrator:

3 Alain: That's an easy one! If I had the chance, I'd definitely go to Glastonbury, which is an iconic festival held in England every summer. Apparently, it's quite muddy as it tends to rain all the time over there, but the music is awesome. They also have circus acts, cabaret, comedy, drama and so much more. I

think it'd be brilliant.

Narrator:

4 Eun-Young: Well, to be honest, I'd much rather attend a traditional festival for several different reasons, one of which is I prefer eating the kind of food we have at our Korean festivals than the burgers and chips you might get at a modern event. Also, I do occasionally enjoy dressing up in our national costume because it's just so elegant.

- 4 @ 066 Give students a minute to try and identify the stress in i-iv, then play the audio and ask students to mark the stressed syllables they hear. Students check in pairs clapping on the stressed syllables to check their answers before whole class feedback.
 - i If I had the chance, I'd definitely go to Glastonbury, which is an iconic festival held in England every summer.

ii Well, to be honest, I'd much rather attend a traditional festival for several different reasons...

iii Yes, I have. I was lucky enough to attend the Venice Carnival two years ago.

iv Well actually, I'm hoping to go to a literary festival next month.

AUDIOSCRIPT 6 066

Narrator: 1 Alain: If I had the chance, I'd definitely go

to Glastonbury, which is an iconic festival held

in England every summer.

Narrator: 2 Eun-Young: Well, to be honest, I'd much

rather attend a traditional festival, for several

different reasons ...

Narrator: 3 Saroj: Yes, I have. I was lucky enough to

attend the Venice Carnival two years ago.

Narrator: 4 Julia: Well actually, I'm hoping to go to a

literary festival next month.

OEXTENSION

Introduce the students to the concept of contrastive stress. In this lesson students have seen how function words such as auxiliary verbs, prepositions or articles are usually unstressed. Elicit that when these are stressed, the meaning of the sentence is slightly different. Write the following sentence on the board and elicit the standard stress:

Can you pass me the blue pen on the table?

Then read the sentence as:

Can you pass me the blue pen on the table?

Elicit that in the second case, the speaker asked person A to pass them the pen, and they couldn't, so now they're asking person B – and if that wasn't the case, the listener would be confused. Students work in groups and discuss how the context of the utterance would change if other words in the sentence were stressed. Elicit ideas during feedback.

Possible answers

Contrastive stress on:

Can = you may not be able to reach it

me = to me, not to someone else

the = you asked me which one but there is only one

blue = not any other colour

on = not under it or next to it

PUSH YOURSELF

C2

SB P127

COMPARATIVE FORMS

WARMER

Write Kandy Perahera on the board and give students one minute in pairs to guess what this might be. Then ask students to read the text in 30 seconds to check their ideas.

BACKGROUND INFORMATION

Kandy Perahera is a festival held every summer in Sri Lanka to pay homage to the 'sacred tooth relic', i.e. the canine tooth of the Buddha. Believed to have been celebrated for over 1700 years, it lasts 11 days and includes a number of rituals and processions, as well as street music and the appearance of decorated elephants, or 'tuskers', which carry the Buddha's tooth during the procession.

Then students look at the structures 1–6 and read the text carefully to find and underline them, before checking answers in pairs. If you have a projector, project the text on the board during feedback and invite students to underline the structures on the board.

not any richer
 no higher than my waist
 So important is ... that
 I have ever seen such a large number of people ... as the night
 any better a view
 than the locals
 as if to demonstrate

2 Students fill the gaps with the appropriate phrases and then check in pairs. During feedback, elicit further examples of each structure from the class.

1 as if 2 such a ... as 3 not ... any 4 No ... than 5 so ... that 6 any ... an ... than

OEXTENSION

Students choose one structure they are not comfortable with and write five example sentences that are true for them. Monitor closely and assist where necessary, then elicit the most memorable sentences from different students.

EXAM FOCUS

SB P128

READING AND USE OF ENGLISH PART 6

WARMER

Write the word geek on the board. Students discuss what the word means in groups, identifying who it refers to and how its connotation has changed over time (it used to be a negative noun referring to uncool kids in school, and it is now used as a more neutral, or in some cases positive, noun to refer to someone who is into video games, sci-fi, fantasy, role-playing games or computers). Elicit ideas during feedback.

OEXAM CHECK

Students read statements 1–4 in pairs and decide if they are true or false. During feedback, elicit corrections where necessary.

1 F (the topic is the same across all four texts) 2 T 3 F (each letter A-D may be chosen more than once) 4 T

Remind the students to quickly skim the four texts before reading the questions. Monitor students during the task and encourage them to underline key information in the texts. Before feedback, ask students to check answers in small groups by comparing the sections of the texts they have underlined.

1 C

A - So, did that spell the end of geek culture? Not at all.

B - Hardline geeks, though, are fighting back.

C – I'm not sure we have a term for those people yet, but geeks have been relegated to the history books.

D - the culture is very much alive and well

2 D

A – To earn the title of geek, you have to live, sleep, eat and play all things geek

D - you need to define what you mean by 'geek'

3 A

A – This was a derogatory term we applied to someone who was socially awkward, unfashionably bright and with an unusual interest in computers.

D – If being socially awkward with glasses and a poor sense of style is part of your definition, you might conclude it is long dead and buried.

4 B

A – For example, as Star Wars became mainstream, the geeks found other even more obscure series to obsess about. B – They see the traditional geek domains of comic books, anime and video games as exclusively theirs and are increasingly concerned that the 'wrong' type of people have started to take an interest in the things they love.

WRITING PART 1: AN ESSAY

SB P129

SEXAM CHECK

Students read the summary and fill the gaps, then check their answers with a partner before whole class feedback. After feedback, remind students that the entire Writing paper lasts 1 hour 30 minutes, so it will be their responsibility to manage their time effectively to be able to complete both tasks in the time given.

1 essay 2 two 3 four 4 220 5 260 6 45

If you wish this to be an opportunity for strict exam practice, ask the students to read the task instruction and complete their essay in 45 minutes. You may want the students to hand in their essay plans as well, in order to ensure that they are practising this skill.

Model answer

The issue of how to best put to use the funds originating from the National Arts grant has been a hotly debated one in the past few weeks. Some believe the money should be invested in the opening of a new art gallery, whereas others are of the opinion that a statue of a national figure would be more appropriate.

Whilst it is undeniable that a new monument would attract tourists to the area, it comes with a number of issues. First and foremost, choosing which figure to honour with the statue has already proved to be extremely contentious, to the point where it will be unfeasible to please everyone. A further issue would also be its location, as many different neighbourhoods would have to compete over where the monument would stand. Overall, this decision is more likely to separate us than unite us.

By contrast, an art gallery is a space that everyone can enjoy and benefit from. It would attract artists and creative professionals to our town, and inspire young people to pursue their creative ambitions. Furthermore, it would provide opportunities for local schools to introduce children to art through regular organised visits and even hands-on workshops.

For the reasons stated above, the opening of an art gallery would seem to be a more sensible investment, as it would avoid controversy and bring the community together, making a positive contribution to our town.

Word count 235

ALTERNATIVE

Allow students to discuss ideas and possible structures of their essays in pairs or small groups to encourage them to generate more ideas. The students then have 35 minutes to complete the task.

FAST FINISHERS

Ask fast finishers to underline language and expressions in their essays which they feel might be too basic, and to change these where possible. When marking these essays, focus on giving students suggestions to improve their language in the extracts they have underlined.

SPEAKING PART 1

SB P129

SEXAM CHECK

Tell the students they will practise a Speaking Part 1 task in this session. Students work individually to read statements 1–5 and circle the correct option. After checking in pairs, elicit the correct answers and ask the class if they have any other concerns about the task. Note that for question 1, the answer is two minutes for a pair, but three minutes for a group of three candidates.

1 two 2 The examiner 3 don't need to 4 should

The students work in pairs and take turns to ask and answer the questions, encouraging each other to expand and justify their ideas. Monitor closely and take notes of common mistakes and useful language, then write these on the board during feedback. Ask students to repeat the task with a new partner, incorporating the new language on the board.

ALTERNATIVE

Books closed. Each student has their phone ready with a voice-recording app open (most smartphones come with one pre-installed). Ask students to start recording. Read the first question out loud. Students have 30 seconds to record their answer individually on their phone. Let them know that if they talk directly into their phone's microphone their voice will be clear and audible even if they just whisper, regardless of background noise. Repeat with the remaining questions. Students then work individually or in pairs to listen to their four recordings and choose their best answer to send to you for marking. If you are working with a large class, let them know that you will listen to a smaller number of recordings at random and give feedback on those.

REAL WORLD

5B P130

VISITING GLASTONBURY

BACKGROUND

Music festivals are a prominent feature of culture in countries such as the UK, and they are very popular amongst various age groups. Music festivals tend to happen over a period of two to five days and festivalgoers attend for all the other forms of entertainment on offer as much as for the music. It is said, in fact, that one could attend Glastonbury music festival – the best known festival in the UK – and be thoroughly entertained for days without seeing a single music act. Festivalgoers typically sleep on site, in anything from simple tents to very expensive luxury teepees. Because of the British weather, festivals are often a muddy business, and overall not particularly comfortable or luxurious, which is said to add to the fun of the experience.

Scaffold the activity by giving groups two minutes to brainstorm items, then elicit these and write them on the board. Then give groups a further five minutes to choose the five most important items. Monitor and encourage students to use exam phrases to agree, disagree and offer alternatives. Elicit ideas during feedback and challenge the class to agree on the most important item if possible. 2 Students read the statements and discuss them in pairs, sharing what they already know, if anything, about the topic. They then read the text and underline relevant sections to decide if the statements are true or false. Do whole class feedback and ask students what information they found interesting in the text.

1 T 2 F 3 F 4 F 5 F 6 F

3 Students work independently to choose the correct linkers in italics, then check in pairs justifying their answers. Elicit their reasoning during feedback.

1 However 2 although 3 Nevertheless 4 Despite this

4 Challenge the students to work in pairs to try and infer the meaning of the highlighted words in the text before looking at the definitions and matching them appropriately. Then do whole class feedback.

1 badge of honour 2 preach 3 disruption 4 showcase 5 household names 6 drawn to 7 springing up 8 aforementioned

FAST FINISHERS

Fast finishers circle three additional pieces of vocabulary they are unfamiliar with and find their definitions in a dictionary. They then share these in pairs or with the whole class.

OEXTENSION

Students think of an additional piece of information they'd like to find out about music festival culture, e.g. Who's playing at Glastonbury next year? They write their question on a piece of paper and pass it on to another student in their group, who then looks up the information on their smartphone in class, or at home for homework. The students then work in their groups and share the answers they found for each other's questions.

5 @ 067 Warn the students that they will hear a lot of vocabulary specific to music events that they likely haven't encountered before. Students listen to the three conversations and decide which take place before and which during the festival. In pairs, they check their answers, trying to reconstruct what each conversation was about and the relationship between the speakers. Elicit as much information as the students can remember during feedback.

Conversation 1 – A Conversation 2 – A Conversation 3 – B

AUDIOSCRIPT @ 067

Narrator: Conversation 1

- A: Excuse me, I'm afraid I've lost my wristband. What can I do about it?
- B: Well, you can get a replacement as long as you show your ID again. You need to go back to the registration desk where you got your original wristband.
- A: Can I still use the lock-ups in the meantime? I don't really want to carry my valuables with me all the time.
- B: Yes, you can. The only thing you won't be able to do is buy age-restricted items. The purple wristband proves you're over 18, you see.

Narrator: Conversation 2

- A: So, what did you think of that performance? Epic, wasn't it? They absolutely owned the stage.
- B: They're a class act, I'll give you that. But to be honest, I've seen them play better. Their set list certainly wasn't as strong as last year. I also felt that the lead singer's stage presence was a little flat.
- A: Are we talking about the same performance? The crowd loved it. Particularly when they came on to play the encore. Everybody was dancing and singing along and the roar they got at the end was deafening.

Narrator: Conversation 3

- A: So, do you know who's headlining this year?
- B: It's a pretty impressive line-up. Loads of big names will be on the main stage. It's a great mix of current charttoppers and new talent.
- A: Has the running order been released yet?
- B: Some of it has but there are always a few surprises. Hey, listen! Have you bought your ticket yet? If you haven't, then get a move on. Last year's festival sold out in two weeks
- A: Good point. Those resale websites are usually a complete rip-off.
- 6 @ 067 Students read the sentences in pairs and discuss what words or phrases they might hear that match the meaning of the phrases in bold. Play the audio, more than once if necessary, and hand out the audioscript if possible for students to check their answers before whole class feedback.

1 wristband 2 lock-ups 3 owned the stage

4 set list 5 stage presence 6 encore

7 headlining 8 line-up 9 chart-toppers

10 running order 11 sold out

12 a complete rip-off

OEXTENSION

Ask the students to choose one piece of vocabulary from Exercise 6 and write a question with it, e.g. Which band would you like to see live because you think they would own the stage? Students then mingle and ask and answer each other's questions. Monitor and elicit the most interesting answers during feedback.

Students watch the video and take notes about the four points, then check in small groups. Elicit information and useful language and write it on the board during feedback.

Suggested notes

Pilton – Small town 7 miles east of Glastonbury. Population under 1,000. No street lights.

Glastonbury Tor – a hill in the countryside, with a C.10th/11th tower on top. Has seven man-made terraces, could have been for farming or defense. Used since pre-Christian times. 2,000 years ago the Tor was surrouned by water and called Ynys-Witrin (Island of Glass).

The legend of King Arthur – Legend is that Ynys-Witrin was Avalon. King Arthur and Queen Guinevere possibly buried at Glastonbury Abbey. Remains lost during C.16th.

The legend of Joseph of Arimathea –
Glastonbury is considered 'cradle of Christianity' in UK
because Joseph of Arimathea visited. Put his staff in
ground at top of Wearyall Hill and in morning it had
grown into a thorn tree, still there today.

LIFE COMPETENCIES

WORKING TOWARDS A RESOLUTION RELATED TO A TASK

Students work in groups of four or more and discuss each item in turn, making decisions as they go. Each group nominates:

- a chairperson, who is in charge of steering the discussion and ensuring the group is on task and on schedule;
- a scribe, who takes notes of ideas and decisions;
- an optimist, who tries to see the positive side of every idea;
- and a pessimist, who tries to identify problems with every

Once the groups have made all their decisions, they choose how to present their festival to the class (e.g. using visuals, music in the background, etc.). After all groups have presented their festival, each student votes for the one they liked best to see which was the most popular in the class.

ALTERNATIVE

If the students have access to computer facilities, you could ask them to create a leaflet for their music festival.

Students can start by searching for festival leaflets online to get an idea of the format, then work collaboratively to create their own either in an IT room in the school or a suitable venue outside of school. The students then print and distribute the leaflets, and the class chooses the festivals they want to attend.

- WORKBOOK | Unit 9, page 40
- PRACTICE EXTRA / Unit 9, Grammar and Vocabulary

10 LIVING LIFE TO THE FULLEST

UNIT OBJECTIVES

Topic: sports and games

Grammar: substitution and ellipsis; contrast and

concession

Vocabulary: verb prefixes and suffixes; words with

similar meanings; sports idioms

Listening: Part 1 - training

Reading: Part 2 – training; Part 3 – training

Speaking: starting a presentation
Writing: Part 2: A review – training

Exam focus: Reading and Use of English Part 2;

Writing Part 2: A review; Reading and Use of English Part 3; Listening Part 1

Real world: Understanding the rules of games

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

GETTING STARTED

SB P132

The students play in teams to correctly answer as many questions as they can in four minutes. During feedback, award points and nominate the winning team.

1 Roger Federer 2 golf 3 (Suggested answers) UMPIRE: tennis; cricket; baseball.
LINESMAN: soccer / football; rugby. REFEREE: rugby; soccer / football; basketball; hockey. BALLBOY: tennis.
JUDGE: gymnastics, diving, ski jumping, figure skating, boxing 4 basketball court 5 100 metres hurdles; high jump; shot put; 200 metres; long jump; javelin throw; 800 metres

OEXTENSION

Teams use their pre-existing knowledge or a smartphone, if permitted, to write one additional question about a sporting fact. Elicit these for the whole class to answer for extra points.

VOCABULARY

SB P132 PRACTICE EXTRA | Unit 10

VERB PREFIXES AND SUFFIXES

©EXAM INFORMATION

In Reading and Use of English Part 3, candidates are asked to modify the root words given so that they fit in the gaps of the text. This often means adding prefixes and suffixes, but it can also entail making modifications to the root word itself, such as in *strong – strength*.

WARMER

Students have one minute in groups to list as many verb affixes as possible, together with one example for each. Students write their answers on the board and win one point per affix. Teams who included -en or en- win 10 additional points.

Students work alone to circle the correct option in questions 1–6, then check in pairs, using a dictionary if necessary. Elicit the correct answers during feedback, and point the students to the Did you know? box.

1 a 2 a 3 b 4 b 5 b 6 b

ALTERNATIVE

Alternatively, turn the task into a quiz. Read out the first sentence and the two options. Students in teams of two or three use a mini whiteboard or a notepad to write their answer on, and win a point if they are correct. Repeat with the remaining sentences.

2 Students form verbs with the vocabulary in the box using -en or en-. If appropriate, add a competitive element by asking students in pairs to complete the task. The first pair to form all the verbs correctly wins and writes the answers on the board.

deepen, widen, soften, endanger, ensure, lengthen, enlarge, weaken, tighten, enrich

3 Students work alone to match the sentence halves, ignoring any unknown vocabulary in the sentences, then work in pairs to check answers and find a suitable synonym or paraphrase for the underlined verbs. During feedback, elicit answers and the meaning of any unknown words or phrases, clarifying the context of each sentence.

- 1 E, qualify: to succeed in getting into a competition
- 2 D, specify: to explain something clearly and exactly
- **3** A, modify: to change **4** C, classify: to identify something by its class, category or species **5** B, simplify: to make simpler

Students transform the verbs underlined in Exercise 3 into nouns. During feedback, elicit that all these go from -fy to -fication and elicit whether these verbs behave in a comparable way in the students' own language(s).

1 qualification

2 specification

3 modification

4 classification

5 simplification

FAST FINISHERS

Students list more verbs ending in -fy whose noun counterparts end in -fication. Elicit these after feedback.

Suggested answers

demystify – demystification; diversity – diversification; intensify – intensification; personify – personification

5 Tell the students that the highlighted words in the text are in the wrong places, and that they need to switch them for the text to make sense. Students work alone to do this, then check in pairs before whole class feedback.

1 qualified

2 strengthening

3 endangering

4 deepen

5 encircled

6 enlargement

7 lengthened

8 tightening

9 classified

OEXTENSION

Students work in groups to make flashcards with the adjective on one side and the -en/en- verb on the other, then use these to test each other in pairs or groups. Save these to use as a filler in future lessons.

SPEAKING

SB P133

STARTING A PRESENTATION

WARMER

Students work in small groups to brainstorm reasons why some people are scared of public speaking and what they might be able to do to overcome their fear. Monitor and elicit useful language and personal experiences during feedback.

Students discuss the three questions in small groups for about four minutes. Monitor closely and elicit interesting ideas during feedback.

068 Students read topics 1-6, then listen to extracts A-F. They match the topics to the extracts. Allow students to check in pairs before feedback.

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

AUDIOSCRIPT @ 068

Narrator: A

F: Imagine living in a world in which there were no sports whatsoever. The world we know would certainly be a different place, but to my mind it would not be a better one. Sports have always been an integral part of society and perform a number of extremely valuable social functions.

Narrator: B

M: 'Serious sport has nothing to do with fair play ... it is war minus the shooting,' said George Orwell. Certainly there are many people who would agree with this sentiment but by encouraging it, we are essentially teaching our children that cheating is acceptable not only in sports but in life in general. Perhaps it is time for us to remind ourselves of the benefits of playing games with respect both for our opponent and the rules.

Narrator: C

F: The purpose of today's presentation is to discuss how the introduction of the VAR television replay system is changing how we watch certain sports and to suggest how it should move forward.

Narrator: D

M: How would you like to be the best in the world at a certain sport? Certainly, a lot of people would jump at the chance to be the number one in something they love. However, what a lot of people fail to appreciate is the amount of time and dedication that is required to reach the top. By looking at the stories of top athletes we can gain some sort of understanding of the levels of sacrifice and commitment needed to make it to the top.

Narrator: E

F: OK, I'd like you to raise your hand if you've ever watched a basketball game on TV. Yes, most people have at some point. Now, how many of you have actually attended a live game ... OK, far less of you are raising your hands now. I think it is fair to say that television is probably the most common platform for sports fans these days, and what is interesting is the influence this has on how we now consume sporting events.

Narrator: F

M: Did you know that there are at least 1000 games that can be played using a pack of cards? Given that a pack of cards consists of four suits and 52 cards in total that's quite a surprising number. What may surprise you more is to find out how long playing cards have existed and how the cards we use today came into existence.

3 @ 068 Ask students to work in pairs and discuss how each speaker tried to catch the audience's attention with their introduction. Students then read strategies 1–6 and discuss which they remember being used by which speaker before listening again to check their ideas. Elicit answers during feedback and, if possible, hand out the audioscript so that students can easily see the frames used to implement each strategy.

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

- 4 Students choose one topic from the list provided and write a brief presentation introduction using one of the strategies from Exercise 3. Monitor closely to ensure students are using one of the strategies in Exercise 3, and provide useful language where necessary.
- 5 Students give their presentation introduction to the whole class, who guess the topic and the strategy used in each presentation in turn. At the end of the presentations, ask students to discuss the introductions they heard in groups and say which they liked best and why. Elicit opinions and constructive feedback from the whole class.

OEXTENSION

Students prepare and perform a one-minute presentation about a topic of their choice, such as their job, their studies, a hobby, etc. Encourage students to use the techniques mentioned in this section, and invite students to ask follow-up questions after each presentation.

LISTENING PART 1 TRAINING

SB P134

WARMER

In small groups students review the format and task requirements of the Listening exam. During feedback, elicit the number of exam tasks (4) and the nature of these (Part 1: three short extracts with two multiple choice questions each; Part 2: a longer monologue with eight gapped sentences; Part 3: a conversation between two or more speakers with six multiple choice questions; Part 4: five short monologues to be matched to two statements each). Tell students they will learn about the types of questions asked in Part 1 in this lesson.

- Students discuss sporting records and record holders in small groups, trying to guess who the person in the photo might be. Elicit ideas and useful vocabulary to write on the board, such as hold a record, break a record.
 - 1 students' own answers 2 The photo shows 17-yearold Boris Becker becoming the youngest ever men's singles tennis grand slam champion.

- 2 @ 069 Students read questions 1-2, the options and the tip boxes, then discuss in pairs what synonyms or paraphrases they might hear in the dialogue. Play the audio once, allow students to check in pairs, then play the audio once more. During feedback, elicit distractors.
 - 1 A I mean, he had such a powerful serve that half the time, his opponents couldn't get anywhere near it.
 2 C – Exactly, just a twist of fate that he got in really.

AUDIOSCRIPT © 069

- F: Do you remember the Wimbledon tennis championship in 1985?
- M: Of course who could forget the championship win by Boris Becker, aged just 17! I mean, he had such a powerful serve that half the time, his opponents couldn't get anywhere near it. Plus, they'd usually use video footage of the other guy before a match to study their technique. But they couldn't with Becker, the new kid on the block who just came from nowhere. He hadn't been around long enough.
- F: Right, and so he wasn't seeded, was he? So he didn't automatically qualify to play at Wimbledon based on his world ranking because he hadn't accumulated enough victories to merit a place.
- M: Exactly, just a twist of fate that he got in really. Who's to say how his career would have progressed if he hadn't landed that opportunity as a 17-year-old?
- 3 070 Students read questions 3 and 4 and the options, then listen and choose the correct answers. If possible, hand out the audioscript for students to underline the relevant sections in the text before whole class feedback.
 - 3 B forget your online gaming and consoles and all the rest, it's the games our grandparents would have played
 - 4 C So maybe that's the way forward games that bridge the gap and succeed in both formats ... I'm not convinced it'll be any more than a one-off.

AUDIOSCRIPT @ 070

- M: You know what I've noticed?
- F: What's that?
- M: Well, traditional board games are making a big comeback. I mean, forget your online gaming and consoles and all the rest, it's the games our grandparents would have played, like draughts, chess and stuff – that's where it's at now. But nobody was playing those games when we were kids!
- F: Right, well, you know about *Dragonbusters*, don't you –
 it's a massively successful online game, so they released
 a board game version too. So maybe that's the way
 forward games that bridge the gap and succeed in
 both formats. Obviously it's too early to know if the new
 version of *Dragonbusters* will take off.
- M: Well, I'm not convinced it'll be any more than a one-off. The vast majority of games will surely remain either in one format or the other.

4 Students read the four question types, A-D, and match them to questions 1-4 in Exercises 2 and 3. Elicit during feedback that these questions types are very frequent in the exam.

1 D 2 B 3 C 4 F Option A is not needed

GRAMMAR

SB P134 PRACTICE EXTRA / Unit 10

SUBSTITUTION AND ELLIPSIS

WARMER

Groups have one minute to answer the following questions:

How many cards are there in a deck of cards? (52) How many suits are there? (4: spades, hearts, clubs and diamonds)

How many cards are there in a suit? (13)

How many face cards are there in total? (12: 3 in each of the four suits)

Which king doesn't have a moustache? (hearts)

Students read the text and delete the unnecessary words. During feedback, elicit that the type of repetition in the original text would not be appropriate for a Writing task at this level, and that students are expected to avoid it using a variety of the techniques clarified in this lesson.

2 it was enough MONEY to build a house 3 as if IT-WAS made entirely from cards 4 and its four floors REPRESENT the four suits 5 when IT BECAME A HOTEL 6 you can VISIT

2 Students match statements 1-4 to follow-up questions A-D, then check in pairs. Before feedback, ask students to rewrite the follow-up questions in their full form (e.g. Who did you play poker with last night?; What did you dream about?; Where are you planning to go?; What did she go as?) and elicit these during feedback, to stress that the shortened question forms are a way to avoid repeating the interlocutor's words.

1D 2A 3B 4C

WARMER

Present the use of so and likewise needed in the following exercise using a dictogloss, i.e. a fast dictation which relies on the students' listening abilities, memory and pre-existing linguistic knowledge. Read the dialogue below quickly three times and ask students to write down as much of it as they can while they are listening. Read the dialogue fast enough that the students will not be able to write all the dialogue down, but rather only key words (i.e. not slowly like a dictation).

A: Have you bought tickets for that new play yet?

B: No, I haven't had time.

A: Well, I would do so as soon as possible because they are selling like hot cakes.

B: Yeah, likewise with the tickets for the music festival – we need to get on with it.

Students then work in pairs or small groups and use their notes to rewrite the dialogue. During feedback, elicit the groups' versions of the dialogues, accepting correct alternatives, and focus on the use of so and likewise, eliciting that they are used to avoid repetition.

3 Once the class has finished the warmer, students should complete sentences 1-4 with the correct option, before checking their answers in pairs. Ensure the class fully understands these terms during whole class feedback.

1 so 2 so 3 likewise 4 likewise

Tell the students that these substitution techniques are also sometimes tested in Reading and Use of English Part 4, which they will practise now. Students complete the sentences alone and then check in pairs. During feedback, remind the students of the two acceptable pronunciations of either (/ˈaɪ.ðə/ or /ˈiː.ðə/) and neither (/ˈnaɪ.ðə/ or /ˈniː.ðə/).

2 and Morris hasn't either. 3 and neither did Jasper.

4 Such behaviour

OEXTENSION

Students in pairs discuss their weekend routines, then take turns to make sentences comparing these using target language from the lesson. Monitor and correct where necessary, then elicit interesting comparisons during feedback.

READING AND USE OF ENGLISH PART 2 TRAINING

SB P135

WARMER

Students have one minute in teams to brainstorm board games or other popular non-digital games. Elicit ideas from different teams during feedback.

- 1 Students discuss the questions in pairs or small groups.

 Monitor closely and help where needed, then elicit ideas and write them on the board. Ask students to quickly skim-read the Exercise 2 text in under one minute to check their ideas for question 2.
- 2 Students reread the text, adding the appropriate words in the gaps. Advise them to read the whole sentence around the gap and that if the word doesn't come to them straightaway, they should carry on and come back to it later. After a few minutes, when the students have added the words they are able to, move them on to Exercise 3 and withhold feedback.

1 anything 2 for 3 on 4 such 5 so 6 an 7 would 8 paid

3 Students match the words they were able to add in Exercise 2 to parts of speech A-G. See if students can use A-G to help them find the appropriate words for the gaps they were not able to complete in the text. Check answers in pairs before class feedback on Exercises 2 and 3.

A2,3 B1 C0,8 D6 E4,5 F7 G-

VOCABULARY

SB P136 PRACTICE EXTRA | Unit 10

WORDS WITH SIMILAR MEANINGS

Students write down all the words they know which have a similar meaning to those listed. Add a competitive element to the activity by asking students to work in teams. Allow three minutes and elicit answers from all the teams, awarding a point for each word only one team has thought of.

Suggested answers

- player, competitor, participant
- audience, spectators, fans
- losing, beating (someone), outplaying (someone), triumphing

Allow students to look at the words in the first box and briefly discuss in pairs what they feel the differences between the words are before attempting the task. Students complete the sentences and check answers in pairs, then repeat the procedure with the second and third batch of boxes and sentences, before whole class feedback.

1 audience 2 viewers 3 Spectators 4 witness 5 Fans 6 opponents 7 rivals 8 opposition 9 competitors 10 defeated 11 eliminated 12 dominated 13 outplayed

The words watchers, enemies and won are not needed.

- Point out to the students that this exercise is similar to Reading and Use of English Part 1. Allow students to support each other by working in pairs if necessary. During feedback, elicit why the incorrect options are incorrect.
 - 1 A rivalry implies competition; stiff does not collocate with defeat or loss 2 A B and C do not describe personality; combative is negative (similar to aggressive)
 3 D B refers to players and staff; A refers to people watching on TV; C does not refer specifically to sports teams. 4 C opposition refers to politics; enemies refers to wars; opponents usually refers to sports or competitions. 5 C A, B and D would imply that the race is finished.
- 4 Students discuss the questions as if they were doing a Speaking Part 4 task, agreeing and disagreeing accordingly. Monitor closely, taking notes of useful language and common mistakes and review these during feedback. Ask students to repeat the task with a new partner if time allows.

OEXTENSION

Students work in pairs and make a list of other words they often confuse, then work together to find a mnemonic device which could help them remember the difference between them. These could be related to spelling (e.g. to remember how to spell necessary: Never eat cake, eat seven sandwiches and remain young) or found (found sounds like round and if you're looking for something you look around; fund sounds like fun, because having money is fun). Monitor closely and help where needed, then elicit mnemonics from different pairs.

READING AND USE OF ENGLISH PART 3 TRAINING

SB P137

WARMER

In groups, students discuss the following questions:

- 1 How popular is football where you are from?
- What do people in your country think of football fans? And what do you think?
- 3 How expensive is it to support a football team in your city?
- 1 Ask students to cover the words in capital letters to the right of the text, or to fold the edge of the page over so they cannot see them. Students have one minute to read the text and then answer questions 1-3 in pairs. Elicit ideas during feedback.

Suggested answers

1 He stopped supporting a top-flight club and started following his local football team because he had become disillusioned with the way the club was run and the rising cost implications of being a fan of such a team.

2/3 Students' own answers

- Point students to the tip box, where they will read about a useful strategy they should try out. Ask students to go through the text again, making decisions about the words that are missing, before allowing them to uncover the edge of the page to reveal the words in capitals and modify them to fill the gaps. Remind students to check their answers for both grammar and meaning, rereading the text as a whole to ensure their answers make sense. Students check in pairs before feedback. Write the answers on the board and remind students that misspelt answers are awarded zero points in the exam.
 - 1 loyalty 2 enriched 3 supporters 4 shameful 5 increasingly 6 officials 7 opposition
 - 8 unsustainable 9 committed 10 championship
 - 11 strengthening

FAST FINISHERS

Students choose three words from Exercise 2 and brainstorm extra forms of them, e.g. loyal: disloyal, loyalty, loyally, etc. Elicit these after feedback.

- 3 Students discuss the questions in pairs or small groups. Monitor closely to identify possible reasons for scepticism (e.g. there isn't enough time in the exam) and address these during feedback.

 - b) it can help you understand the tone and direction of the text, which can be useful in determining whether the writer feels positively or negatively about the subject. This can help candidates decide whether words need to be used in a negative form, for example.

WRITING PART 2: A REVIEW TRAINING

SB P138

- I Students look at the picture and discuss in pairs what the competition might involve. Monitor and provide useful language where necessary, then elicit ideas from the whole class. Ask students to quickly skim the text to check their ideas, ignoring the alternatives in italics. Students check in pairs before whole class feedback.
- Students read the exam question and identify the three pieces of information the review should include, then find these in the text. If you have a projector, project the text on the board and ask students to underline where the review covered the required points. If you don't have a projector, check the underlining of students in four corners of the room is correct, then ask them to check the answers of the students next to them.
 - 1 what took place, a description of the atmosphere of the event, why events like this continue to be held 2 what took place – paragraphs 1 and 2; description of the atmosphere – 3rd paragraph (local teams enthusiastically giving it a go; the spectators seemed to be ardently supporting; it never lost its familyfriendly sense of fun; why it continues to be held each year – 4th paragraph

ALTERNATIVE

Ask the students to cover the writing task instructions. Students work in pairs to look at the review and discuss what the three points required by the task instructions might have been, then check the instructions to see if they were correct.

- 3 Students read the Did you know? box. Bring the class together to discuss how these points are true of real life reviews and elicit what type of reviews the students read or even write in real life, e.g. restaurant reviews, reviews of games, activities, landmarks, etc. Students then work individually to choose the best option in gaps 1–6 in the text, then check in pairs before feedback. Elicit example sentences using the discarded phrases.
 - 1 Have you ever 2 you should jump at the chance 3 in case you're not familiar with it 4 You'd almost think 5 It's hardly surprising that 6 don't just take my word for it
- Allow students 45 minutes for the task. Students should plan the content of each paragraph and select an appropriate number of phrases from the review in Exercise 1 to include. Before collecting the students' work, ask them to highlight these phrases in one colour, and any other language they feel they should get extra points for in another colour. If necessary, allow time for the students to rework their text slightly at this stage.



SB P138 PRACTICE EXTRA | Unit 10

CONTRAST AND CONCESSION

SEXAM INFORMATION

The cohesive devices covered in this section are useful for the Writing paper of the exam, where the candidates' range and use of linkers is tested under the Organisation assessment criteria.

WARMER

Students discuss in small groups whether they have ever done anything they were scared of, e.g. I am scared of heights, but I went bungee jumping. Monitor and elicit the most interesting experiences to write on the board for reuse later in the lesson.

I Students look at the phrases in the box in pairs and share what they already know about how these are used, e.g. nevertheless is followed by a comma and I think it only goes at the beginning of a sentence, to introduce an idea that contrasts the one in the previous sentence. Students fill the gaps on their own before checking with their partner. Elicit all possible options during feedback.

1 in spite 2 whereas / even though / although / though 3 though 4 However / Nevertheless / Having said that 5 Despite 6 Having said that / However / Nevertheless / Although 7 although / even though / though

2 Students read the sentences very quickly and tick the ones they feel are correct, without thinking too much about it. Allow one minute for this. Then tell them there are three incorrect sentences and allow more time for the students to check their initial guesses, find the mistakes and correct them. This two-stage approach will give the students a better sense of their pre-existing knowledge of the target language.

1 correct 2 in spite OF the 3 said THAT 4 correct 5 correct 6 Despite ALTHOUGH / got

GETTING 7 correct 8 correct

FAST FINISHERS

Students write an extra sentence and decide whether this should include a mistake or not. Students swap sentences with a partner, who decides whether or not the sentence is correct and corrects it if it isn't. 3 Students complete the sentences alone or in pairs, then compare with a partner or in small groups. Monitor closely and provide corrections where needed, then elicit interesting sentences during feedback.

OEXTENSION

Students look back at the experiences written on the board during the warmer and work in pairs to make sentences about them using the target language of the lesson. For example: I did bungee jumping, despite the fact that I'm scared of heights.

PUSH YOURSELF

C2

SB P139

SPORTS IDIOMS

Students work in groups to answer the questions. If appropriate, add a competitive element by reading the questions to the class one by one and awarding points for each correct answer.

1 golf 2 boxing 3 running races 4 baseball 5 horseracing

2 Students match comments 1–6 to replies A–F, then check answers in pairs. During feedback, withhold information about the meaning of the idioms, so as to not preempt the following activity.

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

3 Students look at the comments and replies in Exercise 2 and discuss what the idioms might mean in pairs. They then read definitions 1-9 and match these to the idioms. Elicit more example sentences during feedback.

1 touch base 2 below the belt 3 -

4 jump the gun 5 the ball is in their court 6 -

7 par for the course 8 - 9 on the home stretch

OEXTENSION

If the students have access to smartphones during the class, they can search for more sports idioms online, then teach these to their classmates in groups. Elicit the idioms and their meanings during feedback. Alternatively, students can research the idioms for homework and teach them to their group in the following session.

4 Students work in pairs to semi-script a dialogue using at least one of the idioms from Exercise 2. They then perform this for the whole class, or for another pair. If there is time, ask students to perform their dialogue more than once, to different pairs or groups, to provide extra practice.

ALTERNATIVE

Pair A performs their dialogue for pair B. Pair B listen, and then must perform pair A's dialogue to pair C. Pair C listen, then perform pair A's dialogue for pair D. Repeat this until the dialogues have gone full circle. How different are the final dialogues from the originals?

EXAM FOCUS

SB P140

READING AND USE OF ENGLISH PART 2

OEXAM CHECK

Students complete the listed points with the language in the box, then check in pairs. During feedback, elicit as many examples of each tested point as possible.

1 prepositions

2 pronouns

3 auxiliary

4 multi-word

5 linking

WARMER

Students work in groups to discuss why so many people want to climb Mount Everest, and whether they would like to themselves. Students then skim-read the text to check their ideas. Elicit reactions during feedback.

If you didn't use the warmer above, remind the students to take one minute to read the text first, pens down. They then go through the text carefully again, filling the gaps they find easy first, then take more time for the ones they find more difficult. After the students have had time to do their best, write the first letter of each answer on the board to give students who are struggling another chance. Students then check in pairs before whole class feedback.

1 without 2 despite 7 do 8 what

e 3 it 4 as 5 of 6 to

OEXTENSION

Students take a few minutes in pairs to look at the text again and highlight any other high-level structures that could be tested in the exam or that they could incorporate in their writing tasks, e.g. to give someone something as a reward; to consent to a request. Elicit these during feedback, and encourage students to record them in their notebooks appropriately.

WRITING PART 2: A REVIEW

SB P140

OEXAM CHECK

Students fill the gaps with the appropriate missing sentences, then check in pairs before whole class feedback.

18 2D 3A 4C

WARMER

Students have one minute in teams to list as many hobbies as possible. Elicit these and write them on the board. The students can then use these as inspiration for their reviews.

If you wish to help the students, elicit the target audience of the review (the organisers of the course) and the register that should be used (semi-formal). Allow 45 minutes to plan, write and proofread their work.

Model answer

Having just completed the one-day course in nail art at the community centre, I am happy to say that it was an overall enjoyable experience. This is not to say that it was perfect, but on the whole I am happy I took part.

The most exciting and useful feature of the course was that instructional videos were sent to us before the course. These gave us an overview of several different techniques used in salons and were very inspiring. It was a shame, however, that we were not given the chance to try out many of the techniques we had learned about in the videos, as these were not part of the course content. The course itself covered more basic skills, such as nail polish application and colour, which was useful but a little disappointing.

Despite this, I feel that on the whole I can say that I know more about nail art now than I did before the course. I am able to apply nail polish with more confidence, and I can be more creative with my designs. More importantly, I have identified and corrected some mistakes I used to make, thanks to the competence of the tutors on the course who gave us a lot of personalised feedback.

To sum up, if you are looking for a short course that will provide you with the basics of nail art, this could be the course you're looking for. However, if you are looking for more advanced or expert techniques, you will probably be disappointed.

[256 words]

READING AND USE OF ENGLISH PART 3

SB P141

WARMER

Students work in groups and discuss what they know about the tennis stars Serena and Venus Williams. Elicit information and useful language from the whole class.

Students cover the words in capitals on the right hand side or fold the edge of the page over so they cannot see them, then read the text quickly, getting an idea of what type of word might be missing in each gap. They then uncover the vocabulary in capitals and change the form so that it fits the gap both grammatically and semantically. Encourage students to reread the whole text to ensure it makes sense before whole class feedback.

1 gangster

2 championships

3 dominant

4 opponents

5 comparison(s)

6 Unsurprisingly

7 rivalry 8 decisively

OEXTENSION

Students write a similar text about Serena and Venus Williams for homework, using as many words with complex suffixes and prefixes as they can.

LISTENING PART 1

SB P141

OEXAM CHECK

In pairs, students discuss statements 1-5 about Listening Part 1 and decide if they are true or false, correcting any false information. Elicit answers and corrections during feedback.

1 F (three conversations / extracts)

2T 3T 4T 5T

© 071, 072, 073 Students read the questions and the options, underlining key information in both. Play the first extract twice, then do whole class feedback, eliciting the distractors for both questions. Then repeat the procedure for the two remaining extracts.

1 A - I suppose the idea really is to instil a sense of pride in kids, you know, in collaborating with others, working as a team.
2 B - Or they could think about allowing kids to opt out of sports and do something else, ideally a healthy outdoor activity.
3 B - Oh come on, you can't attribute the fact that you lost to the length of the grass, or the pitch or whatever!
4 A - As a result, we kept getting penalised by the referee.
5 B - but the lady running it, she was able to make us all feel at ease, so we needn't have worried!
6 A - But to give something a go regardless of whether you have any prior experience and really relish it ... I just think that's brilliant fun!

AUDIOSCRIPT @ 071

- M: Just thinking, you know, about the sports they do in schools now – and, well I suppose the same applied when we were at school ... I suppose the idea really is to instil a sense of pride in kids, you know, in collaborating with others, working as a team.
- F: I guess so, at least in part.
- M: That's with team sports of course. For individual sports, they get you to push yourself, you know, outplay your opponent, go faster than you did the previous time and so on. And these things apply to everything, whatever sports are in vogue at the time.
- F: Yes, and on the whole I think this is a good thing. My issue is that schools tend to assume that every single kid is sporty, which of course isn't the case, and I think they should look carefully at how they, you know, shove it down kids' throats, so to speak, regardless of whether that kid is into sport or not. Or they could think about allowing kids to opt out of sport and do something else, ideally a healthy outdoor activity.

AUDIOSCRIPT @ 072

- M: I'll tell you why our team lost today. It wasn't that we were outplayed by the opposition. The length of the pitch wasn't right for our game, and that's ultimately why we lost. It's two metres shorter than our home ground.
- F: Oh come on, you can't attribute the fact that you lost to the length of the grass, or the pitch or whatever! Even if the teams were evenly matched and gave it their best, as often as not it's just down to chance at the end of the day.
- M: Ah, well, you say that, but a smaller pitch means there's less space left to manoeuvre in, so our players struggled to avoid colliding both with each other and the opposition players. As a result, we kept getting penalised by the referee.
- F: Yeah well, it's only a game.
- M: Oh please don't say that it is never only a game.

AUDIOSCRIPT @ 073

- F: Anyway, I did a one-day pottery course the other day.
- M: Oh yeah? I did one of those a few years back when I was 16. Did you enjoy it?
- F: Yeah. A friend and I found this tutor online, and the ratings were pretty good. We both felt a bit anxious turning up, but the lady running it, she was able to make us all feel at ease, so we needn't have worried! And as the course programme had said, we got through a lot more than you'd expect given that we were novices.
- M: I think that kind of experience can be really beneficial – of course there's a possibility, albeit a remote one, that you might really take to ... pottery or whatever, and think 'Hey I could do this for a living' ... But to give something a go regardless of whether you have any prior experience and really relish it ... I just think that's brilliant fun!

OEXTENSION

Students work in small groups. Hand out the audioscript of one of the three extracts to each group. Students analyse the audioscript and underline useful high-level language. This language should not be limited to unknown vocabulary but also include non-topical chunks of language which they have passive knowledge of but couldn't actively produce in spontaneous conversation. Elicit these from the whole class and write them on the board during feedback. Ask students to choose three or four pieces of language from the board and record these in their notebooks.

Possible answers **EXTRACT 1**

to instil a sense of at least in part To be in vogue at the time. My issue is that which of course isn't the case so to speak regardless of whether ... or not

EXTRACT 2

I'll tell you why It wasn't that that's ultimately why you can't attribute the fact that ... to ... gave it their best as often as not it's just down to chance at the end of the day you say that, but

EXTRACT 3

we needn't have worried! more than you'd expect, given that of course there's a possibility, albeit a remote one, that ... I could do this for a living to give something a go regardless of whether ...

REAL WORLD

SB P142

UNDERSTANDING THE RULES OF GAMES

WARMER

Students discuss in groups whether they enjoy playing board games and video games, and why. Monitor and elicit useful language and contrasting opinions during feedback.

- Students work in pairs. Student A reads text A and student B reads text B. Tell the students to make the necessary notes next to the questions in Exercise 1 so that they are able to explain their texts to each other, perhaps underlining any high-level vocabulary they'd like to use. Student's shouldn't discuss their texts yet, in order not to preempt Exercise 2.
- Students explain their texts to each other, referring to their notes whenever necessary, and discuss the most interesting or surprising facts about the games. Elicit these during feedback.

Suggested answers

- A Snakes and ladders started as an ancient Indian board game; the object of the game is to move your counter from the start to the finish using a dice; popular all over the world as a children's game
- **B** Go originated in China around 4000 years ago; the object of the game is to fill the board with as many counters (stones) of your colour as possible, and the winner is the one who gets the most counters on the board; mainly popular in Asia where there are more than 100 million players
- 3 Students individually look at both texts to find the highlighted vocabulary matching definitions 1-5, then check with a partner and a dictionary if necessary. During feedback, clarify the pronunciation of forfeit and elicit the noun form of deceptively (deceit) and its pronunciation.

1 vice (text A) 2 forfeit a turn (text B)

3 mastery (text B) 4 deceptively complex (text B)

5 free will (text A)

Students fill the gaps with the correct vocabulary from Exercise 3. Do brief whole class feedback, then ask students to discuss the questions in pairs or small groups, using appropriate interaction phrases.

2 forfeit a turn 3 deceptively complex 1 mastery 4 vice 5 free will

OEXTENSION

Students choose a game they know very well and explain the rules to their partner, who asks for clarification when needed. Monitor and assist with useful language, then elicit explanations of the most unusual games from the class.

5 @ 074 Students look at the pictures and share any preexisting knowledge of them with a partner before listening to the audio and matching extracts 1-4 to pictures A-D. Do brief whole class feedback, eliciting the language in the extracts that indicated the correct answers. Students then discuss questions 1 and 2 in pairs or small groups. Elicit ideas during feedback.

picture A; possible names – Dance Master
 picture B; possible names – Horses and Riders
 (actually it's called Jockeys Up)
 picture D; possible name – The Yes and No Game
 picture C; possible name – Threes and Fours (actually it's called Rummy)

AUDIOSCRIPT © 074

Narrator: 1

M: Right, well this is a sort of guessing game, and a dancing game. You need a reasonable sized group of people in a room. One of them is going to be the detective, so they need to step outside the room. Then one person is chosen from the ones who remain inside, and they have to think up a dance move, which everyone else copies. And when they adapt their dance, everyone else has to do likewise. So when the detective comes back in everyone dances away to the music, and the detective has to monitor everyone's moves. And the object of the game is for the detective to identify the person who's instigating everyone's dance moves.

Narrator: 2

F: This game starts with everyone getting into pairs. Then the organiser designates one person in each pair as the horse, and the other as the rider. So, all the riders stand in the middle of the room in a circle. And the horses form another circle outside them, so you've got two concentric rings of people. When the organiser says 'horses go!', all the horses run around the ring clockwise. And then on the command 'riders go!' the riders do likewise. This carries on until the organiser shouts 'riders up!' Everyone must get back into their original pairings, with each rider up on their respective horse's back, getting a piggyback. And the last pair to get into position are disqualified. The game continues until there's only one pair left.

Narrator: 3

M: OK, so you just choose one person from the group, or each person takes it in turn to be the person in the centre. Then for one minute, everyone else in the game fires questions at them, which they've got to answer, but they cannot answer 'yes' or 'no'. If they hesitate or repeat themselves, then a ten-second penalty is imposed. If they manage to complete a minute without messing up, they score a point. And if they do say 'yes' or 'no' at any point, then they're out, and it's the next person's go.

Narrator: 4

- F: This is a card game for two to six players. One person deals out seven cards to each player. The remaining cards are placed face down except for one which is face up. The object of the game is to swap cards to get sets of cards that are either all the same number or picture, or to get a running sequence of cards in the same suit, say the 5, the 6 and the 7 of hearts. The minimum set of cards is three and the maximum four. In fact, you need four of one set and three of the other to win the game. Each player takes it in turns to pick up a card, either the top card from the face-down cards or the top card of the face up cards. The player can choose to keep the card they pick up and throw away one they don't need, or if the card they pick up is of no use to them, they can simply throw this away. The thrown-away card is always placed on the top of the pile of face-up cards. The winner is the first person to get a set of three and a set of four cards.
- 6 Students match sentences i-iv to the games described in Exercise 5. Challenge students to write an extra comment and elicit these after feedback for the whole class to match to the correct game.

```
i Audio 4 – Rummy
ii Audio 3 – The Yes and No Game
iii Audio 2 – Jockey Up
iv Audio 1 – Dance Master
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7 @ 074 Students attempt to match the sentence halves from memory before listening again to check their ideas. During feedback, clarify the meaning of the items in bold if necessary and elicit alternative sentences using the language, encouraging students to take one minute to record these in their notebooks using their preferred vocabulary recording method.

```
1 G 2 C 3 D 4 A 5 B
6 F 7 H 8 I 9 E
```

8 Allow students in groups about five minutes to discuss what they already know about the game of cricket and the players and officials listed. Monitor and provide useful language when needed, then elicit ideas from the whole class before playing the video. Encourage students to take notes while they watch, then ask them to share these in groups before whole class feedback.

Suggested notes

batsman – wear pads on legs and gloves. Can wear a helmet. Ball can travel towards the batsman at 160km per hour.

bowler – throws a ball overarm at batsman. Feet must be within white line called 'crease'. Until C.19th only underarm bowling was legal.

fielders - aim is to catch ball and get batsman out or return it to the wicketkeeper while the batsman is running wicketkeeper - tries to get batsman out by catching ball if the batsman misses it, or catching the ball and hitting stumps with the ball if batsman is outside the crease to get the batsman out

umpire - ensures laws of cricket are obeyed. Raises one finger to signal ball has hit the wicket and batsman is out. Signals four runs by waving their arm in front of chest. Signals six runs by raising both hands. All players wear white clothes, called 'whites'.

LIFE COMPETENCIES

CREATING NEW CONTENT FROM OWN OR OTHER RESOURCES

Encourage students to choose a sport which is not very popular in their country, or with their generation. Students organise themselves in groups to choose the sport and brainstorm possible modifications to the rules. They then narrow their list down to two or three rule changes and prepare to explain these to the class, using verbs from page 133 if possible. The students propose their rule changes to the class, who vote on three changes from different groups they would like to see implemented.

OEXTENSION

If possible, bring one or more board games to class. Avoid Monopoly or other games the students will know how to play, and opt instead for lesser known board games. The students themselves might be able to bring a board game to class.

Photocopy the English-language parts of the instruction leaflet in the box, which often contains much of the language clarified in this section, and give each student in a group a different section of the leaflet. Students read the instructions, asking for help if necessary, then explain the rules they read about to the rest of the group. Students ask for clarification if necessary, then play the game, referring back to the instructions when needed. Alternatively, students can read the instructions in their native language if this is available to them, and they then have to explain the game in English using language.

Collaborative board games will work best for this activity, as they require communication to play as well. Some examples are Pandemic or Forbidden island. To predict how long a game will last, refer to the timings given on the box and double these. Note that this kind of activity is likely to be time-intensive and might be best suited to an end-ofterm session.

- WORKBOOK | Unit 10, page 44
- PRACTICE EXTRA / Unit 10, Grammar and Vocabulary

A STEADY JOB

UNIT OBJECTIVES

Topic: jobs

Grammar: emphasis (1 and 2)

Vocabulary: work and careers; multi-word verbs (2);

expressions with line

Listening: signposting in presentations

Reading: Part 8 – training

Speaking: Parts 3 and 4 – training

Writing: Part 2: A report – training

Exam focus: Writing Part 2: A report; Speaking Parts

3 and 4; Reading and Use of English

Part 8

Real world: Applying for a job

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 alphabet on the board, vertically. Students play in teams. Hand out a different colour marker to each team. One student from each team goes to the board and writes professions starting with the letters of the alphabet with the help of his/her team, 'winning' that letter (i.e. if student A writes footballer, the other students cannot use the letter f anymore). After three minutes, the team with the most letters wins.

Students look at the photos and answer the three questions. For question 1, students look at the picture in pairs or small groups and list the occupations it depicts. Monitor and encourage students to brainstorm alternatives, e.g. scientist/researcher/lab assistant, etc.

For question 2, students choose three jobs and list the verbs associated with these. The group then tries to guess the job the student had in mind.

For question 3, students discuss the points in pairs or small groups of three. Encourage students to use this as an opportunity to practise Speaking Part 3 interaction strategies. Monitor and make notes of common mistakes, and elicit corrections and language during feedback.

1 Suggested answers: police officer, lawyer (solicitor in the UK), chef / cook, architect, construction worker, doctor/nurse, graduate, firefighter, pilot, scientist, photographer, mechanic, delivery person, plumber, builder, electrician, lumberjack, farmer, wrangler, horseman 2 Sample answers: police officer – investigate, catch (a criminal), arrest, patrol; chef – cook, prepare, chop, fry, bake, grill; architect – draw, plan, design, measure 3 Students' own answers

OEXTENSION

Students individually choose a profession and write five sentences about it, first with a vague definition or feature then becoming increasingly specific. Students play a game in groups. In groups, student A reads his first sentence, and if a classmate guesses the profession they win five points, and student A one point. If no one guesses correctly, student A reads the second sentence, and if a classmate guesses the profession they win four points, and student A two points. If no one guesses correctly, student A reads his third sentence, and if a classmate guesses the profession they win three points, and student A three points, and so on. Demonstrate this with the following example:

My job is well respected, but not very well paid.
My job can be quite dangerous.
I wear a uniform, but I don't have weapons.
I drive around in a big truck.
I put out fires. (I am a firefighter.)

READING AND USE OF ENGLISH

SB P144

WARMER

Elicit vocabulary related to getting a job. Draw a timeline on the board, and write start working at the end of it. Elicit words and phrases such as jobhunt, apply for, interview, fill out application forms, write a CV/resume, write a cover letter, be hired, be rejected, induction events, etc.

- Before the task, elicit vocabulary which the students might need in question 2 (useful, useless, helpful, worthwhile, valuable, pointless, etc.). Students read the questions, then allow them one minute to form an opinion. Students discuss the questions in pairs. Monitor closely and elicit personal experiences during feedback.
- 2 Tell the students that they should only skim-read these texts for gist for now. Allow four minutes for students to read and match texts A-D to summaries 1-4 then ask them to check answers in pairs before feedback.
 - 1 C However, it is still crucial for employers to sell themselves. 2 D they are largely futile. Having said that, I wouldn't necessarily suggest avoiding them completely ... He came away disappointed but ultimately relieved that he had not found out about the company ethos the hard way. 3 A I still advise youngsters to pay attention to detail. 4 B The trouble with offering generic advice is that if all candidates follow it, no one stands out from the crowd.

SEXAM INFORMATION

Focus the students' attention on the Remember box and give them a minute or two to read this. Tell them that in this lesson they will practise inferring meaning from context, identifying the purpose of examples and using linking phrases to better understand the overall meaning of a sentence or extract. These are useful skills for Reading and Use of English Parts 5–8.

3 If you have a projector, project the texts on the board for the rest of the class to highlight the elements analysed in the following activities. Otherwise, put students in large groups, check the work of one student in each group and correct as necessary and put him/her in charge of checking the rest of their group's books.

Students circle the but in the first sentence of extract A and work alone to determine the meaning of daunting prospect, using the bullet points given in Exercise 3 as guidance. Elicit the answer during feedback. Remind students that when they practise reading to prepare for the exam, it's good to check unknown words in order to expand one's vocabulary, but that first they should try to infer the meaning from context to practise this key skill for use in the exam.

The words invaluable and progress suggest something positive.

daunting prospect = intimidating or frightening idea or proposed future action

- 4 Students read Extract B then work independently on question 1, then check in pairs, discussing the reasons behind their answers. Do quick whole class feedback and then ask students to discuss questions 2 and 3. Elicit ideas from different pairs.
 - 1 a, c 2 Yes 3 (Possible answers)
 - 1 presentation, talk, speech (actual word spiel)
 - 2 questionable, unhelpful, useless (actual word -
 - dubious) 3 memory, recollection (actual world blur)
 - 4 robots, people, candidates (actual word automatons)
 - 5 typical, boring (actual word banal)
- Point out that examples are often used to make an important point in a text, and will often appear in other parts of the Reading exam as well. Emphasise that it's crucial to understand the purpose of these examples. Students work alone to locate examples 1-4 in the texts and reread these, then match them to purposes A-D. Students check in pairs or small groups, justifying their reasoning. Monitor closely and elicit the clearest explanations during feedback.

18 2A 3D 4C

Students locate and underline linking words 1–6 in the extracts and read around them for context. They then match them to functions A–F and check answers in pairs. Elicit answers during feedback.

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

FAST FINISHERS

Students list possible synonyms or paraphrases of the linking words in Exercise 6, such as one drawback of ... is Elicit these during feedback to give the class further examples of such linkers.

OEXTENSION

Students discuss in small groups which text, if any, they agree with and why. Monitor and encourage students to use phrases to agree and disagree, as in Speaking Part 4. Elicit contrasting ideas during feedback if possible.

WRITING PART 2: A REPORT TRAINING

SB P146

WARMER

Students discuss in pairs what they remember about the exam requirements of Writing Part 2: A report. Elicit these during feedback.

Possible answers

A written task should be between 220-260 words Usually formal or neutral style Divided into paragraphed sections

Different sections of the report can have subheadings Describes and evaluates something in the past Sometimes gives recommendations for the future

- I Students read the task instructions in the box and underline the content it requires. They then read the report, highlighting the relevant sections of the text which contain the answers, and answer the four questions with a partner. Monitor closely and elicit that there are a few problems with register, which the candidate would have lost points for.
 - 1 yes 2 four 3 senior managers 4 No. There are various examples of informality in the text, but you are writing for senior managers, so the register should be formal.
- 2 Focus the students' attention on the underlined language in the candidate's response and elicit that the words are inappropriate because they are too informal for the report. Students work individually to replace these with the language in the box, then quickly check answers in pairs before whole class feedback.
 - 1 amazing professional 2 punters candidates
 - 3 chat engage 4 great favourable
 - 5 merch merchandise 6 stuff literature
 - 7 freebies giveaways 8 snacks refreshments
 - 9 info information

ALTERNATIVE

Challenge students to cover the box and work in pairs to think of more formal vocabulary which could replace the underlined words in the text. Students then uncover the box and match the words with the underlined vocabulary in the text they would replace. Elicit suitable alternatives during feedback.

- 3 Students work independently to choose the more formal option in each pair, then check answers in pairs before whole class feedback.
 - 1 b It uses more complex grammar (participle clause) to begin the sentence and uses the impersonal our team instead of we. 2 a - More formal language includes were under the impression that instead of thought, be required to instead of have to and however instead of 3 a – It uses more sophisticated and less colloquial language. Compare: We were pleasantly surprised with This was a nice surprise and the venue had plenty of places and the availability of ... throughout the venue). 4 a - It has more complex grammar and vocabulary structures, such as participle clause Arriving early instead of We got there early; on hand to facilitate registration instead of to help people register for the even. Also the sentence is longer and more complex due to the use of a non-defining relative 5 b - It expresses an opinion with formal impersonal language. Compare it would be advantageous to with I think we should. Using the former makes the sentence seem more objective, which is appropriate for most reports. 6 b - To be honest and a waste of time are both very informal compared to their alternatives in B - Looking at the situation honestly and we should reconsider what the benefits are.
- 4 Students write their report in 45 minutes in class or for homework. If they do it at home, encourage them to set a timer and work for 45 minutes. Before submitting their reports, ask them to proofread them one more time and underline any sentences they feel are not appropriately formal but they need help rewording, and focus on those in your correction.

GRAMMAR

SB P147 PRACTICE EXTRA | Unit 11

EMPHASIS (1)

WARMER

Students work in groups and share one thing they like and one thing they don't like about their current job or studies. Elicit ideas from different groups. Write a sentence like I like [my colleagues] but I find the job [boring] because it's [repetitive] on the board. Then tell the students that in this lesson they will learn how to add emphasis to these types of sentences.

1 b 2 a 3 b

AUDIOSCRIPT @ 075

Narrator: 1A

A: We came here to recruit the best possible candidates.

Narrator: B

B: The reason we came here was to recruit the best possible candidates.

Narrator: 2A

A: I do hope Jenny gets the promotion she deserves.

Narrator: B

B: I hope Jenny gets the promotion she deserves.

Narrator: 3A

A: The company directors have known about the job losses for some time.

Narrator: B

- B: For some time the company directors have known about the job losses.
- 2 Students match the sentence pairs 1-3 from Exercise 1 to techniques A-C. During feedback, elicit further example sentences using these techniques.

1B 2C 3A

- 3 Students go back to page 146 and reread the final paragraph of the report, identifying the two emphatic sentences. During feedback, elicit that using these structures in a writing task is beneficial not just in terms of 'language' marks, but also for communicative achievement, as it makes the text more persuasive for the target reader.
 - 1 What was lacking ... (cleft sentence) 2 Other stalls which did provide it (auxiliary)
- 4 Students work in pairs or small groups to add emphasis to sentences 1-4, taking notes of possible alternatives if needed. Monitor closely and help where necessary, but withhold feedback.

Suggested answers

Gone are the days of a job for life.
 What I need is a job with flexible working hours.
 Your performance does need to improve or you may be dismissed.
 Because there are no jobs here I'm moving to London.

5 @ 076 Play the audio and ask students to check their ideas for Exercise 4. Elicit alternatives from the whole class if they have any. Then play the audio again, asking students to pay attention to the intonation and stress of each sentence. Pause the audio after each sentence and invite students to repeat, imitating the audio.

AUDIOSCRIPT © 076

Narrator: 1

F: Gone are the days of a job for life.

Narrator: 2

M: What I need is a job with flexible working hours.

Narrator: 3

F: Your performance does need to improve or you may be

Narrator: 4

M: Because there are no jobs here I'm moving to London.

VOCABULARY

SB P147 PRACTICE EXTRA | Unit 11

WORK AND CAREERS

WARMER

Tell the students that in this lesson they will work on synonyms (i.e. words with similar meanings). Write words 1–12 on the board and ask students to work in groups and brainstorm as many synonyms as they can in five minutes. The team with the most correct synonyms at the end wins.

- Students work independently to tick the words a-c that are synonyms of the word given, then cross out the ones that aren't. Students check ideas in pairs using a dictionary if necessary before whole class feedback.
 - 1 make redundant 2 all correct 3 cut 4 wages 5 publicise (although it is a synonym for promote in the sense of giving publicity to something to help sell it) 7 fees (note that fees are usually costs 6 employee you have to pay, but they can be income as well, so these options can also be considered to all be 10 recruitment correct) 8 task 9 all correct (giving of a job) 11 sick days 12 all correct
- 2 Students fill the gaps with an appropriate synonym from Exercise 1, then check in small pairs, taking note of all the possible correct options. Elicit these during feedback.
 - role / position / post
 career (climb the career ladder is a fixed phrase)
 dismissed / sacked / fired; Let him go is also possible but means rewriting the sentence.
 recruit (collocation this is the only verb that is appropriate for the armed forces)
 supervisors. Bosses is too informal in this context.
 income / salary. Wages would also work if the verb is changes to a plural form.

3 Allow students a minute of silent thinking time to read the questions and form an opinion, then ask them to discuss in pairs or small groups. Elicit interesting opinions during feedback.



SB P148

SIGNPOSTING IN PRESENTATIONS

WARMER

Students work in groups and brainstorm what they think the functions of an HR manager might be, e.g. recruit staff, make staff redundant, give pay rises, etc. Elicit these during feedback.

- O77 The students read the questions and briefly discuss with a partner what they might hear, then listen to check their ideas. Students note key language that indicated the answers, then check answers in pairs and discuss question 5 before class feedback.
 - to tell the staff about important changes in the company
 casual and fixed-term contract staff
 volunteering days
 one week (from one week to two)
 Yes, the HR manager uses lots of signposting language to introduce the listeners to the points she wants to make.

AUDIOSCRIPT @ 077

HR manager: Good morning, everyone. For those of you who are new to the company, I'm Stella Whitely, Head of HR. I've asked you to come to this meeting because there are some important changes taking place in the company over the next few months, which you all need to know about. I know there have been rumours going around, so my intention is to clarify what is – and isn't – going to happen.

But before I get onto that, I'm delighted to finally be able to introduce Greg's successor, Miss Ana Lopez, who took over his role just a few days ago. Can everyone please make Ana feel as welcome as possible when she starts in her new role next week?

Right, on to the main business of today's meeting. I know you all feel a sense of dread at the word restructuring, but it doesn't necessarily mean redundancies. I can reassure you that no one on a permanent contract whether full- or part-time - has anything to worry about. However, in terms of casual staff or those on fixed-term contracts, there will be some cutbacks. What this also means, I'm afraid, is that some of the routine work formerly covered by them will need to be picked up by full-timers. Regrettably, as a result of the economic downturn, the workforce will, over time, be subject to further cutbacks. When staff leave the company whether due to resignation, retirement or dismissal – they will generally not be replaced. On the bright side, this could mean that those of you who do stay on with us will see greater opportunities for promotion.

OK, so there are a few other things I need to mention. I regret to inform you that lunch break will, from the beginning of next month, be cut from 1 hour to 45 minutes. In order to soften the blow a little, a free lunch will be provided on Mondays and Fridays. Now, another change that many of you will be pleased to hear about is the re-introduction of volunteering days. From next year, every member of staff will get three days a year to spend working for a charity or on community projects. I know several of you have been requesting this for quite a while now and hopefully it will be a real opportunity to give back to the local community. Don't worry if you can't think what to do with your time: we will create opportunities for you to work with colleagues on a project that matches your skills and interests. These are optional days, of course. If you prefer, you can come to work as normal. Unfortunately, you can't just take the days as extra annual leave. Finally, I'm delighted to be able to announce that, to bring us in line with other companies in the sector, paternity leave entitlement is set to increase from one week to two as long as you meet the legal conditions.

I will be putting all this in an email later today, so don't worry if you felt it was too much to take in. And don't hesitate to call or email if you have any questions.

- 2 @ 077 Allow students a few minutes in pairs to try and remember the expressions in the gaps, then play the audio again. If you have a projector, project the exercise on the board and ask different volunteers to fill the gaps. After feedback, elicit that these signposting phrases are very important to make a talk clear and easy to follow. Recognising them in the Listening exam will make it easier for students to concentrate on the extracts which are relevant to the questions they are trying to answer.
 - 1 to come to this meeting 2 before I get onto that
 - 3 on to the main business 4 I'm afraid
 - 5 Regrettably 6 On the bright side 7 a few other things I need to mention 8 I regret to inform you that
 - 9 will be pleased to hear about 10 Finally, I'm delighted to
- 3 Students work alone to match the expressions from Exercise 2 to the functions in Exercise 3, then check in pairs. Elicit more phrases that perform these functions during feedback.
 - 1 On the bright side; Now, another change that many of you will be pleased to hear about; Finally, I am delighted to be able to announce 2 Regrettably; What this also means, I'm afraid, is that; I regret to inform you that
 - 3 Right, on to the main business of today's meeting
 - 4 OK, so there are a few other things I need to mention
 - 5 I've asked you to come to this meeting because
 - 6 But before I get onto that
- 4 Students work in pairs or small groups and brainstorm possible endings for the sentences given. Allow between five and eight minutes for this task, as it is sure to generate a lot of useful language from the students. Elicit as much as possible of this during feedback.

5 078 Students listen to the audio and discuss in pairs how similar or different their endings in Exercise 4 were to those they hear. Elicit differences during feedback.

AUDIOSCRIPT © 078

Narrator:

HR manager: I'm so sorry to have to tell you this but,

we're going to have to let you go.

Narrator: 2

HR manager: It gives me no pleasure to inform you that

the management have decided to close

your department.

Narrator: 3

HR manager: I'm immensely proud to announce that your

team has topped the sales charts for the

whole region.

Narrator: 4

HR manager: You may be surprised to hear that Peter is

taking early retirement.

OEXTENSION

Students work in groups and discuss how fair or reasonable they think the points made by the HR manager in the audio are, and how they would feel if they were working for that company. During feedback, elicit ideas about different aspects mentioned in the audio, such as paternity leave and volunteering for charities.

VOCABULARY

SB P148 PRACTICE EXTRA | Unit 11

MULTI-WORD VERBS (2)

WARMER

Students work in groups and brainstorm employmentrelated problems in their country, such as the unemployment rate, lack of opportunities or unfavourable work conditions.

- Students read the text quickly for gist, then again carefully to infer the meaning of the highlighted multiword verbs. Students compare guesses in pairs or small groups. During feedback, challenge different students to read a sentence from the text, paraphrasing the highlighted verb(s) in it, e.g. I'm a graduate, two years out of university, and I am struggling to maintain a regular job.
 - maintain, continue with
 assume control of,
 replace
 reduce
 stop employing someone
 because of financial situation or lack of work
 - 5 employ 6 arrive 7 damage / hurt through overworking or overusing 8 perform, do 9 result in, be the end result of a situation 10 solve, resolve
 - 11 help, do someone else's work 12 not leave
 - 13 continue working 14 succeed, survive, finish
 - 15 disappoint by not doing what you were supposed to
 - 16 continue

- 2 Students work alone to fill the gaps with the appropriate verb from Exercise 1. After feedback, challenge students to identify which two verbs from Exercise 1 cannot be used in a sentence in Exercise 2 (take over, let down).
 - 1 laid off; turned up 2 helping out 3 holding down 4 get through / carry out / sort out; stay behind / work on / carry on; sorted out / got through; burnt out 5 took on; cutting back 6 carry(ing) out; ending up
- 3 Students take a minute to read the questions, form an opinion and plan how they will use the target vocabulary in their answers. They then discuss in pairs or in a small group. Monitor closely and elicit opinions from the class, working the target vocabulary into their answers wherever possible. Elicit personal experiences as well if appropriate.

OEXTENSION

In pairs, students role play the following situation. Student A is the employee in 'Manager from hell', and student B is a senior manager. Student A brings up the problems he/she has been having with his/her line manager, and student A listens and provides possible solutions. Students' swap roles.

PUSH YOURSELF

SB P149

EXPRESSIONS WITH LINE

WARMER

Write line on the board. Students have two minutes in teams to brainstorm all the fixed expressions they know with the word line. Elicit as many as possible during feedback.

Students read sentences 1-10 and meanings A-J and match them accordingly, using the context of the sentences to help them. Elicit answers during whole class feedback.

3 A 4 E 5 G 6 J 1 C 2 D 7 B 8 H 9 | 10 F

Students work independently to fill the gaps with the appropriate idioms from Exercise 1, then compare their answers in pairs or small groups. During feedback, elicit extra example sentences with the trickiest expressions.

1 toe the line 2 along ... lines 3 The bottom line 5 read between the lines 4 out of line 8 draw the line line 7 line of reasoning 10 on the front line a tough line

OEXTENSION

Students create visual mnemonics for themselves by drawing the expressions 1-10. Hand out 10 pieces of paper to each student. Students draw one expression on each piece of paper. They then play a game in pairs. Student A shows student B his or her drawings, and B has to guess which expression it represents. Students swap roles and repeat. Select the clearest drawings to show the whole class.

GRAMMAR

SB P150 PRACTICE EXTRA | Unit 11

EMPHASIS (2)

WARMER

Ask students to work in pairs to review the emphatic structures on page 147, and challenge them to make emphatic sentences about emphasis, e.g. I do think that emphasis is important in the exam. Elicit the best ones and write them on the board to review the structures.

- 079 Students read sentences 1a-2b and questions 1-4 and discuss them briefly with a partner. Play the audio for students to check their ideas briefly in pairs before whole class feedback. After feedback, dedicate a section of the board to emphatic sentence starters, which will be presented in the lesson, and populate it with not only ... but also and at no time did
 - 2 1b, 2b 3 Not only, but ... also / At no time did I 4 They use similar word order to a question.

AUDIOSCRIPT @ 079

Narrator: 1

- M: A degree and two years' work experience are essential requirements.
- F: Not only is a degree an essential requirement, but you also need two years' work experience.

Narrator: 2

- F: I didn't encourage the workers to go on strike at any
- M: At no time did I encourage the workers to go on strike.
- 2 Allow students to work in pairs as reading the sentences out loud will help them select the more emphatic version. Monitor closely and assist with sentence stress and intonation if needed. Ask fast finishers to come to the board and write the emphatic sentence starters found in this exercise on the board (1 Only when ... did ... / 2 Had + subj + (not) + past participle, (subj) + would / 3 Little did I know that ... / 4 No sooner had ... than ...).

1 a 2 b 3 b 4 a

- 3 Students use the list of emphatic sentence starters on the board if necessary to find the mistakes in sentences 1-6 and correct them.
 - 1 At any no time did I neglect my duty. 2 No sooner had Kathy had given in her resignation than she booked her flight to America. 3 Little did I know knew that Lucia was after my job. 4 Hadn't Had I not missed the deadline, I might have got an interview. 5 Not only is my supervisor is kind but he is also intelligent. 6 Only when proper training is given will the mistakes will stop.
- 4 Students transform the sentences, then compare answers with a partner, using appropriate intonation and sentence stress. Elicit these during feedback.

Suggested answers

No sooner was his deception uncovered than the accountant was sacked.
 Only after we had collected all the evidence did we inform the director.
 At no time did I reveal any of the company's confidential information.
 Had Emma known about his past, she wouldn't have hired him.
 Little did Salman suspect that Ali had used a false identity to apply for the post.
 Not only do we have to work evenings and weekends, but we are not paid overtime.

FAST FINISHERS

Students write three emphatic sentences, two correct and one with a mistake. They swap sentences with a partner, who has to identify the incorrect sentence and correct it.

SPEAKING PART 3 AND 4 TRAINING

SB P151

GEXAM INFORMATION

Remind students that Part 3 is an interactive discussion between the candidates, and that the focus is on sustaining interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, speculating, evaluating, and reaching a decision through negotiation.

- Give students one minute of silent thinking time to form opinions, then ask students to work in small groups and make a list of advantages and disadvantages of each type of employment. Monitor and note useful language, then elicit this and students' ideas during feedback.
- 2 080 Allow students to read the questions and then play the audio once, encouraging them to take notes as they listen. Elicit their ideas during feedback. To help students answer question 3, ask them what each candidate thinks about the different types of employment, and then ask why they think that.
 - 1 Students' own answers 2 government, volunteer work explained to some extent.
- working for the
 Yes. All opinions are

AUDIOSCRIPT @ 080

Carlo: Shall I begin? Well, I'm going to come straight out and say that working for yourself is the best. You're your own boss, you decide when and how you work and you get all the profits!

Beth: You sound very sure about that but I beg to differ.

Let me ask you a question. What if there aren't any profits? Then you'll get nothing. At least if you work for someone else, you'll still get paid. And you get your benefits like holiday pay, sick pay, pension contributions and so on.

Carlo: Well, I'd make sure that didn't happen. The bottom line is that I would not be great at being told what to do. So, what do you think about casual work?

Beth: I'm doing casual work at the moment before I start college. The most obvious advantage is there's no stress. You don't really need to take much responsibility. You just go in and do your job and go home.

Carlo: You make some good points. I like the idea of not having much pressure but on the other hand, there's no job security. The jobs are often on zero-hours contracts, so you never know how much money you're getting.

Beth: I suppose you're right but it suits me at the moment.
You wouldn't want to do it in the long term. So, do
you think it's preferable to work for a private
company or a governmental agency?

Carlo: Mmm, I'm sitting on the fence on that one. Although they pay less, most government jobs give you stability, a good pension and reasonable working hours, whereas private companies want to squeeze as much work as possible out of their staff.

Beth: I couldn't agree more. For me personally, work-life balance is a priority. If I worked for a private company, I wouldn't have time for my social life and hobbies. OK, so, moving on, what do you think about voluntary work?

Carlo: Well, obviously you can't live off thin air, so you couldn't spend all your time working for nothing. Nevertheless, to my mind, it's definitely worth considering.

Beth: I agree with you 100 percent. After all, giving up even a few hours a week to help someone in need – well, the feeling of satisfaction is immense.

3 © 080 Give students a few minutes in pairs to discuss what they remember hearing the candidates say that might fit the gaps, before playing the audio again for them to check their ideas. Project the exercise on the board if possible and invite different students to fill the gaps on the board.

1 come straight out and say 2 The bottom line is that 3 The most obvious advantage is 4 sitting on the fence 5 For me personally 6 Nevertheless, to my mind 7 After all,

081 Students listen to the second part of the audio, which refers to the second part of the Part 3 exam task where candidates have one minute to discuss a more specific question about the topic. The students listen in pairs and check which two types of employment the candidates chose before whole class feedback.

working for the government and working for a private company

AUDIOSCRIPT @ 081

Examiner: OK, I'd now like you to decide which two types

of employment have the most advantages.

Beth: OK, so ... I think we can agree that working

for the government has to be one of the two.

Carlo: Absolutely. I'm not sure we're going to see eye

> to eye on a second one, though. As you know, I'm very much in favour of self-employment. For me, there are far more advantages in working

for yourself than any of the other options.

Well, as I said before, I think the disadvantages Beth: far outweigh the advantages, so let's look at

the others. We're both fans of voluntary work,

aren't we? Shall we choose that?

Carlo: Well, I admit that I did say voluntary work was

> a good thing to do. However, let's not forget that there's one massive disadvantage - no salary. That cancels out a lot of the advantages,

wouldn't you say?

OK, so that leaves casual work or working for Beth:

> a private company. Both of them have their pros and cons but in most cases, a private company is better because it's well-paid and

fairly stable.

Carlo: Yes, I think you're right so let's go with that.

20 081 Students correct the underlined mistakes in the sentences, then listen and check before feedback.

1 I think we can agree that ...

2 see eye to eye on

3 I'm very much in favour of

4 the disadvantages

far outweigh the advantages 6 wouldn't you say?

5 let's not forget that

ALTERNATIVE

Do the exercise as a whole class quiz. Students close their books and work in teams. Read the first sentence out loud and give students 20 seconds to discuss what the mistake is and how to correct it. Then play the first sentence in the audio to check answers. Award points and repeat.

6 Students work in pairs or groups of three to complete the task. One student in each pair or group should set a timer or stopwatch, if available. Remind students to spend two minutes on the first question and one minute on the second (if the students are working in groups of three, allow three minutes for the first question and two minutes for the second question). Monitor closely and make notes of the most common mistakes, then elicit their corrections during class feedback.

ALTERNATIVE

Ask pairs to choose together which two or three aspects they want to practise and incorporate in their speaking today, e.g. we want to use emphatic structures, we want to use at least five words from the vocabulary section on page 147, or we want to use two expressions with 'line'. The students tell their 'examiner' who will give feedback on the students' specific success criteria.

- If you want to simulate exam conditions for this Part 4 exam task, do not give students any time to read the questions before the task. Students discuss questions 1-4 as if they are in the exam, trying to use the phrases to express and justify opinions covered in this unit. Monitor closely and elicit opinions during feedback.
- 082 Students listen to the candidates' answers, then check their understanding in pairs before whole class feedback.

AUDIOSCRIPT @ 082

Carlo: Yes, I would say it is fairly important so that students learn some basic skills like time management and working in a team. Also, it can give them some spending money, taking pressure off their parents. But, in some places, either the work is not available or it's not really the done thing for students to work, so it's not the end of the world if they can't do casual

Beth:

Well, I must admit I'd never heard of this concept until I read an article about it recently, but in theory, I think it's great. We often assume companies are driven by profit – which they are – but since they are making money from the local community, it's only right that they should give back by supporting local charities or events.

Carlo: I do think work-life balance is vital for most people, but it's less important when you're starting out in your career. When you're single, you might be able to devote more time to work but as you start having commitments – such as a partner and children – it is absolutely crucial to ensure you have enough time outside work.

Beth:

Well, some people are naturally more competitive and ambitious than others. Some people are quite content with what they have in life, which may just be in their nature or may be a conscious decision to avoid the pressure of climbing the corporate ladder. Also, some people are more motivated by money than others, which affects how much work they're prepared to put in.

OEXTENSION

Students listen to the audio in Exercise 8 again and take notes of high-level language they would like to use in the exam if they were asked similar questions (e.g. spending money, take pressure off someone, it's not the end of the world if). Students compare their notes in pairs, then do Exercise 7 again using the language they have noted down.

EXAM FOCUS

SB P152

WRITING PART 2: A REPORT

ØEXAM CHECK

Students work alone to choose whether statements 1-4 are true or false, then compare with a partner and correct the incorrect statements. Elicit answers from the whole class.

1 F (often but not always – it could be for peers, such as classmates or work colleagues)
2 T 3 T 4 T

WARMER

Elicit from the whole class what an induction is (a process in which someone is formally introduced to a new job or organisation). Students work in groups and discuss why this might be important for the new employee and for the company, and what makes a good or bad induction. Elicit ideas from different groups.

Allow students 45 minutes to complete the task. After 40 minutes have passed, remind the students to use polite language to suggest and persuade, and that they should always check their work to ensure the register is appropriate throughout. Allow students to ask you for help with this point, as it was the focus of this unit.

Allow students to read each other's texts in pairs, point out any obvious mistakes and give each other overall feedback before you collect the tasks.

Model answer

Introduction

The aim of this report is to give an overview of the induction process of the company and its most successful activities, as well as recommend an extra activity for future inductions.

Useful aspects of the induction process

Overall, the induction process was informative and enjoyable. The sessions were well organised and the materials used were very clear. However, the most useful aspect of the process was the late afternoon quiz, where participants played in teams to answer questions about the company in a fun and relaxed environment. This allowed us to review what we had learned in the previous sessions, and also to build a sense of teamwork.

Recommended additional activities

While the sessions were very clear, they were limited in what they told us about the company. The company is very big, so new employees might appreciate the opportunity to see how all the different departments work in practice. For this reason, I would recommend the company organise a tour of the building so that new employees can understand better all the company sections and how they work. This would help workers feel part of a big family, instead of a small team.

Conclusion

Overall, the induction process is already extremely effective, especially because it succeeds in building a team while still covering essential information. The process might be improved by providing participants with an opportunity to find out more about the company's different departments and how they work.

[242 words]

SPEAKING PART 3 AND 4

SR P152

Students work alone and look through both Speaking tasks, then go back through the pages of this unit and their notes to find useful language to use during the task. This could be phrases covered in the Speaking Parts 3 and 4 section, topical vocabulary, phrasal verbs or grammatical structures from the unit. Encourage them to make a list of this language and keep it for a quick reference during the task.

Students work in groups of three, where one is the 'examiner' who keeps time, stops candidates when necessary and manages the discussion in Part 4. Students give each other feedback, then swap roles until every student has been the 'examiner'. Monitor closely and elicit corrections of the most common mistakes during class feedback between rounds.

READING AND USE OF ENGLISH

SB P152

OEXAM CHECK

Students work alone to decide whether statements 1-4 are true or false. Elicit answers with the whole class, and ask students to correct the incorrect statement.

1 T 2 T 3 T 4 F (each question is worth one point)

WARMER

Students work in pairs and discuss the struggles of achieving a work-life balance, and what advice they might give a young person about to enter the workforce.

Allow students 20 minutes for the task, encouraging them to underline sections of the texts relevant to statements 1–10 and number them in the texts for ease of checking answers during feedback.

- 1 C Molly Raynor explains that the only way to survive this situation is to prioritise your own well-being
- 2 E 'Employers who respect their staff as individuals with families, friends and outside interests will reap the benefits in terms of satisfied staff who are loyal to the organisation',

3 B – Fortunately for Nikita, once she qualifies, work should

- settle down 4 D 57 percent of those surveyed reported high levels of stress, and respondents were, on average, twice as likely to have work disrupt family life than the other way around. 5 F If your company clearly doesn't appreciate that staff have needs outside work and that these can
- actually boost productivity it may be time to move on.

 6 E 'Leaders should be positive role models,' he stresses.

 'Leave work on time, start a sports team, create a social atmosphere in the workplace so that people feel less stressed.'
- 7 A After years of sacrificing his personal life for his job, Mike was made redundant last summer.

8 C – 'A staycation – even if it's just a few days– can revitalise you and make you even more productive when you return to the workplace.'
9 D – Some employers have responded to this kind of data with flexible working schedules, including shift work and allowing staff to work from home some of the time.
10 E – Bailey also highlights the benefits of encouraging staff members to become unplugged for a few hours in the evenings.

OEXTENSION

Give students one minute of silent thinking time to decide which ideas in the texts they agree and disagree with, then ask them to discuss with a partner. Monitor closely and elicit interesting or controversial opinions during feedback.

REAL WORLD

SB P154

APPLYING FOR A JOB

WARMER

Students in groups discuss 1) what information they usually read first in a job advertisement (salary, qualifications needed, location, etc.) and 2) what they sometimes find annoying about job ads (e.g. not enough information, too many qualifications needed, etc). Elicit ideas from the whole class.

Students work alone to fill the gaps in the adverts with the appropriate words from the box, then check their answers in pairs before whole class feedback.

1 oriented 2 desirable 3 commission 4 scheme 5 player 6 people 7 bonus(es) 8 discount

Read options A and B with the students, and elicit that jargon means technical language specific to a professional or academic field. Give students three minutes to quickly skim the text, then allow them to check ideas in pairs and choose a title before whole class feedback.

В

3 Students read statements 1–8 with a partner and discuss from memory whether they do or don't match the views of the writer in Exercise 2. They then reread the text carefully, underlining any relevant sections in the text. Elicit answers from the whole class.

1 no 2 no 3 yes 4 yes 5 don't know 6 yes 7 no 8 don't know

OEXTENSION

Students discuss whether they agree with statements 1–8 in Exercise 3. Monitor and elicit contrasting opinions during feedback if possible.

ALTERNATIVE

Students discuss in groups whether they have had any experiences with employment agencies, what these do and how they might benefit people looking for employment. Elicit ideas and personal experiences during feedback if possible.

4 083 Give students time to look at the table and ask for clarification if needed, as points 5, 6 and 8 might contain unknown language. Then play the audio. Allow students to check their answers in pairs before class feedback.

Martin Aguero
 Aracecourse Avenue, Arundel
 martin1995@mailhot.com
 O7952 823554
 Yes
 N/A
 Degree in languages, postgrad diploma in translation
 Yes
 No
 Yes

AUDIOSCRIPT © 083

Martin: Hi. I'm here to register for employment. Is there a form I need to fill in?

Agent: Yes, I'll help you with that. Take a seat. Could I start by taking your details?

M: Sure. My name's Martin Aguero. that's A-G-U-E-R-O. And my address is 47 Racecourse Avenue in Arundel.

A: And can I have your email address?

M: Yes, it's Martin1995@mailhot.com.

A: What's the best way for us to get in touch with you, Martin? Can we message you?

M: Yes, of course. My mobile number is 07952 823554. But I regularly check my emails, so emails are fine.

A: Thanks. And are you entitled to work in the UK?

M: Yes, I am.

A: Is there a notice period for your current position?

M: Er, well, no. That is, I'm not working at the moment. I've just graduated from university.

A: Oh, I see. So, are you looking for a job in a particular field?

M: Well, ideally, I'd like something which uses my language skills. I studied French and German at university here in the UK, so I have a degree and I'm fluent in four languages – my native Spanish being the other one. I also have a post-graduate diploma in translation.

A: Lovely. Unfortunately, we don't get much translation work here, but we will bear you in mind if anything does come in. The majority of the work we have available here is more generic office work. Would you be interested in office work?

M: Sure. I guess it would depend on what the work involves, but yes.

A: OK. How are your IT skills?

M: I would say that I am a competent user of Microsoft software.

- A: Would you be willing to relocate? As we are a national recruitment agency, there are positions available in most of the major towns and cities.
- M: Well, I'd rather stay in this area but I'd consider it for the right position. Of course, it would have to be a permanent position for me to do so.
- A: Sure. Speaking of which, let's discuss working hours. What about part-time work, job shares, short-term contracts or night shifts? Would you be open to any of those options?
- M: Mmm, I really need to work full-time but I wouldn't mind a short-term contract so I can get some experience before getting a permanent position. However, night shifts are out of the question.
- A: Fair enough. Are you in possession of a valid UK driving licence? I ask because we do have some delivery companies on our books. If so, would this kind of work be of interest to you?
- M: No to both questions. I have an Argentinian driving licence but as I understand it, I would need to take the test in this country. And in any case, I'm not sure that kind of work would be my cup of tea.
- A: OK, great. Finally, are you able to supply references from previous employers?
- M: Unfortunately not. This will be my first employment in the UK.
- A: Well, that's all for now. If you could just sign and date the form. We'll be in touch as soon as we have something suitable.

OEXTENSION

Students work in small groups and discuss what jobs might suit Martin and why. Elicit ideas from different groups.

- 5 @ 083 Students work in pairs to attempt to complete the questions, then listen again to check and correct their answers before whole class feedback.
 - 1 Could I start by taking your details?

 2 What's the best way for us to get in touch with you, (Martin)?

 3 Are you entitled to work in the UK?

 4 Is there a notice period for your current position?

 5 Are you looking for a job in a particular field?

 6 Would you be interested in office work?

 7 Would you be willing to relocate?

 8 Would you be open to any of those options?

 9 Are you in possession of a valid UK driving license?

 10 Are you able to supply references from previous employers?
- Students work in pairs to role-play the conversation with the agent. The agent asks the questions in Exercise 5 and their partner replies using information relevant to themselves. Monitor closely and supply language where needed. Students then swap roles and repeat the role-play.

Tell students they will watch a video about working conditions in the UK and in Brazil. Allow students to read the information in the table, and elicit any ideas as to what might fit in the gaps (e.g. workers will earn more in the UK than in Brazil, etc.). Students then watch the video and complete the table. After whole class feedback, tell the students they will watch the video again and take notes on other details it provides. Allow students to discuss what other details they noticed in small groups, then elicit details from the whole class.

Video 1 197m 2 1,800 Reals = £320 3 44 4 2 hours per day 5 28 6 27.5% 7 Job seekers allowance (JSA) 8 gender

Other information (sample answers)

Purchasing power 184% higher in UK

Brazil: social security 8-11%

UK: national insurance 12%

Brazil: workers often get a '13th salary' (bonus) in December

UK- unemployed must prove they are actively seeking work or they can be sanctioned

People in both countries moderately satisfied with their lives

LIFE COMPETENCIES

SB P155

ICT

Students who wish to can choose a country themselves. Assign a random country to those who don't have a preference, and ensure students choose different countries to avoid repetition. They research the topic at home, using the table in Exercise 7 for guidance, then prepare to share their findings with a group. Encourage students to include the type of information in the table in Exercise 7, and to use the signposting language covered on page 148. Elicit interesting information from different groups and discuss as a class which country's working conditions seem fairest.

OEXTENSION

Students research their countries individually, but then work with a partner to prepare a presentation where they will compare the working conditions in the two countries. This will provide the students with an opportunity to practise language to compare and contrast. During the presentations, the audience takes notes using a table such as the one provided in Exercise 7. Use copies of the table on the board to complete feedback after each presentation.

- WORKBOOK / Unit 11, page 48
- PRACTICE EXTRA | Unit 11, Grammar and Vocabulary

PROGRESS CHECK 4

SB P156

- 4 Due to 3 Although 2 despite, in spite
- 5 As, Since, Because 6 nonetheless, nevertheless
- 7 Consequently, As a result

1 secular 3 mythical 4 sacred 2 commemorate 5 procession 6 rituals

- 1 Are you planning to go to university or are you planning to 2 My parents are from New York and I was 3 Cricket is a sport that was born in New York there. invented in England in the late 16th century.
- 4 A: I've decided to move to the countryside. B: What doyou want to move to the countryside for? 5 A: I'm going to get a soy latte. B: Get me a soy latte one too.
- 6 A: I'm having some cake with it. B: OK, get me some cake too.

- 1 At no time did the manager say there would be 2 Where the company went wrong was by not admitting they were wrong at the time of the accident.
- 3 Not only do children in Western countries get presents on their birthdays, but they also get them at Christmas.
- 4 Only when penalties are harsh enough will match fixing 5 No sooner had I finished the project than my boss gave me another one to do. 6 Had our team trained harder, we could have won the match.

5

1 I still have some annual leave to take - I'd prefer to 2 I'm so happy - my boss promised take it in the summer. to raise/increase my salary in the new year. 4 Rupert has been fired/dismissed/sacked/let go for being late three days in a row. 5 correct 6 At work we have a party every year for all the personnel/staff (members). 7 After Illiana's dismissal from her post as team leader, the rest of the staff have been working harder. 8 The management hired/took on/recruited staff because they had extra work.

2 more 3 Fewer 4 greater/bigger 5 far **6** as 7 best 8 whole 9 less 10 the

- Unfortunately, a refund is out of the question.
- 2 I'm sorry to cancel at such short notice. 3 Sally was at a loss to understand Enrique's motives. 4 We were under the impression that all expenses would be paid. discarded the furniture which as not in keeping with its new image. 6 Jan was by no means the only one who arrived late.

6 up 1 through to 2 out 3 off 4 down **5** up 7 over 8 down 9 on

1 witnessed 2 eliminated 4 outplayed 3 correct 5 defeated 6 rival 7 spectator 8 fan

12 MIND OVER MATTER

UNIT OBJECTIVES

Topic: the mind

Grammar: participle and to + infinitive clauses;

nominalisation

Vocabulary: verbs related to mental processes; mood

and feelings; think and thought idioms

Listening: Part 2 – training
Reading: Part 7 – training
Speaking: exemplification

Writing: Part 2: A letter/email – training

Exam focus: Listening Part 2; Writing Part 2: A letter/

email; Reading and Use of English Part 7

Real world: Dealing with stress

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

GETTING STARTED

SB P158

Students work in teams to decide if the statements are true or false, justifying their opinions. Monitor and take notes on common mistakes and useful language to write on the board before whole class feedback.

1 F (it is the largest in terms of brain to body weight ratio though)
2 F (they are roughly the same)
3 T
4 T
5 F (all of the brain is active)
6 T

ALTERNATIVE

Books closed. Read out the first statement and allow students 30 seconds to discuss their answers in teams, then elicit these and award points accordingly. Repeat with the rest of the statements.

VOCABULARY

SB P158 PRACTICE EXTRA / Unit 12

VERBS RELATED TO MENTAL PROCESSES

SEXAM INFORMATION

High-level verbs such as the ones covered in this section might be tested in the Reading and Use of English exam, particularly in Part 1, and their accurate use in the Speaking and Writing exams would score candidates points in the Language criteria.

WARMER

Ask students to read the article titles A-G and discuss which articles they would like to read and why in pairs. Elicit opinions during feedback and write useful emergent language on the board.

Students read texts 1-4 quickly and match them to an appropriate title from A-G, then compare answers with a partner, justifying their ideas. Elicit answers from the whole class and ask them which article sounds most interesting and why.

1F 2A 3B 4C

2 Students match the highlighted vocabulary from texts 1-4 to definitions A-I. Point out that there are nine definitions for ten highlighted words because one definition matches two highlighted words. Allow students to check in pairs and encourage them to infer meaning from context without using a dictionary. If the students insist on using translation software, encourage them to write full sentences as many of the verbs highlighted have more than one meaning. Elicit answers from different pairs.

A envisage B grasp C embrace D unwind
E dread F evaluate G reflect; contemplate
H tackle I daydream

ALTERNATIVE

Challenge students further by asking them to work in pairs to infer the meaning of the highlighted words from context before reading definitions A-I and matching.

Allow students time to look at the words in the box and discuss in pairs what they think the two different meanings they carry might be, e.g. embrace could mean hug or welcome an opportunity, a challenge, etc. Students then work individually to choose the correct word for each gap. Elicit additional example sentences during feedback.

1 embrace 2 grasp 3 gather 4 tackle

4 Students work alone to fill the gaps in the emails with the appropriate vocabulary. Allow students to check in pairs before whole class feedback.

1 b 2 a 3 a

5 Students discuss Dennis' problem in pairs and decide what they would recommend he does in his situation. Monitor closely and listen for interesting ideas, then elicit these during feedback and assist with useful vocabulary on the board.

OEXTENSION

Students choose three words from the session and use them to write a similar email, inventing the writer's problem. Students swap emails with a classmate, who has to write a response using an additional three words from the session.

LISTENING PART 2 TRAINING

SB P159

Os4 Tell the students they are going to do a logic test. Give students one minute to answer both questions individually. Withhold feedback and then play the audio for them to check their answers. After listening, allow students to check their original answers and their new answers in pairs, discussing any mistakes and why they think these occurred. Elicit answers and ideas during feedback.

1 two minutes

2 six

AUDIOSCRIPT @ 084

F: I'm sure you're familiar with the notion that the majority of us, when asked to rate our own intelligence, consider ourselves to have above average intellect. Well, I've just been reading a book called *The Intelligence Trap* by David Robson, and for any of you who do consider yourselves to be geniuses, I'm afraid I have some bad news for you!

Now, it's all too easy to make mistakes, and we all do it, but Robson takes issue with lazy thinking, which so many of us fall into the trap of. And it's this which he argues can lead to avoidable errors of judgement. An example would be the ice cream scenario, where it's all too easy to just assume that if two kids can eat two ice creams in two minutes, then the time needed for five kids to eat five ice creams is five minutes. But of course it isn't – it's just two minutes.

The problem, according to Robson, is that people are misers when it comes to applying their intelligence. Nobody would sit an exam without engaging their brain, and yet when it comes to everyday situations they make no effort to do likewise. Of course if it was a job interview they would, one hopes, endeavour to demonstrate their thinking skills.

Let's consider an example where many people fail to do so: if all living things need water, and if a rose needs water, does it follow from these two statements that a rose is a living thing? Well, no, of course not. Now, 70 percent of students were observed to get this one wrong, so you might conclude that given their poor performance, you could make the case that academic qualifications carry more weight for recruiters than they should, and that some form of logic testing should be used as well in order to accurately gauge intelligence.

Robson provides many examples of people using their brains in what you might call a one-sided way, because rather than approaching a problem from both sides, as it were, they jump to conclusions that are consistent with views they already hold, which he terms motivated reasoning. It's a central theme of Robson's book.

And we see people failing to apply logic all the time, including those who should be wise enough to know better. There are many who deny that climate change is a reality, considering it instead a form of fake news, as their so-called expertise, they think, entitles them to dismiss all the science. They simply choose to disregard anything that doesn't fit well with the beliefs they already hold.

So, what can a person's performance in logic tests actually tell us? Well, more than you might think. Take problems like this one: a farmer had thirteen sheep. All but six died. How many are left? And most people say seven, whereas in fact of course it's six, not seven, like most people think. And we can see a high correlation between someone getting questions like that wrong and increased likelihood that they will fall into debt at some stage. And so it follows that if people can train themselves to think logically, it can benefit them in all walks of life.

So, what can we do to avoid being caught out by flawed reasoning? Well, Robson argues that if we slow down we'd be less likely to fall victim to these slips. This is counter-intuitive in a world where to behave cleverly is to be 'quick', so perhaps it's a quality that isn't valued in our culture as much as it should be.

- 2 @ 084 Students work in pairs and discuss what they remember of the talk and what words might fit in each gap. Students then listen again and fill the gaps with the appropriate word(s). Monitor to establish whether the class needs to listen one more time, and play the audio again if so. After feedback, ask students to write their mistakes on a fresh piece of paper and collect these for the extension after Exercise 3 if you wish to use it.
 - 1 above average the majority of us, when asked to rate our own intelligence, consider ourselves to have above average intellect 2 lazy thinking - Robson takes issue with lazy thinking, which so many of us fall 3 everyday situations - Nobody into the trap of. would sit an exam without engaging their brain, and yet when it comes to everyday situations they make no effort to do likewise. 4 motivated reasoning - they jump to conclusions that are consistent with views they already hold, which he terms motivated reasoning. change - There are many who deny that climate change is a reality, considering it instead a form of fake news, as their so-called expertise, they think, entitles them to dismiss all the science. 6 into debt – And we can see a high correlation between someone getting questions like that wrong and increased likelihood that they will fall into debt at some stage. 7 slow down - Robson argues that if we slow down we'd be less likely to fall victim to these slips.

3 Students work in pairs to match the mistakes with their correct type. You might want to challenge the students to cover the mistake types initially and guess these in pairs before revealing them. During feedback, point out that these mistakes would lose candidates points in the exam and elicit how these mistakes can be avoided (rereading the summary after the task to ensure the sentences make sense, listening closely in the second listening to check they wrote the exact words in the audio, and proofreading their answers).

1 B 2 C (the correct answer is lazy thinking)

6 A

OEXTENSION

Write the mistakes you collected from the students at the end of Exercise 2 on the board anonymously. Students discuss in pairs what mistake types these are and how to avoid them in the future. Elicit ideas from the whole class.

4 Students read the questions, then take a minute of silent thinking time to form opinions. They then discuss the questions in pairs as in a Speaking Part 4 task. Remind them to use good interaction phrases and emphatic structures from the previous unit if possible.



SB P160 PRACTICE EXTRA / Unit 12

PARTICIPLE AND TO + INFINITIVE CLAUSES

WARMER

Write infinitive and gerund on the board, and elicit that the use of these verb forms tends to be tricky for exam candidates at every level. Ask students in small groups to think of two instances where each of these are used, and elicit ideas during feedback.

Students look at the three extracts from the audioscript in the previous section and discuss in pairs the function of the infinitive clauses in bold. They then work together to match these to functions A-F. During feedback, elicit that all the functions A-F are correct uses of infinitive clauses. Elicit further example sentences for each function during whole class feedback.

1D 2E 3C

WARMER

Write sleep scientist on the board and invite students to guess in pairs what these professionals do. Ask students to read the text quickly to check their ideas, and elicit the answer from the whole class.

2 Students read the text and add to where necessary. Feed them the following information gradually while they work: There are ten instances of to to be added in total; two in the first paragraph; two in the second; three in the third; one in the fourth; two in the last. Allow students to check in pairs and then elicit answers from the whole class.

dreams were often believed **to** predict your future dreams are fascinating **to** analyse in their own right our primary aim is **to** help people sleep better that's when dreaming is known **to** occur. that's not a sufficiently robust technique **to** obtain solid data

It's much more reliable **to** use the technology now available than **to** just ask people to self-report their dreams.

in order for us **to** analyse brain activity one thing it's been possible **to** observe this makes it more likely for them **to** dream about it

3 Students look at sentences 1–7 and discuss the function of the underlined participle clauses in pairs. Students then match the sentences to functions A–F. Remind students that some sentences have more than one possible answer. During feedback, point out that participle clauses are often used to express meaning more succinctly, and elicit the alternative form of sentences 1–7 without a participle clause, e.g. 1: He had taken the test previously, so he expected to pass it with flying colours.

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

- 4 Students work alone to rewrite sentences 1–6 using a suitable participle clause, then check in pairs. Elicit answers from the whole class.
 - (being) tired from lack of sleep, ...
 Believing she was more intelligent than him, she was surprised ...
 Feeling quite pleased with herself for having solved the crossword, she decided to
 If asked for my opinion ...
 Having tried to grasp his theories several times, I gave up ...
 Not having studied / Having not studied ...

OEXTENSION

Ask the students to transform the sentences again to include an infinitive clause. Students check answers in pairs before whole class feedback.

Possible answers

1 He was too tired to think straight. 2 She believed she was more intelligent than him, so she was surprised to get worse scores than him in the test. 3 She was eager to tackle the Sudoku because she was feeling quite pleased with herself for having solved the crossword. 4 If I were asked for my opinion, I would say that to try and interpret dreams is a waste of time. 5 His theories were too complicated to grasp, so having tried several times, I gave up. 6 I haven't studied that philosopher's work enough to make a judgement on her theories.

WRITING PART 2: A LETTER/EMAIL TRAINING

SB P161

⊘EXAM INFORMATION

Students are often tempted to use language which they consider higher level, regardless of its register. Point out that in the Writing exam, using an inappropriate register will lose the candidates points in the Communicative Achievement criteria, regardless of how high a level the language might be.

WARMER

Introduce the topic of the session (complaining about a purchase and asking for a refund) and elicit relevant vocabulary on the board, such as return, refund, faulty, voucher, complain/complaint, return policy, satisfied/ dissatisfied, customer service, good/poor quality, purchase, receipt, etc.

- Students read the questions and take one minute of silent thinking time before answering these in pairs, using the vocabulary on the board. Monitor closely and elicit interesting anecdotes or opinions during whole class feedback.
- Students read the task instruction, then discuss the two questions in pairs. During feedback, elicit that question 1 corresponds to the Content Assessment criteria and question 2 to the Communicative Achievement criteria, and that both questions are relevant to any type of writing in the exam.

1 give reasons why you are not satisfied with the product and explain what you would like the shop manager to do 2 shop manager; formal register

OEXTENSION

Students read the letter at Exercise 3, ignoring the numbers in brackets. Discuss whether the text included the two content points required in question 1, and whether the register is appropriate for the target audience. During feedback elicit that the register of the letter is inappropriate and that this candidate would lose points in the Communicative Achievement criteria.

Challenge the students to cover the box and work in pairs to come up with more formal phrases to replace the underlined language in the email. After a few minutes, allow students to uncover the box and match the phrases to the underlined language in the email. Students then check in pairs. Elicit the students' alternative phrases during feedback.

1 with regard to 2 words to that effect 3 | am sure you can imagine my disappointment 4 requires 5 been of use 6 none was provided assembly 7 a considerable amount 8 as a result 9 To make 11 provided matters worse, 10 is unacceptable 12 receive a full refund 13 Yours faithfully

Students read the advice and decide if each point refers to formal or informal letters. After feedback, elicit from the students whether these suggestions apply to email writing in their own language, and discuss any differences.

> 1 F 21 71 3 F 41 5 F

Students work alone to find further inappropriate language in the email and replace it. Allow students to check in groups before doing whole class feedback, projecting the email on the board if possible to point out where the corrections are needed.

Yes

Contracted word forms: I'm = I am; isn't = is not Reduced expression and abbreviation: Hope to hear from you asap = I hope to hear from you soon Asking the person how they are: not appropriate. Polite request: then arrange for me ... = then could you please arrange for me ...

Students read the exam task and decide what register they should use. After feedback, ask students in groups to brainstorm what advice they might give their friend, and what informal phrases or expressions they might use. Elicit ideas and expressions and write them on the board. Allow students 45 minutes for the writing task. Before turning in their work, ask students to highlight the informal expressions they believe make the tone of the email appropriate. Focus on this aspect in your marking.

Informal

Students' own answers



SB P162 PRACTICE EXTRA | Unit 12

MOOD AND FEELINGS

WARMER

Students have three minutes in teams to brainstorm adjectives to describe feelings. They will receive one point for each word no other team has written down. Students then write their words on the board. Award points accordingly.

085 Students work in pairs and discuss the meanings of the words in the box, using a dictionary if necessary. Play the audio and ask students to write the appropriate adjective(s) next to each speaker. Allow students to check in pairs and play the audio again if necessary, then elicit answers from the whole class.

1 astonished / speechless 2 overwhelmed / hysterical / thrilled 3 not bothered 4 concerned / discouraged 5 reluctant / humiliated

AUDIOSCRIPT © 085

Narrator: Speaker 1: I couldn't believe what I was

hearing from that politician. I was genuinely lost for words at how ridiculous his new

policy was.

Narrator: Speaker 2: When I won the award, I felt such

a rush of emotion that I started sobbing and

couldn't stop for about five minutes.

Narrator: Speaker 3: A lot of people get very upset if

their favourite movie or TV show does not live up to their expectations, but personally, I don't get that invested in things. It's only a story,

after all.

Narrator: Speaker 4: Sometimes, I worry about some of

the opinions I read online and the attitude and prejudices of the people who write them. It makes me want to abandon social media

altogether.

Narrator: Speaker 5: I want to return a T-shirt I bought

because I chose the wrong size, but I really don't want to have to explain it all to the sales assistant. Last time I asked for a refund, the assistant refused and I left the shop red-faced.

OEXTENSION

Remind students of the concept of gradable and ungradable adjectives (i.e. adjectives which can be introduced by grading adverbs such as quite, very, a little, and those which can't and are usually introduced by adverbs such as absolutely, completely, utterly and so forth). Students work in pairs or small groups to choose which adjectives in the box are gradable or ungradable. Elicit some typical accompanying adverbs during feedback.

| Gradable | Ungradable |
|--|---|
| [quite/thoroughly] humiliated | [absolutely/utterly] devastated |
| [a bit/somewhat/ absolutely] overwhelmed | [absolutely/utterly/ simply] astonished |
| [quite/somewhat/ definitely] reluctant [quite/a little bit/fairly/ | [absolutely] thrilled [absolutely/completely/ utterly] speechless [absolutely/utterly] hysterical |
| really] concerned [very] appreciative | |
| [quite/somewhat/fairly/ very] discouraged | |
| [really/quite] bothered | |

2 Students read the sentences and fill the gaps with the appropriate vocabulary from Exercise 1. Allow students to check ideas in pairs, reminding them that there might be more than one possible answer and that they should therefore discuss different options. Elicit all possible answers during feedback.

1 concerned / astonished / discouraged 2 reluctant

3 appreciative 4 overwhelmed / discouraged

5 devastated / hysterical

3 Students take a minute of silent thinking time and then discuss the questions in pairs. Monitor closely and correct any inappropriate uses of the target vocabulary, then elicit further useful language during feedback.

READING AND USE OF ENGLISH PART 7 TRAINING

SB P162

1 Students read the extract and guess the missing percentages individually.

Quickly collect answers, adding them up and dividing the sum by the number of students in the class. Alternatively, students work together and do this themselves, working out the averages in their groups. Reveal the actual answers (91% and 65% respectively) and elicit whether the class finds these surprising and why.

Students then discuss question 3 in groups. Monitor closely and elicit contrasting opinions if possible during feedback.

1 Students' own answers

2 Actual answers: 91, 65

3 Students' own answers

2 Students read the review and the missing paragraphs once, ignoring the tip boxes initially, then read again using these to help them identify which of missing paragraphs A-F best fits each gap. Challenge stronger students to ignore the tip boxes completely and only use them to double check their answers at the end. Students check answers in pairs before whole class feedback.

- 1 B however contrasts the idea of the individual guesses being wrong with the average being correct; those refers to the estimates mentioned in the first paragraph; This refers to the anecdote mentioned in the first paragraph and in B. 2 F - For evidence refers to evidence of Surowiecki's theory in paragraph 2; he refers to Surowiecki, mentioned in paragraph 2; The answer in paragraph 3 refers to the question at the end 3 A - Strategy consultants and executives refer to expertise in the preceding paragraph, and A also continues the idea of the corporate world being resistant to using crowds. 4 E - probability and Subtract continue the theme started in the previous paragraph of 5 C - the paragraph explains that mathematics. crowds are sometimes wrong, which follows the idea introduced in the previous paragraph, and the example in the following paragraph continues the argument.
- 3 Students work in groups and discuss what they would like to ask the author, making a list of questions for him. They then discuss why they would or wouldn't buy the book mentioned in the text. Monitor and collect common mistakes. Write these on the board and invite different students to correct them.

OEXTENSION

Students in pairs use the questions they wrote down in Exercise 3 to semi-script an interview with the book's author, inventing his answers and using expressions to buy time from page 61 throughout. Students then perform their dialogues for the whole class or smaller groups, as appropriate.

PUSH YOURSELF

C2

SB P164

THINK AND THOUGHT IDIOMS

WARMER

Write on the board think and thought and give students in groups two minutes to brainstorm fixed expressions and collocations with the two words. Elicit these and write them on the board during feedback.

Students work alone to match the sentence beginnings 1-8 and endings A-H. In the meantime, write the first half of the expressions in bold on the board. Students check answers in pairs before whole class feedback. Invite students to complete the expressions on the board.

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

- 2 Students work alone to fill the gaps with the appropriate expressions from Exercise 1, then check their answers in pairs. Elicit further example sentences during feedback.
 - 1 (we) didn't think much of 2 thinks back 3 think twice about 4 highly thought of 5 spare a thought for 6 come to think of it 7 think on his feet 8 train of thought

OEXTENSION

Elicit a few ways of recording high-level expressions like the idioms they have learnt here, such as word lists, flash cards (paper or digital) or digital voice recordings the students can listen to in their spare time. Then allow time for students to record these expressions.

SPEAKING

SB P164

EXEMPLIFICATION

WARMER

Students work in small groups and discuss what modification they would make to the human body if they could, e.g. black-out eyelids, a nose that can pick up objects or an extra arm. Elicit ideas from the whole class.

- - 1 earlids 2 ear muffs or ear plugs 3 mute button on TV; silent mode of mobile phones; taxi app where you can mute the driver; blocking tools on social media

AUDIOSCRIPT @ 086

- M: I was just contemplating ... You know how with eyelids, you can shut your eyes, and not see anything?
- F: Well obviously.
- M: Well hang on, my point is ... wouldn't it be awesome if we also had earlids?
- F: Ear what? There's no such thing!
- M: Exactly, but if there was, you could just block out whatever you didn't want to hear.

UNIT 12

- F: Oh I get you. Well, you already can. They are called ear muffs or ear plugs. They are available in shops and online. You might have heard of them.
- M: Well, somebody woke up with a sarcastic head on today. Yes, I am aware that these things exist. I guess I was thinking more about some way to apply this idea to technology. I just feel like I never get any peace.

- F: You already can in some ways. Take TV for example you can use the mute button if you don't want to listen ... say ... to the adverts and so forth. It lets you just turn off the sound. And it's easy enough to switch your phone onto silent.
- M: Yeah, that's true. I was thinking more about my smart phone. I have this new taxi app. When you hail a ride, there's a feature where you can basically mute the driver. By and large, that's what I use, so for instance I can set my preference to 'quiet preferred', so the driver knows not to bother me with small-talk. But then I can also toggle it to 'happy to chat' if I am feeling sociable.
- F: Ooh lucky driver! Anyway, as a rule, social media platforms and apps do let you block stuff you don't want to hear, don't they? Suppose you're using Instagram right, well, you can avoid seeing certain messages. Let's say you have a friend who posts all these tedious selfies; well you can block these, and the friend doesn't even have to know. And you can do the same thing on Twitter, on Facebook and so on.
- M: True, but more often than not, we tend not to bother, don't we? I guess I am just being lazy. I still like the idea of having earlids though.

1 2nd F 2 6th G 3 8th F 4 7th I 5 9th E 6 5th F 7 3rd E 8 4th G 9 1st F 10 10th G

3 Students discuss the statements in small groups and give their opinions and their reasons, using as many target expressions as they can. Direct students attention to the Remember box. Monitor closely and elicit interesting ideas during feedback.

ALTERNATIVE

Each group cuts up 10 pieces of paper and writes one target expression on each. Students place the cards, face up, jumbled in the centre of the desk. They then start discussing the questions, taking the corresponding piece of paper from the middle every time they use a target expression and placing it in front of them. Students can also use expressions that have already been used, stealing the cards from their classmates. The student with the most cards in front of them at the end of the activity wins.



SB P165 PRACTICE EXTRA / Unit 12

NOMINALISATION

WARMER

Write sentence 1 from Exercise 1 on the board. Students have two minutes in teams to write down as many different versions of the sentence as possible, maintaining the same meaning, e.g. Juliancito is really good at making people laugh, and I've always wished I could be as good as him.

Orally elicit as many of the students' versions as possible, making corrections where needed. Tell the students this skill is useful in Reading and Use of English Part 4, where they are tested on their ability to paraphrase ideas, and that this session will help them with this.

Students read the sentences and fill the gaps in the sentences with the correct words from the box. Allow students to check in pairs before whole class feedback, and elicit further variations.

2 deterioration 3 transformation 4 explanation; disappearance

Point out that this exercise will help students with Reading and Use of English Part 2, where the prepositions which make up phrases might be missing in the text given. Students read the sentences and add the correct prepositions where needed. After a few minutes, support the students who are struggling by writing the sentence numbers and corresponding prepositions on the board so that students only have to decide where to add these in each sentence. Elicit answers from the whole class, and encourage students to record the expressions they didn't manage to correct, for future reference.

1 a substantial rise in 2 a rejection of the aesthetic values 3 affection for 4 an investigation into the disappearance of 5 response we have received to our request for

3 Students read the text quickly, then work with a partner to change the expressions in orange to noun phrases. Monitor closely and help where needed. Withhold feedback. 4 087 Students listen to the audio and check their ideas for Exercise 3, making changes where necessary. Allow students to check in pairs before whole class feedback. Elicit the students' original guesses if different from the actual answers.

1 a child's communication skills 2 the amount of contact between a child and their parents speed of the child's reaction 4 a quicker selection of the correct picture 5 a child's ability to process language 6 a child's readiness for school

AUDIOSCRIPT @ 087

Presenter: New research has demonstrated that when parents read bedtime stories to babies, it boosts their brain power. Studies conducted on babies and toddlers suggest that hearing the spoken language influences a child's communication skills. Children whose parents spoke to them the least performed the worst, and at the age of 24 months, some were behind their contemporaries by as much as six months. Researchers concluded that performance in cognitive tests depended on the amount of contact between a child and their parents. In one of the tests, babies and toddlers sat in their parents' laps in front of a computer which displayed pictures of a baby and a dog side by side. They were then instructed to look at one or other of the images by being told for examples to 'Look at the baby' or 'Look at the doggy'. Slow-motion cameras were used to measure the speed of the child's reaction. With the youngest children, there was usually a pause before they shifted their gaze. But when the tests were done with older children, researchers observed a quicker selection of the correct picture. In one study, the difference between the quicker and slower children was found to be one-fifth of a second. The different speeds were attributed to how much the parents talked to their infants. Although the differences were slight, they were considered to assess reliably a child's ability to process language. Researchers consider the tests a prognostic tool which can be of use for both parents and educators, in that their performance in these tests indicated a child's readiness for school.

> One researcher recommended that parents use sophisticated language when addressing their offspring, rather than simplified baby-talk, saying 'Children cannot learn what they do not hear.'

Students take a minute of silent thinking time, then discuss the questions in small groups. You may want to ask the students to try and use exemplification expressions from page 164. Monitor closely and take notes of common mistakes and useful language, together with contrasting opinions if possible, to review during feedback.

EXAM FOCUS

SB P166

LISTENING PART 2

OEXAM CHECK

Students read the statements in the Exam check box and choose the correct option, then check answers in pairs before whole class feedback.

1 monologue 2 eight independent gapped sentences 3 a word or short phrase 4 one mark 5 will 6 either British English or American English spelling

WARMER

Students discuss any famous psychology experiments they might have heard of in pairs or small groups. Monitor closely and elicit the most interesting examples from the whole class, writing useful vocabulary on the board.

088 Remind students to read the summary carefully, underline key information and guess the types of words or phrases missing before listening to the audio. Play the audio twice as in the exam, then allow students to check answers in pairs. Ask them to use a different colour pen if they choose to change their answers so that they can see how they would have done in the exam. Elicit the correct answers from the whole class.

1 (real) participants - They understandably would have made the assumption that the others sitting the test with them were real participants, just as they were. 2 relief - After the experiment, the rationale for the deception was made clear to them. Relief was expressed by a large portion of them 3 better informed - This led them to consider the group as a 4 peculiar - Others who had whole to be better informed. conformed indicated an unwillingness for the group to regard them as peculiar because of their response not conforming. 5 group size - So the probability of an incorrect answer being given clearly depended to some extent on group size. allies – This suggests how having allies apparently reduces the pressure to reiterate what others have said. students - It was actually restricted to male students, so wasn't as representative as perhaps it could have been. 8 obedience - Back then, great importance was placed on

obedience, and that's arguably not so true of nowadays.

AUDIOSCRIPT @ 088

M: Hello. I'm Tony Nelson and I'd like to tell you about an influential experiment conducted by psychologist Solomon Asch in the 1950s which asked fundamental questions about human behaviour and the extent people will go to to conform. He showed people four lines on a piece of paper, and they had to identify the pair that were equal in size. This should have been straightforward, but when the other people gave the same incorrect answer (as they'd agreed in advance that they would), then the person tended to give the same incorrect answer too. They understandably would have made the assumption that the others sitting the test with them were real participants, just as they were. In actual fact of course they were collaborators in Asch's experiment.

In about one-third of cases, they simply went along with what the others had done, and gave the wrong answer, identifying line A or line B instead of line C. After the experiment, the rationale for the deception was made clear to them. Relief was expressed by a large portion of them, as during the experiment they'd experienced a degree of worry on hearing that others were giving answers they felt were wrong, and that there seemed to be consensus between them. This led them to consider the group as a whole to be better informed. Others who had conformed indicated an unwillingness for the group to regard them as peculiar because of their response not conforming.

One thing to add, though, is that various versions of the experiment were performed. The researchers sometimes found that in fact there wasn't enough peer pressure to make any difference to people's responses, so there was no need to conform with just one or two others. So the probability of an incorrect answer being given clearly depended to some extent on group size. In others, critical subjects had enough time to realize that there was collusion, and that then didn't affect their answer. Another variation was to have the right answer also provided by one of the others. Then, even if a majority had still answered incorrectly, it was found that the critical subject would never give the wrong answer. This suggests how having allies apparently reduces the pressure to reiterate what others have said. Over the years, Asch's Conformity Experiment has gone

Over the years, Asch's Conformity Experiment has gone down in history for asking really challenging questions about human nature. Yet you could argue that it has its faults – it didn't feature a wide cross-section of society. Nor did it involve people of both genders or from different social groups, as would probably be done these days. It was actually restricted to male students, so wasn't as representative as perhaps it could have been.

And perhaps you could argue that it was very much 'of its time'. Culture has changed enormously since the 1950s. Back then, great importance was placed on obedience, and that's arguably not so true of nowadays. So this and other experiments in psychology from back then perhaps tell us more about the period than they do about human nature.

OEXTENSION

Collect the students' mistakes and write them on the board anonymously. Students discuss the mistakes in pairs or small groups and try to categorise them by mistake type, then brainstorm advice to avoid these in the future.

Suggested answers

Didn't identify a distractor [listen carefully to the entire extract as the first possible answer might not be the correct one] Wrong spelling [unless the word was unknown, proofreading answers might help]

Misunderstood the summary [read the summary more carefully before listening]

Changed the word heard in the recording [remember to write the word unchanged]

Wrong part of speech / answer which doesn't logically fit in the summary [read the summary more carefully and predict the type of word needed before listening]

WRITING PART 2: A LETTER/EMAIL

SB P167

OEXAM CHECK

Students read the statements and decide if they are true or false, then discuss with a partner before whole class feedback.

1 T 2 F (this is a formal letter/email style – you may need to write in an informal style) 3 F 4 F 5 T

WARMER

Students read the exam task. Divide the class into two teams. Team A completely agrees with the article, and team B completely disagrees. Teams have five minutes to brainstorm arguments to support their views. Elicit these from the whole class, taking notes of the main arguments on the board. Tell students they can use any of these in their letters, if they want.

Allow students 45 minutes for the task. Elicit that the register of their letters should be formal. Before submitting their work, students swap letters with a partner and give each other feedback regarding their use of register.

ALTERNATIVE

Challenge stronger students to make use of target language from the unit, such as nominalisation, target vocabulary or infinitive clauses. Allow students to set their own goals (e.g. use three words from page 159) and ask them to write these at the top of the sheet they will use to write their letter so that you can give them feedback on these points specifically.

Model answer

To whom it may concern,

I am writing to you in response to the article you recently published on the effects that technology is having on younger generations. I personally do not agree with many of the arguments in the article, and I would like to explain why.

I agree that mobile devices are having an effect on youngsters' thinking skills, but I personally believe that this is a positive effect, not a negative one. Many studies show that the younger generations are on average better at identifying fake news. In today's world, this is an essential skill in order to become an informed citizen, and I believe that the internet is doing a good job of teaching young people how to think critically about the information they receive.

Additionally, I would say that it is not true that young people are working or studying less because of smartphones. These young generations are in fact very hardworking, and are under a lot of pressure to perform well at work and in school in order to stand out. If, after a long day studying or working, they feel like spending time playing games or reading about trends is a good way to relax and switch off, I do not personally see a problem with that.

For these reasons, I was disappointed by the article. Some of the arguments were reasonable, but in general I believe that it tried to simplify a very complex topic, and did not do so very well.

Yours faithfully,

[252 words]

READING AND USE OF ENGLISH PART 7

SB P168

OEXAM CHECK

Remind students that in this part of the exam they will need to pay attention to a number of cohesive devices which will work as clues to select the appropriate extra paragraph in each gap. Focus the students' attention on the Exam check box, which will remind students of some of these. Students work alone to match the language to the gaps, then check in pairs before whole class feedback.

1 pronouns, possessives and determiners 2 linkers of cause and effect, contrast, addition 3 phrases of repetition or exemplification 4 time and sequence phrases

WARMER

In small groups, students discuss what they would do if they found a wallet in the street and why. Elicit contrasting ideas and personal experiences during feedback. Remind students to identify cohesive devices in the text and paragraphs during the first reading, and then to check the text after the gap as well as what's before when choosing the correct options. Students then check answers in pairs, making changes in a different colour pen if possible. Elicit answers from the whole class. If you have a projector, project the task on the board to point out the cohesive devices used throughout.

1 B - her decision refers to her decision to return the wallet without checking for cash, as explained in the previous paragraph 2 F - the results refers to the results of the experiment explained in the previous paragraph; people/they refers to people entrusted with the wallets in the previous paragraph; This in the following paragraph refers to the 3 G - they and both groups refer to results explained in F professional economists and the public; something else in the following paragraph contrasts altruism in G 4 A - this in A refers to the psychological concept introduced in the previous paragraph; this in the following paragraph refers to the theory introduced in A that wallets with more cash would be more likely to be returned 5 D - Sure enough confirms the theory in A, and the use of past simple throughout indicates that an experiment was carried out, namely the one explained in the previous paragraph; these findings in the following paragraph refers to those explained in D Yet all in all in the following paragraph contrasts the limitations and unfortunate incidents mentioned in C

REAL WORLD

SB P170

DEALING WITH STRESS

- 1 Students read the questions and take one minute of silent thinking time, then discuss in pairs. Monitor closely, taking notes of mistakes and providing useful language where needed, reviewing these during whole class feedback. Students repeat the task with a new partner if there is time.
- 2 Allow students three minutes to quickly read the article, then elicit what the four As are and what concept they refer to. Elicit from the class whether they had heard of this model before, and what their initial reactions are.

Avoid unnecessary stress; Alter the situation; Accept the things you can't change; Adapt to the stressor

3 Students discuss what they remember reading about the titles in pairs, then reread the article to match the titles to the paragraphs. Elicit answers and related concepts during feedback.

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

4 Students work alone to match the sentence halves. Write the first half of the expressions in bold on the board, and ask fast finishers to complete these. Elicit further example sentences with the target expressions during feedback.

1 A 2 C 3 D 4 E 5 B

5 Give students a few minutes to discuss what the phrases from Exercise 4 mean, before they write agree, disagree or it depends next to each statement. Elicit opinions about each from the whole class, encouraging discussion as appropriate and eliciting useful language on the board.

bottling things up – repress emotions instead of expressing them voice their feelings – express how you feel confronted with a challenge – face a difficult problem or task lose sleep over – be unable to sleep due to worry taken on too much – accept too many jobs or responsibility

ALTERNATIVE

Allow students to discuss the statements in small groups. Then write the names of each student on a piece of paper, fold these and put them in a container. Draw two random pieces of paper, and ask the two corresponding students to discuss statement 1, speaking for about 45–60 seconds, avoiding short answers and using plenty of interactive communication expressions. During feedback elicit useful language and corrections on the board, then repeat the procedure for the remaining statements.

WARMER

Students work in groups and discuss what counselling options are available in their countries, both for students and the general population, if they know. If appropriate, steer the discussion towards the issue of social stigma related to counselling and seeking help for mental health in general, and ask the class to compare how this affects society in their different countries.

6 089 The students listen to the three conversations, taking note of the issues the speakers would like to discuss with the counsellor. Do quick whole class feedback, then ask students to discuss question 2. Monitor closely and elicit contrasting opinions if possible during feedback.

Speaker 1 – advice on a work issue
 Speaker 2 – help with managing workload
 Speaker 3 – advice on a relationship issue

2 Students' own answers

AUDIOSCRIPT 🙆 089

Narrator: 1

Martha: Hello, well my name's Martha. Thank you for

coming to see me.

F1: Thank you. I've never been to a counselling

session before!

Martha: Oh right, well, it goes without saying that what

is said in this room is and remains strictly confidential. Anyway, how can I help?

F1: OK, so I've been with this company for a few

years now, but the thing is that a junior colleague who started working here after me and who I didn't think much of has recently been promoted to become my line manager.

And she's starting to get on my nerves – she likes to throw her weight around and thinks she can boss me around. It makes my blood boil, to be quite frank with you.

Narrator: 2

Martha: Right, well, let's get started. If you could begin

by explaining what it is you wanted to talk

about ...

M: Well, I've got my end of year exams coming up,

and to be honest I'm finding it's all getting on top of me. I'm revising all the time because I feel overwhelmed by the amount I've got to get through. I'm starting to feel that I'm at the end of my tether, which is why I thought that some counselling might point me in the right direction.

Narrator: 3

Martha: Right, why don't you talk me through whatever it

is that's preoccupying you, and we'll take it from

there?

F2: You see, I've recently become engaged, and I

know I should be over the moon about it, because he's a great guy and everything. But he keeps saying we need to make wedding plans, and whenever he does I just change the subject.

7 @ 090 Students listen to the second halves of the three conversations and match them to the three speakers from Exercise 6. After feedback, elicit whether the students agree with Martha's assessment and advice, and why.

1 C 2 A 3 B

AUDIOSCRIPT @ 090

Narrator: A

Martha:

In your case, it sounds as though you are overloaded, and are cramming as much work as you can into each day. But quantity of work and quality of work are not the same thing. You need to have time out and let off steam, and do something you enjoy. So go for a run, or do something different, because just slaving away at your desk for hours on end is likely to be counterproductive. You've got to take time to give yourself a breather.

Narrator: B

Martha: Well, I'm glad you've taken the decision to reach

out to me. It sounds as though you're in two minds about whether to go ahead or not. But whatever you decide, it's got to be a decision you take in your own time, and not under

duress.

Narrator: C

Martha: I car

I can sense that you feel undermined by this, but the truth is that you no longer have the sort of seniority over this person that you perhaps feel you used to. And if they are the one you report to, well, you'll need to just come to terms with it. And I think you are going to have to face up to the fact. © 091 Students try and correct the expressions from memory in pairs, then listen again to check their answers. During feedback, withhold information about the meaning of the expressions.

B It makes my water **blood** boil. C I think you are going to have to face over up to the fact. D It's reaching getting on top of me. E Counselling might point me in the right way direction. F You need to have time out and let out off steam. G You've got to take time to have give yourself a breather. H | should be over the stars moon about it. I I'm glad you've taken the decision to stretch reach out to me. got to be a decision you take in your own time, and not with under duress.

AUDIOSCRIPT @ 091

Narrator: 1

Martha: Hello, well my name's Martha. Thank you for coming to see me.

F1: Thank you. I've never been to a counselling session before!

Martha: Oh right, well, it goes without saying that what is said in this room is and remains strictly confidential. Anyway, how can I help?

F1: OK, so I've been with this company for a few years now, but the thing is that a junior colleague who started working here after me and who I didn't think much of has recently been promoted to become my line manager. And she's starting to get on my nerves - she likes to throw her weight around and thinks she can boss me around. It makes my blood boil, to be quite frank with you.

Martha: I can sense that you feel undermined by this, but the truth is that you no longer have the sort of seniority over this person that you perhaps feel you used to. And if they are the one you report to, well, you'll need to just come to terms with it. And I think you are just going to have to face up to the fact.

Narrator: 2

Martha: Right, well, let's get started. If you could begin by explaining what it is you wanted to talk about ...

M: Well, I've got my end of year exams coming up, and to be honest I'm finding it's all getting on top of me. I'm revising all the time because I feel overwhelmed by the amount I've got to get through. I'm starting to feel that I'm at the end of my tether, which is why I thought that some counselling might point me in the right direction.

Martha: In your case, it sounds as though you are overloaded, and are cramming as much work as you can into each day. But quantity of work and quality of work are not the same thing. You need to have time out and let off steam, and do something you enjoy. So go for a run, or do something different, because just slaving away at your desk for hours on end is likely to be counterproductive. You've got to take time to give yourself a breather.

Narrator: 3

Martha: Right, why don't you talk me through whatever it is that's preoccupying you, and we'll take it from

F2: You see, I've recently become engaged, and I know I should be over the moon about it, because he's a great guy and everything. But he keeps saying we need to make wedding plans, and whenever he does I just change the subject.

Martha: Well, I'm glad you've taken the decision to reach out to me. It sounds as though you're in two minds about whether to go ahead or not. But whatever you decide, it's got to be a decision you take in your own time, and not under duress.

Students match the expressions 1-10 to definitions A-J from Exercise 8, then check ideas in pairs. During feedback, elicit further example sentences with the target expressions.

1 1 2 A 3 H 4 G 7 E 8 | 90 10 F

Students in small groups discuss what the most stressful jobs in the world might be. Elicit ideas and write them on the board then play the video for students to check their guesses. Ask students to make notes about interesting or surprising information about each profession, and elicit this during feedback.

Suggested notes

Firefighters - regularly risk their lives to save others. Can work at RTAs (road traffic accident), fires, industrial fires, forest fires. In UK work two day shifts, then two night shifts = difficult for the body.

Taxi drivers - drive in busy, stressful conditions. Work long, unsociable hours to get best fares. Worry that people might not pay their fare. Traditional cab drivers face competition from ride-share/hail companies. Mexico City has 140,000 taxi cabs.

LIFE COMPETENCIES

SB P171

MANAGING OWN EMOTIONS

Form groups in class in advance, but ask students to work individually at home to research tips on how to stay mentally healthy while studying, or working if more relevant. In the next session, allow students 20 minutes to share what they learnt with their group and select the most interesting points they want to include on their poster. Encourage groups to meet outside of class to create the poster, or work on it collaboratively in an online document. Students then present their poster to the class and display it on the walls during the next session.

- WORKBOOK / Unit 12, page 52
- PRACTICE EXTRA | Unit 12, Grammar and Vocabulary

13 LIFESTYLE CHOICES

UNIT OBJECTIVES

Topic: lifestyle

Grammar: pronouns (1) – it and there clauses;

pronouns (2)

Vocabulary: safety and risk; adjective + noun

collocations; expressions with time

Listening: Part 4 - training

Reading: Part 1 - training

Speaking: pausing or chunking in natural speech

Writing: Part 1: An essay - training

Exam focus: Reading and Use of English Part 1;

Listening Part 4; Writing Part 1: An essay

Real world: staying safe whilst travelling

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

GETTING STARTED

SB P172

WARMER

Give students one minute to think about the most dangerous thing they've ever done or that has happened to them. Students then discuss in groups. Monitor closely and elicit useful language to write on the board during feedback.

- The students two minutes to look at situations 1–9. Allow them to form their own opinions and ask you for any language they might need. They then discuss their ideas in pairs or small groups. Encourage students to take note of any ideas they don't yet have the vocabulary to express, and elicit these to write on the board during feedback, as this activity will generate a significant amount of emergent language. This can be used in the extension activity.
- 2 Students read the opinions and decide if they agree with them. They then discuss in pairs or small groups. Alternatively, read the first opinion and ask students to move to one side of the class if they agree, or to the opposite side if they disagree. Students discuss their ideas briefly with a classmate on their side, then find a classmate on the opposite side and practise disagreeing. Repeat with the remaining statements.

OEXTENSION

Students think of a risk they have taken which paid off.
They discuss it with a partner, using the third conditional,
e.g. had I not taken a risk doing ... I never would have
Elicit ideas and corrections to mistakes during feedback.

VOCABULARY

SB P172 PRACTICE EXTRA / Unit 13

SAFETY AND RISK

O92 Students listen to the extracts and match the four speakers to four of the situations listed in Getting Started, Exercise 1. During feedback, elicit the language the students heard which indicated the correct answers.

Speaker 1 1 drive irresponsibly

Speaker 2 5 invest money in the stock market

Speaker 3 3 take up extreme sports

Speaker 4 8 marry somebody you have just met

AUDIOSCRIPT © 092

Narrator: Speaker 1

Berat: I'v

I've ended up in hot water a couple of times. I don't think I was aware how reckless speeding could be. However, I ended up in trouble with the police, and was in danger of losing my licence. As part of my punishment, I had to watch some educational videos that showed the consequences of real life accidents. Some of them were horrific. It was a bit of a wake-up call. After that, I wasn't prepared to expose myself or anyone I love to the risk of serious injury. And what for? Just so I can arrive somewhere 30 seconds earlier. It's not worth the risk.

Narrator: Speaker 2

Lucia:

You know what they say – if it sounds too good to be true then it probably is. In my case, I had the misfortune to get taken in by an unscrupulous financial advisor who offered me a guaranteed double-your-money investment. I took out a second mortgage to fund it, which was really unwise. The bank threatened to repossess my house because I couldn't pay back what I'd borrowed. Putting my family's home in jeopardy was really stupid. It was a really difficult time.

Narrator: Speaker 3

Mike:

I thought to myself, why not, give it a go. To be honest, most of my friends were surprised because they know I'm scared of heights and they would ask things like, 'What happens if the chute doesn't open?', you know, that sort of thing. So I spoke to the instructors and they explained how they take precautions so that you don't get injured. I couldn't believe how professional they were during the actual jump. All equipment was double checked. I suppose people's lives are at stake so they will not leave anything to chance.

Narrator: Speaker 4

strong.

Veronica: We knew it the moment we met. We just felt that chemistry, that spark between us. And then everything happened so fast. Before I knew it he had proposed and we had moved in together. A month or so later, we tied the knot in a small private ceremony. I know it sounds like some crazy whirlwind romance, but sometimes in life you have to follow your heart and just take the

plunge. And two years later, we are still going

2 092 Students work in pairs and attempt to complete the sentences from memory, then listen again to check their answers. Clarify the meaning of the expressions and elicit further example sentences during whole class feedback.

2 reckless 3 in trouble with: in 1 in hot water danger of 4 expose 5 worth 6 misfortune to 7 threatened to 8 in jeopardy 9 precautions 10 double checked 11 at stake; to chance

OEXTENSION

12 your heart; the plunge

If possible, hand out the audioscript and ask students to identify more unknown vocabulary and find its meaning using a dictionary. Elicit any new vocabulary after feedback.

3 Students match sentence halves 1-9 to A-I, then check their answers in pairs before whole class feedback. During feedback, invite students to rephrase the sentences to clarify the meaning of the target vocabulary, e.g. 1 It is irresponsible to jump off the waterfall ...

11 7 C 8 A 2 D 3 E 9 G

OEXTENSION

Read the following questions aloud one by one, allowing two minutes between each for students to discuss it in pairs using the target vocabulary of this section if possible. Monitor and take notes of common errors, then write these on the board for the students to correct during feedback.

- Do you think the current laws in your country are adequate for dealing with reckless driving?
- Have you ever been in trouble with the authorities (a school principal, the police, etc.)?
- How important is it to follow your heart when it comes to choosing your career?
- Has your life ever been put in jeopardy because of the actions of someone else?

READING AND USE OF ENGLISH PART 1 TRAINING

SB P173

- Students read the article ignoring the gaps and discuss a possible title with a partner. After feedback, remind students that quickly reading the text before attempting to fill the gaps is a recommended strategy in the exam as well, as it gives them the necessary context to select the correct option.
- Students choose the correct option for each gap. Allow five minutes for the activity, then ask students to check answers in pairs. If possible, invest more time in this activity by encouraging students to use a dictionary or a web browser to find the correct answers, as it will give them useful practice of finding collocations. Elicit answers from the whole class.

1 A conventional 2 B worlds 3 D draw 5 A disapprove 4 A knowledge 6 A short 8 A strike 7 B concedes

3 Students work in pairs and match gaps 0-8 from Exercise 2 to the categories A-E. During feedback, elicit further examples that would fit the categories.

C 3, 5 A 0, 2, 6 B 1, 4, 8 EN/A

Students read the sentences and match the language in italics to the categories in Exercise 3. Do quick wholeclass feedback.

1 idioms and fixed phrases 2 collocations (adjective 3 verbs/collocations (verb + + preposition) preposition) 4 collocations (adverb + adjective) 5 linking words and phrases

Students discuss statements 1–5 from Exercise 4 in pairs or small groups. Monitor and elicit contrasting opinions during feedback if possible.

OEXTENSION

Students have a class debate. Divide the class into two teams, one in favour of home schooling and one against. Students work individually to find arguments to support their belief, either at home as homework or using a permitted internet connection in class. They then discuss these as a team and choose the three best ones. The teams then come together and discuss each team's three arguments. Discourage students from interrupting each other and insist that each team member has to contribute to the discussion.

WRITING PART 1: AN ESSAY TRAINING

SB P174

WARMER

Students read statements A–D in groups and discuss whether they agree with them. Monitor closely and elicit useful language during feedback.

Students read the task instructions and the essay, then work in pairs to decide which statements match the author's views. Elicit answers and justifications during feedback.

A No – my personal priority in such a situation is financial, as I think it essential to live within your means

B Yes – it is far better to live somewhere small but affordable rather than living a life of terrible debt

C No – economic and lifestyle factors are key in deciding where to live

D Yes – this is an opinion that carries a lot of weight, especially with younger people, who prefer convenience and access to facilities over a comparatively cheaper surrounding area

Direct students to read the Remember box and match the underlined expressions 1–6 in the essay to the alternative expressions A–F, using a dictionary if necessary. During feedback, elicit more alternative expressions if possible. After feedback, ask students to choose one expression they would like to learn and to make a note to use these in their next essay.

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

- 3 Students complete the sentences with their own ideas. The aim of the activity is to clarify the meaning and use of the following expressions: outweigh; weigh up the pros and cons; having said that; strike a balance between [a] and [b]. Monitor closely and intervene where a student's sentence ending indicates that he/she has misunderstood the target expressions. Elicit ideas during feedback, and encourage students to use these expressions in their next essay.
- 4 Students discuss their ideal homes in pairs. Monitor and take note of common mistakes, then write these on the board and ask students to correct them during feedback.

OEXTENSION

Students work in groups of four or five to collaboratively plan an essay in response to the task instructions in Exercise 1. Make sure groups have determined a clear paragraph structure that each member will follow in the next stage. They then each write a complete essay and cut it up so that each paragraph is on a separate piece of paper. The group reads all the introductions and chooses the best one, giving considered and respectful reasons for their choice. They repeat the procedure with the remaining paragraphs until they have a new essay, which is essentially a patchwork of their original ones. Collect, mark and photocopy these for each group, and hand them back during a future session for the group to look at together.

GRAMMAR

SB P175 PRACTICE EXTRA / Unit 13

PRONOUNS (1) - IT AND THERE CLAUSES

Students work alone to guess the missing words in the statements, then go back to the previous section to check their answers if necessary. Tell the class that today they will learn more about how to construct clauses with there and it. Elicit whether the statements translate well into the students' own language to gauge how difficult the students might find the target language.

1 There 2 It

2 Students fill the gaps with it or there and then check in pairs, identifying the objects of the phrases. During feedback, elicit a possible sentence ending for each of the sentence starters.

1 it [object] 2 it [object] 3 There / It 4 It 5 There 6 it [object] 7 There 8 There 9 It 10 There

3 Students match the sentence beginnings in Exercise 2 with the appropriate sentence endings. Elicit answers from the whole class after students check briefly in pairs.

1 F 2 C 3 G 4 J 5 I 6 A 7 H 8 E 9 D 10 B

FAST FINISHERS

Students find the colligation of the phrases in Exercise 2 and 3, and record this on a piece of paper. Collect and check these, then collate and photocopy their answers to hand out to the class for their records during the following session.

Subj + would appreciate it if + subj + past simple to make it clear that + clause it is bound + infinitive it is a short walk to/from there is a chance that + clause

Subj + owe it to + reflexive pronoun + infinitive there's no point in + -ing it looks like + clause there's no question of + subj + -ing

- Students work alone to rearrange the sentences. Provide clues at regular intervals to support students that struggle. After a few minutes, write the first word of each sentence on the board. After a few more minutes, write the last word of each sentence. Allow students to check answers in pairs, then ask different volunteers to come to the board and complete the sentences.
 - 1 I wasn't sure we'd make it out of there alive.
 - Watch it! You're sitting on my glasses.
 There must be something we can do.
 It gets dark much earlier in winter.
 - 6 There's no hope of things improving. 7 It was assumed that we could afford it. 8 Is there any way you can be persuaded to take the job?
- 5 Students work in pairs to find the expressions, using a dictionary if necessary. Elicit further example sentences with the expressions during feedback.
 - 1 out of it 2 make it out 3 ls there any way?
 - 4 There must be something we can do. 5 it gets dark
 - 6 it was assumed 7 There's no hope. 8 watch it
- 6 Allow students a few minutes to complete the sentences individually. Students then share their ideas in small groups. Monitor closely, correcting any mistakes with the target language. Elicit the most interesting ideas from the whole class.

ALTERNATIVE

Students complete the sentences individually, then choose the three most interesting ones and write them on a piece of paper. Collect these from all the students and then hand them out randomly. Students in groups read the sentences they have been given and discuss who might have written them, using appropriate modals of deduction. Elicit guesses and answers during feedback.

LISTENING PART 4 TRAINING

SB P176

WARMER

Students perform a Speaking Part 2 task. Ask students to work in pairs and take turns choosing two of the pictures, comparing and contrasting them and saying why they think the people have chosen the lifestyle. Monitor closely and elicit useful vocabulary and common mistakes on the board.

Tell students that in this lesson they will try out a new strategy to tackle Listening Part 4 tasks. Students look at the pictures and discuss the two questions in pairs. Elicit ideas during feedback.

Suggested answer

alternative lifestyle: a way of living that is unusual, especially when you choose not to have the type of home and job that is considered normal in modern society

2 @ 093 Students work in pairs to attempt to match the vocabulary to the definitions, then listen to the audio and check their ideas. Support students who might struggle by asking the class to raise their hand when they hear a piece of target vocabulary in the audio. Elicit answers from the whole class.

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

AUDIOSCRIPT © 093

Narrator: Speaker 1

F: I've now been living as a hermit for the last eight years.

Although the word hermit has religious associations, that's not my motivation. I was living a highly pressured lifestyle as a banker in London and realised I just couldn't take the stress any more. I now live a simple life with only very occasional connectivity – no Wifi, landline or TV, though I do listen to the radio news occasionally. I'm close to nature and fairly self-sufficient thanks to my chickens and vegetable garden, although I must admit I do sometimes get bored of eating the same thing day after day. People assume I must get lonely but since I've chosen to be alone, that's not really true.

Narrator: Speaker 2

M: I made the decision to go off-grid in 2017. I'd been into green issues for a while and this was a way of committing wholeheartedly to a more sustainable lifestyle. I gradually became more appalled by the level of consumerism in society and I realised that dropping out was the only solution for me. I live in a caravan near a stream – a water source is vital for this lifestyle. In winter it can be a bit of a challenge as there are limited hours of daylight. I fish and forage for food, including mushrooms, nettles and berries, and only go to the shop for essentials once a month.

Narrator: Speaker 3

F: I'd been raised in a nomadic community for the first 12 years of my life, so when my parents made the decision to live in a city, it was a bit of a shock. I never really adapted to the restrictions of metropolitan life. I think our nomadic heritage was just not compatible with it, so when I was old enough, I returned to our tribe.

Occasional loneliness is an inevitable part of this lifestyle. My tribe is fairly small anyway and to some extent I am an outsider within it because our family's previous decision to leave had offended the tribal elders, meaning that my interaction with others is limited. The one thing I miss from our time in the city is the friends I made.

Narrator: Speaker 4

M: Living in a commune, I think we do suffer from an image problem. There is a clichéd view that people who live in communes, or intentional communities as they're now called, are tree-hugging hippies who don't wash and hate the outside world. So we do face a lot of abuse from people who live nearby. But I've been in this low-impact development for two years now and I love it. What attracted me to it was the idea of living collaboratively with like-minded people. We don't do everything together and rules are kept to a minimum, but it makes sense to share land, produce and skills. I think communal living has definitely moved on since the 1970s.

Narrator: Speaker 5

- F: I'm considered a bit eccentric round here because I live with 16 wolves! I didn't set out to start a wolf sanctuary it just happened. One day I took my husky, Luna, to the vet and he told me about a badly injured wolf who needed fostering. I had a huge piece of land adjoining my house, so I agreed to look after him. Chase, as I called him, developed a close bond with Luna, so when I heard about an orphaned wolf pup, I didn't hesitate. I soon got a reputation and before I knew it, I had a whole pack. They are definitely less domesticated than dogs but they are no threat to me. The only downside is the grocery bill!
- 3 @ 093 Students discuss the two questions for each of the five speakers in pairs or small groups, based on what they remember, then listen again. Encourage them to take notes as they listen. Allow students to check ideas in their pairs or groups at the end of the audio, but withhold feedback.
- 4 © 093 Students work alone to read the options given and choose the best answer in 1-8 and A-H for each of the questions in Exercise 3 and for all the five speakers (10 answers in total). They use the notes they made in Exercise 3 for support. Students check and discuss in pairs before whole class feedback. If possible, hand out the audioscript during feedback.

Speaker 1 4, E Speaker 2 3, B Speaker 3 1, D Speaker 4 5, A

Speaker 5 6, H

5 Students discuss question 1 in small groups. Monitor closely, making notes on different opinions and reactions. Elicit contrasting ideas during feedback. Elicit that the benefit of this strategy is that it makes it less likely for students to be tempted by distractors, but the drawback is that they have to rely on the quality of their notes.

Students then discuss questions two and three in groups. Monitor closely and take notes of useful language and common mistakes. Write these on the board for students to correct during feedback.

VOCABULARY

SB P177 PRACTICE EXTRA / Unit 13

ADJECTIVE + NOUN COLLOCATIONS

WARMER

Students individually think of two people (or kinds of people) they respect. These could be specific famous people, like athletes or entrepreneurs, or categories such as nurses and firefighters. They share their choices in small groups and explain their answers. Elicit as many as possible on the board. These will be used in the extension to Exercise 3.

O94 In pairs, students have a brief look at the vocabulary in the box and discuss what they think the words mean. Do not allow students to use dictionaries. They then complete the sentences with the appropriate words from the box. Play the audio during feedback, but don't clarify the meaning of the expressions so as to not preempt the following activity.

1 burning 2 utmost 3 ultimate 4 crowning 5 overwhelming 6 false 7 vain 8 pointless

AUDIOSCRIPT @ 094

Narrator: 1

M: I have always had a burning ambition to be a rock star, but I don't think I have the talent.

Narrator: 2

F: I have nothing but the utmost respect for anyone prepared to risk their life for someone else.

Narrator: 3

M: I am in fairly good shape but doing a triathalon will be the ultimate test of my endurance.

Narrator: 4

F: Her crowning moment was when she led the team onto the pitch as captain in the final of the World Cup.

Narrator: 5

M: I love hearing about people who have overcome overwhelming odds to succeed in life.

Narrator: 6

F: My early successes in setting up my own business proved to be something of a false dawn. It soon became apparent that making it as an independent business woman would be more difficult than I thought.

Narrator: 7

M: I made a vain attempt to change her mind, but she has set her heart on moving to Hollywood to pursue the career of an actor.

Narrator: 8

- F: He could have been the best in the world, but he lacked the dedication and drive necessary to make it to the top. To my mind, his career represents a pointless waste of talent.
- 2 Students match the expressions in Exercise 1 to definitions 1-8 and check ideas, using a dictionary if necessary. Elicit more example sentences during feedback.

1 false 2 overwhelming 4 ultimate 3 burning 6 crowning 5 utmost 7 pointless 8 vain

3 Students work in pairs to match the groups of nouns (1-8) to the word from Exercise 1 that they collocate with. Working together will encourage them to read the options out loud, which in turn will help them choose the correct answers. Elicit example sentences during feedback.

1 pointless 2 false 3 crowning 4 ultimate 5 utmost 8 overwhelming 6 burning 7 vain

OEXTENSION

Students work in small groups to discuss the people elicited on the board during the warmer, using the target vocabulary from the unit. Monitor closely, correcting any mistakes with the target language. Elicit interesting ideas during feedback.

4 Students take one minute of silent thinking time before discussing the questions in pairs. Encourage students to keep a tally of how many expressions from the lesson they use to encourage them to practise the language. Elicit ideas and opinions from the whole class.



PAUSING OR CHUNKING IN NATURAL SPEECH

⊗EXAM INFORMATION

Remind students that pronunciation is one of the five criteria (pronunciation, grammatical resource, lexical resource, discourse management and interactive communication) that students are marked on alongside Global Achievement. At this level, candidates are expected to be intelligible, articulate individual sounds clearly and use appropriate intonation and word and sentence stress.

WARMER

In pairs, students discuss what 'good' pronunciation means to them. During feedback, elicit ideas such as appropriate intonation and the correct pronunciation of individual sounds, and, if appropriate, start a conversation about whether the students feel they should imitate native speakers' pronunciation and if so, which specific accents. Point out that the majority of communication carried out in English is between non-native speakers, who typically find native-speaker pronunciation more difficult to understand.

- Students look at the photos and the two questions, then discuss possible talking points. Stress that the students should not be performing the Speaking Part 2 task, but rather discussing what they could talk about, e.g. we could say that they look ...; we could point out that they are Monitor and elicit ideas from the whole class.
- 2 095 Students listen to Sofia performing the task, and check if she uses any of the ideas generated in Exercise 1. During feedback, elicit any useful language the students might have heard Sofia use.

AUDIOSCRIPT © 095

F: I'm going to talk about the first and third photos. As far as I can tell, the first photo shows tourists, standing outside a busy attraction and the most obvious danger in this one would be from criminals. Having said that, there is unlikely to be any physical risk in such a crowded location as this they're just after your money. In contrast, the third photo shows some kind of building site, maybe for a skyscraper. The danger in this one is from the hazardous working environment itself – the risk of falling debris, or perhaps of falling from the scaffolding.

Each of these situations calls for different precautions. At the tourist destination, I'd recommend wearing a money belt under your clothes in order to make it difficult for thieves to access your valuables. On a building site you are actually required by law to take precautions, such as wearing a safety helmet in case of falling objects or fluorescent jackets so that you can be clearly seen. Also, you probably have to do some kind of health and safety training so that you're aware of the hazards and how to avoid them.

@ 096 Students listen to the two audio tracks and then discuss the questions in pairs. During feedback, elicit that pauses are in fact one of the most crucial factors in perceived fluency, i.e. fluency is not about speaking fast, it's about the logical placement of pauses throughout one's speech.

Version 2. The first version is too quick and the speaker doesn't use pauses to break up her sentences.

AUDIOSCRIPT @ 096

- F: I'm going to talk about the first and third photos. As far as I can tell, the first photo shows tourists, standing outside a busy attraction and the most obvious danger in this one would be from criminals. Having said that, there is unlikely to be any physical risk in such a crowded location as this they're just after your money. In contrast, the third photo shows some kind of building site, maybe for a skyscraper. The danger in this one is from the hazardous working environment itself the risk of falling debris, or perhaps of falling from scaffolding.
- F: I'm going to talk about the first and third photos. As far as I can tell, the first photo shows tourists, standing outside a busy attraction and the most obvious danger in this one would be from criminals. Having said that, there is unlikely to be any physical risk in such a crowded location as this they're just after your money. In contrast, the third photo shows some kind of building site, maybe for a skyscraper. The danger in this one is from the hazardous working environment itself the risk of falling debris, or perhaps of falling from scaffolding.
- 4 © 097 Focus the students' attention on the Did you know? box and go through the information with them, providing or eliciting examples as required. Point out to the class that these techniques to establish chunks are guidelines only, and other ways of chunking language might sound natural as well. Students then practise reading the text with the appropriate pauses.

You may want to use a combination of different techniques to set this up, such as choral drilling, students practising individually, students taking turns in pairs, students reading individually while walking around the room, or students recording themselves and listening to the recording.

Once the students have had a chance to practise the text, play the recording again and ask students to discuss in pairs how their delivery of the text compares to Sofia's. Elicit impressions from the whole class.

AUDIOSCRIPT @ 097

F: I'm going to talk about the first and third photos. // As far as I can tell, / the first photo shows tourists, / standing outside a busy attraction / and the most obvious danger in this one / would be from criminals. // Having said that, / there is unlikely to be any physical risk / in such a crowded location as this // – they're just after your money. // In contrast, / the third photo shows some kind of building site, / maybe for a skyscraper. The danger in this one is from the hazardous working environment itself // – the risk of falling debris, / or perhaps of falling from scaffolding. //

5 @ 098 Allow students to read the text for one minute, then ask them to work in pairs to encourage them to try different approaches out loud. Play the audio twice if needed. If you have a projector, project the text on the board to mark the pauses during feedback. If you do not have a projector, provide students with the audioscript so that they can mark the pauses in pencil during the activity, and correct any mistakes during class feedback.

Each of these situations / calls for different precautions.

// At the tourist destination, / I'd recommend wearing a money belt under your clothes / in order to make it difficult for thieves to access your valuables. // On a building site / you are actually required by law / to take precautions, / such as wearing a safety helmet / in case of falling objects / or fluorescent jackets / so that you can be clearly seen. // Also, / you probably have to do some kind of health and safety training / so that you're aware of the hazards / and how to avoid them.

AUDIOSCRIPT © 098

F: Each of these two situations call for different kinds precautions. At the tourist destination, I'd recommend wearing a money belt under your clothes in order to make it difficult for thieves to access your valuables. On a building site you are actually required by law to take precautions, such as wearing a safety helmet in case of falling objects or fluorescent jackets so that you can be clearly seen. Also, you probably have to do some kind of health and safety training so that you're aware of the hazards and how to avoid them.

OEXTENSION

Students choose one sentence starter from Exercise 3 on page 174 (Writing Part 1: An essay). They complete the sentence and add another, e.g. When choosing somewhere to live, I would say that economic factors outweigh one's preferences regarding location. Although it might sound nice to live in an area you like, it's not worth getting into unmanageable debt over. Students then add pauses in the appropriate places and check their ideas with a partner. Monitor closely and assist where necessary, then elicit a few interesting sentences from the whole class.



SB P178 PRACTICE EXTRA | Unit 13

PRONOUNS (2)

SEXAM INFORMATION

Knowledge of less common uses of pronouns is often tested in the Reading and Use of English paper, especially in Parts 2 and 4.

WARMER

Students work in small groups and brainstorm ways repetition is avoided in English. Monitor and elicit ideas such as 'replace nouns with personal pronouns' or 'use demonstrative pronouns' on the board. Tell students they will learn other more sophisticated strategies in this lesson.

appropriate pronouns. Stress that the same word is missing in both sentences a and b in each question (i.e. the students need to find four pronouns, not eight). Allow students to check answers in pairs or small groups before class feedback. During feedback, elicit that the structure a ... of mine/his/hers etc. is made necessary by the fact that articles cannot be followed by possessives in English, so when an article is necessary, the possessive pronoun is placed after the noun, preceded by of.

1 ours/mine 2 ones 3 him 4 one

2 Students replace the appropriate phrases in sentences 1-4 with one or ones. Elicit answers from the whole class, together with any other possible pronoun replacements (e.g. 2 They have three sons: they have a son who one leads a nomadic life, whereas the others sons are more conventional)

Suggested answers

this year's one was not.
 one who leads a nomadic life
 but good vegan ones are much harder to find
 it's the quiet ones you need to keep an eye on.

- 3 Students work alone to correct the mistakes in sentences 1–6, then check ideas in pairs. During whole class feedback, elicit other possible variations of the sentences and changes in meaning through alternative pronoun use, such as 2 The apartments are all stunning but I would really love one with a sea view.
 - 1 Buying an electric car is one of the best <u>ways</u> to live more responsibly.

 2 The apartments are all stunning but I really love <u>the</u> one with the sea view.

 3 Both Wendy and I live in caravans but <u>her</u> one is in better condition than mine.

 4 Your idea of following your heart differs greatly from the mine.

 5 Don't leave it to chance with insurance you should buy <u>the</u> one with the best medical coverage it's your life that is at stake.

 6 Michael and I both write blogs but his <u>one</u> attracts/ones attract more readers than mine.

4 Students fill the gaps with the appropriate words in the box, then check answers in pairs. After feedback, challenge the students to identify which pronouns could be substituted by no matter + pronoun (3, 4, 5 and 6)

1 Whenever/Wherever 2 whatever 3 Whichever 4 wherever 5 whoever 6 Whichever/Whatever

ALTERNATIVE

Challenge the students to attempt to fill the gaps without looking at the box. Students then discuss the sentences in pairs before uncovering the box and checking their ideas.

PUSH YOURSELF

C2

SB P179

EXPRESSIONS WITH TIME

Students work alone to match situations 1–10 to expressions A–J, then check ideas in pairs using a dictionary if necessary. Elicit example situations during feedback, e.g. catch someone at a bad time – if you call someone in the middle of a meeting.

1 J 2 A 3 H 4 G 5 C 6 F 7 B 8 E 9 I 10 D

ALTERNATIVE

Books closed. Students work in small groups and read expressions A-J one at a time, at 30 seconds intervals. They use the 30 seconds to share what they think the expression means. They then open their books and check their ideas by matching the expressions with 1-10.

Point out to students that this exercise is similar to Reading and Use of English Part 4, and the word in capitals would be time. Students work alone to complete the sentences with the appropriate expressions. After a few minutes, support the students by giving them the number of words required in each answer. Students check answers in pairs before whole class feedback.

in the nick of time
 time on my hands
 caught me at a bad time
 behind the times

5 the time of my life 6 ahead of his time

3 Students choose three expressions to write an example sentence with. Encourage students to keep these short so as to make them more memorable. Monitor closely, correcting where necessary, then elicit interesting sentences from the whole class.

EXAM FOCUS

SB P180

READING AND USE OF ENGLISH PART 1

OEXAM CHECK

Students read the information in the Exam check box and discuss in pairs whether they agree or disagree with the statements, correcting any they think are incorrect. Elicit answers from the whole class.

1 A 2 A 3 D 4 A 5 D (write the letter)

WARMER

Students discuss in small groups whether they would personally choose to live in a hotel and why or why not. During feedback, elicit assumptions about what kind of people live in hotels. Students then read the text quickly to check their ideas.

Allow eight minutes for the task. Students work individually, then check answers in pairs or small groups, using a different colour pen if they wish to change their answers. If there is time, withhold feedback and ask students to use dictionaries and online resources to try and check their own answers, as this will help them practise independent learning of collocations and other linguistic features. Monitor closely and point out the students' mistakes, encouraging them to use a dictionary to find the correct answers.

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

FAST FINISHERS

Students turn back to page 171 and focus on the phrases in Exercise 8. Students make tasks similar to a Reading and Use of English Part 1 exam task with these, e.g.

She likes to push / throw / catch / move her weight around.

Students share their exercises with other fast finishers, or write them on the board for the whole class to answer after feedback.

LISTENING PART 4

SB P181

OEXAM CHECK

Students read the statements and discuss them with a partner, correcting them where necessary and ticking those which are already correct. Elicit answers from the whole class.

Remind students of the strategy they tried out on page 176 (i.e. only read the questions but not options A–H before listening, then match the speakers to A–H once they have identified the answers in the audio) and ask them to choose whether they will be using this or trying out a different strategy today. Elicit strategies and reasons from the class.

1 five different speakers 2 about 30 seconds

3 You hear all five monologues in sequence before hearing them again. 4 the questions are the same for all speakers

5 Correct 6 Correct

WARMER

Write lifestyle change on the board. Students brainstorm examples of the topic in small groups, asking for language when necessary. Elicit ideas and useful language and write it on the board.

© 099 Tell students they will listen to five speakers and answer two questions about each. For each speaker, they should select one option from the list on the left (A-H), and one from right. Play the audio twice. Allow students to check ideas in pairs or small groups, then if possible hand out the audioscript and encourage students to underline both the answers and the distractors. Elicit these during feedback.

1 E − I used to be a terrible couch potato. I would get home from work and just crash out in front of the TV until it was time to go to bed. 2 A - I always had a feeling that a piece of 3 C - Suddenly, I was sat at home, the jigsaw was missing. reflecting on what had happened and feeling depressed. 4 F – I felt so guilty when I read about factory farming and how world poverty is linked to meat production. had zero room for storage and kept a lot of my stuff at my parents' house. 6 B - A well-known athlete came to my local library for a book signing event. ... I found him truly inspirational and the very next day I went for my first jog! I now run at least 10km a day. 7 F - my birth mother, Magda, had been desperate to meet me and now that I'd come of age, she was finally permitted to reach out to me 8 G – the army nurse, refusing to take no for an answer, turned up at my house. Over endless cups of tea, she talked me into giving it a try and I'm so glad I did. 9 H - it wasn't until I became aware of how society was moving towards a more health-conscious lifestyle that I actually took the plunge. 10 C – I only got into it because the cost of renting in the area had become prohibitive.

AUDIOSCRIPT @ 099

Narrator: Speaker 1: I used to be a terrible couch potato. I would get home from work and just crash out in front of the TV until it was time to go to bed. For me the catalyst to turn my life around came unexpectedly. A well-known athlete came to my local library for a book signing event. On a whim, I decided to go in and see what all the fuss was about. As soon as he started speaking, I was enthralled. He too had been a layabout like me, but after a health scare, he'd taken up running. I found him truly inspirational and the very next day I went for my first jog! I now run at least 10km

Narrator:

Speaker 2: I'd always known I was adopted. My parents gave me everything but I always had a feeling that a piece of the jigsaw was missing. Then just a few weeks after my 18th birthday, a letter arrived from the agency who'd arranged my adoption. Apparently, my birth mother, Magda, had been desperate to meet me, and now that I'd come of age, she was finally permitted to reach out to me. Mum and Dad were with me every step of the way and verified her story that she'd been forced to give me up. The strange thing is that Magda and I are like two peas in a pod. The missing piece has been found!

Narrator:

Speaker 3: Losing a leg while on active duty completely turned my life upside-down. For a real-life action man, everything changed. Suddenly, I was sat at home, reflecting on what had happened and feeling depressed. I was determined not to get the prosthetic limb being offered to me. When I failed to attend appointments, the army nurse, refusing to take no for an answer, turned up at my house. Over endless cups of tea, she talked me into giving it a try. I'm so glad I did. I've never looked back. It's a state-of-the-art prosthetic and my gait is so natural, no one knows it's there. I've even gone back to work in a desk job, which surprisingly, I really love.

Narrator:

Speaker 4: My decision to become vegan didn't happen overnight, but it wasn't until I became aware of how society was moving towards a more health-conscious lifestyle that I actually took the plunge. I felt so guilty when I read about factory farming and how world poverty is linked to meat production. Where I live in London, most restaurants and shops offer vegan options. I started by doing meatless Monday and adding more fruit and veg to my diet. Bit by bit I realised that I didn't need animal products at all. It's great being part of a community that cares for animals and the environment and is also a fashionable lifestyle choice.

Narrator:

Speaker 5: I can't believe it took me so long to discover riverboat living. I only got into it because the cost of renting in the area had become prohibitive. I saw a documentary about a woman who had bought a barge and paid weekly for mooring in the city, which was a lot cheaper than a flat. To be honest, my narrow boat is more spacious than my old studio apartment – I had zero room for storage and kept a lot of my stuff at my parents' house. The boat has the huge advantage of being moveable. If any of my neighbours get a bit raucous, I simply move downriver to a new mooring.

OEXTENSION

Write the following on the board:

becoming vegan meeting one's birth parents losing a limb adopting a healthier lifestyle moving into a boat.

The students in pairs then perform a Speaking Part 3 task, discussing the first of the following questions in pairs for two minutes, and the second in one minute.

Why would each of these lifestyle changes be considered radical?

Which one would have the biggest impact on one's life?

Monitor closely and elicit corrections for common mistakes during feedback.

WRITING PART 1: AN ESSAY

SB P181

WARMER

Students discuss the task question and generate ideas in groups. Elicit ideas and useful language during feedback.

Elicit from the class the following task requirements of an

Students should discuss two of the points given. Students can use the ideas given, but do not have to. Register should be formal.

Ideas should be linked using cohesive devices. The text should be clearly organised into paragraphs.

Then allow students 45 minutes to complete the task. Before they begin, you might want them to spend five minutes looking through the unit to choose five pieces of language they want to include in their essay. Students then highlight these in their texts for you to focus your feedback on.

Model answer

There is little doubt that our modern society is characterised by a distinct, and some would say excessive, desire to buy. Many maintain that this practice is unsustainable for our planet, while others counter that, our economy being based on this principle, it would be unrealistic and indeed inadvisable to attempt to change our practices.

It is no secret that disposable items, especially but not limited to those made of plastic and other materials harmful to the environment, are causing considerable damage to our ecosystem. These can be found anywhere, from offices, schools and homes to restaurants, cafes and supermarkets. On account of these, our climate is changing for the worse. The counter-argument put forward time and again seems to fall short. Humanity has been thriving for millennia, society changing in a state of constant flux, and to believe that the status quo is the only economically sustainable system is shortsighted at best. It is undeniable that, as it stands, millions of people are employed by corporations involved in the production of such harmful items, but this is no excuse to persist with this practice. Just as society rebounded after the industrial and digital revolutions, where countless jobs were lost, so it surely can after a green revolution.

In conclusion, it is high time that governments, corporations and individuals alike realised that the survival of our planet must be the number one priority – that they use the inventiveness and ingenuity which has always characterised our species to find an alternative way forward and, crucially, that they leave greed behind.

[259 words]

REAL WORLD

SB P182

STAYING SAFE WHILST TRAVELLING

WARMER

Students brainstorm dangerous sports and activities in groups, then decide what they think is the most dangerous of all sports. Elicit ideas during feedback, and tell students they will find out the answer in the next two exercises.

- Students match the images to the activities in the box, writing the activity beneath the image. During feedback, remind students that the last sound in each activity is /ŋ/, not /g/, and drill pronunciation.
 - 1 hang gliding 2 snowboarding 3 cycling
 4 bungee jumping 5 mountain climbing 6 sky
 diving 7 swimming 8 scuba diving

- 2 Students match the activities with the chances of dying doing them, according to their own opinion, and then compare and discuss their guesses with a partner. Elicit answers from the whole class before confirming the correct statistics. Award points if you want to add a competitive element.
 - hang gliding 560
 snowboarding 2.2 million
 cycling 140,845
 bungee jumping 500,000
 mountain climbing 1,750
 sky diving 101,083
 swimming 1,000,000
 scuba diving 34,400
- 3 Students read the headings of the text, but not the text itself. They then discuss questions 1-3 in pairs or small groups. Encourage students to take notes during their discussion of any new useful language for the topic. Elicit examples during feedback and provide them with new language where necessary.
- 4 Students read the text quickly, underlining any ideas the class generated in the previous exercise. Elicit these during whole class feedback.
- 5 Students read items 1–10 in pairs and discuss whether they noticed any words or phrases in the text which might match the meanings. They check the text and match the appropriate vocabulary to items 1–10, then check in pairs before whole class feedback.

```
1 go out the window 2 prevalent 3 intrusion
4 scammers 5 ulterior motive 6 sentimental value
7 mentality 8 give it a miss 9 hygienic
10 detract from
```

FAST FINISHERS

Students find more unknown or infrequent vocabulary in the text, look it up in a dictionary and find a suitable definition. Elicit the definitions after feedback and invite the class to find the vocabulary in the text.

- 6 Students discuss the questions in pairs or small groups. Monitor closely and take notes of mistakes and interesting ideas. Elicit students' ideas during feedback and provide corrections to the mistakes you heard.
- 7 Students listen to the audio and make a note of keywords that indicate the answers. They then check in pairs before whole class feedback. Elicit keywords and write them on the board to support weaker students during the second listening.

Speaker 1 hang gliding Speaker 2 scuba diving

AUDIOSCRIPT 100

Narrator: Speaker 1: It's always a good idea to bring a support crew with you - even the most experienced person may miss a hazard due to 'familiarity blindness' – when you've done this so many times, you don't notice what's right in front of you. Never neglect your pre-flight checks as they can literally be the difference between life and death. Inspect the glider itself as well as every single piece of equipment that you are going to use. At this stage, take the time to tighten loose fittings and examine your wing tips, bolts, ropes and harness. Do a hang test to make doubly sure everything feels secure. Don't stint on safety equipment - get a high-quality helmet and parachute. The next piece of advice I'm going to give may sound obvious, but in my experience, it needs repeating frequently. Avoid flying into bad weather at all costs. Check the forecast not just before leaving home but as part of your final safety checks. If there is a storm anywhere in the vicinity, abort your flight. Remember that gusts can be felt as far as 100 miles from the eye of the storm.

Narrator:

Speaker 2: Never underestimate the value of the buddy system. Whatever your level of experience, having a buddy is a fool-proof way of staying safe. Your buddy will help you put on and check your equipment, monitor your depth and air supply and support you in case of emergency. As a buddy yourself, it is your job to be aware of his or her equipment and how any safety releases work. You should ensure you are familiar with the location of your buddy's alternate air source and how to check his or her tank pressure and make sure hoses are free of tangles. It is vital that you establish a way of communicating with each other when you're underwater. Decide on how you will communicate key messages. It is not enough to verbally agree on this: practise any agreed gestures and review them every time you dive.

100 In pairs, students attempt to fill the gaps in the sentences from memory, then listen again to check. During feedback, elicit the meaning of neglect, stint on, and fool-proof, which the students should be able to infer from context. Reread the relevant sentences in the audioscript if necessary.

1 a good idea 2 Never neglect 3 take the time to 5 at all costs 6 Never underestimate 4 Don't stint 7 fool-proof way 8 it is your job to 9 should 10 vital ensure

Students use the ideas generated in Exercise 8 to write five pieces of advice using the language and phrases in Exercise 8.

OEXTENSION

Students compare their pieces of advice in small groups and choose which five are the most useful. Elicit these from the groups and encourage the class to discuss and choose the five most useful ones.

10 Students in small groups discuss what they already know or assume about these activities. Invite them to draw a table on a piece of paper, with three columns: 'I know', 'I assume', 'I've found out'. Students fill in the first two during their conversation, then use the third one to take notes during the video. Allow students to check ideas in small groups before whole class feedback. Elicit whether any information in the 'I assume' box turned out to be wrong, and what piece of information the students found most interesting.

Suggested notes

Water adventures

Swimming with dolphins is something many people want to do.

Dolphins are known to be sociable, but sharks are considered to be evil (rightly or wrongly).

Popular destinations to view sharks in their natural habitat are Mexico, Australia, South Africa and the Bahamas: no experience required

Diving with bull sharks

Mexico - December-March (temp drops) Requirements - perfect health/fitness, experience, assessment

Free-diving

Diving without breathing equipment

In the past: diving for food, tradeable goods, lost items Now for recreation or competition. Deepest freedive is 214m by Austrian, Herbert Nitsch. Popular freediver spot is Christ of the Abyss Statue, Portofino, Italian Riviera in memory of Dario Gonzatti, 1st Italian death from scuba diving

ICT/LIFE COMPETENCIES SB P183

Students work in pairs if they are able to use electronic devices in class, or individually for homework if not. They research a dangerous sport they have tried, would like to try, or are interested in. They then write a one-minute safety talk for someone who is about to try the activity, using language from the unit and phrases from Exercise 8. They then give the talk to the class, who vote for the most thorough and reassuring one.

- WORKBOOK / Unit 13, page 56
- PRACTICE EXTRA / Unit 13, Grammar and Vocabulary

14 LOOKING AFTER YOURSELF

UNIT OBJECTIVES

Topic: health and wellbeing
Grammar: review (1); review (2)

Vocabulary: word families relating to health; health;

health idioms

Listening: inferring attitude
Reading: Part 4 – training
Speaking: Part 2 – training

Writing: Part 2: A proposal – training

Exam focus: Speaking Part 2; Writing Part 2:

A proposal; Reading and Use of English

Part 4

Real world: discussing food preparation

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

GETTING STARTED

SB P184

WARMER

Tell the students to imagine they are going to throw a dinner party. Students work in groups and make a list of considerations they should keep in mind when choosing the menu. Elicit ideas such as preferences, allergies, lifestyle choices, etc.

Students answer the questions in pairs or small groups.
Support the students answering question 1 if necessary
by eliciting the names of the allergens in the pictures at
the bottom of the page (left to right: shellfish, soya beans,
dairy products, peanuts, nuts, eggs, wheat, fish) and
elicit further examples of allergens (e.g. dustmites,
pollen, mould, grass, bee stings, sesame seeds, pets,
latex rubber).

Finally, elicit interesting anecdotes related to question 2 during feedback.

2 Students read the statements and work individually to choose whether they are true or false, then discuss in pairs or small groups. Monitor and collect common mistakes to be corrected after whole class feedback.

1 fact 2 myth - they're becoming more common

3 fact 4 myth 5 myth 6 fact 7 fact

ALTERNATIVE

If students have access to smartphones, encourage them to find the answers to Exercise 2 online and report back to the class.

LISTENING

SB P184

INFERRING ATTITUDE

GEXAM INFORMATION

At this level candidates are expected to be able to infer a speaker's attitude and opinion even when it isn't clearly spelt out but rather implied. This ability is tested throughout the Listening and Reading papers of the exam.

- I Students draw a table on a piece of paper, with eight rows and as many columns as there are students in the class (or in their group, if the class is too large) plus one additional column. They add the classmates' names in the first row (but not the first cell in that row) and list questions 1–7 in the first column. They then mingle and ask the questions to as many classmates as possible, adding the answers to their table. Before feedback, students in groups check their answers and try to draw conclusions, e.g. only 20% of the class is vegetarian. Elicit the information and whether the class believes this to be a good representation of their country.
- 2 101 Students read options a and b in 1–3, listen to three extracts and choose the correct option for each. Encourage students to check in pairs and share what key expressions helped them select the correct options before whole class feedback. During feedback, elicit answers and key words and remind students that in the Listening exam often candidates will not hear the exact idea being mentioned, but that the speakers' attitudes and beliefs will be mentioned in a more subtle way, as in these extracts.
 - 1 b they've been linked to improving digestion...

 (which is a health benefit); my digestive system needs all the help it can get (in other words avocados can help his health)

 2 a children are born with an innate preference for sweet things and not bitter flavours (like sprouts)

 3 b so-called expert (the speaker doubts the expertise of the experts); I don't know who to believe, so you end up believing nobody (the speaker doesn't believe the experts because they all say different and inconsistent things)

AUDIOSCRIPT (2) 101

Narrator: 1

M: Avocados – they do cost quite a bit, I suppose, and although I'd prefer it if they were cheaper, they've been linked to improving digestion. And as I often feel quite bloated after eating, my digestive system needs all the help it can get. So it's worth paying a high price for them.

Narrator: 2

F: There are some things that no child ever seems to like

- sprouts are a good example. Sprouts have a bitter
taste, and children are born with a preference for sweet
things and not bitter flavours. So while it's natural that
adults want to nudge children towards eating sprouts, it's
better to just wait till they're older, as by then, they'll be
more tolerant of bitter tastes.

Narrator: 3

- M: Every time another so-called expert appears on TV to tell us what we can and can't eat, I roll my eyes. One week it's don't eat so-and-so because it's bad for your heart. The next it's eat so-and-so because it's high in antioxidants and good for your skin, or whatever. I mean, it's got to the point that I don't know who to believe, so you end up believing nobody.
- 3 @ 102 Allow students to read the questions and options, then play the audio. Students listen and choose the correct options, then check answers in pairs before listening again. If some students need extra support, hand out the audioscript for them to read while they listen.

1 a - it's so easy to be taken in, as I was, if you overlook the small print
 2 b - If she hadn't made all of that so clear ... I don't think I'd have found it so useful.
 3 b - I'm hoping it'll help me lose some weight, but the jury's still out on that.

AUDIOSCRIPT 102

Narrator: 1

- F: It seems you can't open a magazine these days without hearing about these so-called 'superfoods'.
- M: Oh, things like avocado, blueberries, salmon, pumpkin seeds ...
- F: Basically anything that's good for you really. The thing is, it isn't necessary for, say, blueberries to have any unique properties, just that they meet certain basic criteria then they can be classified as a superfood.
- M: Just a marketing exercise, it's probably just whatever the supermarkets want to sell more of!
- F: Take blueberries they're said to keep down the blood pressure of post-menopausal women, improve co-ordination in rats, and resist memory degeneration in old age, if you listen to all the hype. Well in actual fact, they do anything but, for the vast majority of people.
- M: How come?

F: Well, the benefits have been shown to exist, but only in a modest section of the population – women over 50, or whatever. It's so easy to be taken in, as I was, if you overlook the small print and just assume it works for everyone. My fault I suppose for reading in a hurry, but easily done!

Narrator: 2

- M: What did you think of the training session earlier?
- F: Mental health and wellbeing in the workplace? Well, that's one hour of my life I won't get back! Total waste of time!
- M: Oh, I think you're being a bit harsh. I mean, the trainer talked about common little frustrations, like, say, an argument with a friend or family member ... over time, you can become preoccupied with these and they do get blown out of proportion. If she hadn't made all of that so clear using those anecdotes I don't think I'd have found it so useful. So when she finished I felt that I sort of understood myself better, if you know what I mean. It was all quite abstract though, a lot of it, so I still need to figure out if I can actually implement it on a day-to-day basis.
- F: Right.

Narrator: 3

- M: So, have you tried out your new fitness app yet?
- F: I have, yeah. I'm hoping it'll help me lose some weight, but the jury's still out on that. Obviously it's going to be more than a couple of days. The thing is, if I don't manage it, it's more likely to be down to my giving up, rather than there being some sort of shortcoming with the app.
- M: At least you'll be able to blame the app though!
- F: Ha ha. I'd feel I'd let myself down though ... I often get these new apps on impulse, but then I'm one of these people who sometimes chucks things in on impulse too. But lots of my friends use fitness apps to stay in shape, and it's worked well for them. So I'll just have to see.
- M: Well, go for it I'm sure you can stay with it!

OEXTENSION

Hand out the audioscript, which is packed with high-level vocabulary. Ask students to find three words or expressions they would like to know the meaning of, and invite them to find them in a dictionary. Students then share what they found in groups. Monitor closely to ensure the students have the correct meaning, and elicit the most useful vocabulary and definitions on the board during whole class feedback.

GRAMMAR

SB P185 🥏 PRACTICE EXTRA / Unit 14

UNIT 14

REVIEW (1)

WARMER

Refer the students to pages 198–225, where the Grammar Reference section of the book can be found. Tell students that in the following two grammar sessions they will be revising the grammar covered during the course and that they can use pages 198–225 to help them, so they should familiarise themselves with these if they haven't already.

Allow students to work through the exercise on their own, so that they can see the areas they need to work on. Allow them to refer to the relevant pages in the Grammar Reference when needed. They then check answers in pairs or small groups. After feedback, ask students to write the number of the questions which they found difficult on a small piece of paper. Collect these and use them to choose what to focus on in additional revision sessions if relevant. The questions test these elements: 1 adverb modifiers, 2 infinitives v gerunds, 3 inversion, 4 participle clauses, 5 reporting verbs, 6, infinitives v gerunds, 7 third conditional, 8 avoiding repetition, 9 future perfect/future continuous, 10 infinitives v gerunds.

1 b 2 b 3 b 4 b 5 a 6 a 7 b 8 b 9 b 10 b

2 Students read the text quickly, ignoring the mistakes. They then read it again more carefully, adding the words and contractions from the box where needed. After a few minutes, start drip feeding the location of the missing words to support the students who might be struggling, e.g. 'd, although and such are in the first paragraph. If you have a projector, project the text on the board during feedback and invite different students to make the corrections on the board.

Imagine how you'd feel if there was a treatment available which could make you more attractive, enhance your memory, protect you from cancer and dementia, lower your risk of strokes and heart attacks and make you feel happier and less anxious. Well, although that might sound too good to be true, such a treatment, believe it or not, does exist. And it's free. It's called sleep.

Or, to put it another way: sleeping less than eight hours a night makes you vulnerable to a range of illnesses from diabetes to Alzheimer's. Not only **can** a lack of sleep reduce your fertility, but it can also increase your chances **of** dying in a car accident, make you hungrier and less intelligent.

If you find yourself waking up and feeling groggy, you are not alone. Even if you have had enough sleep, you may still be feeling below par. And that's because the quality of sleep is just as important as the quantity.

So here are some tips. 1 Aim for total darkness. Any form of light such as a TV standby light affects your body clock even if your eyes are closed. 2 Don't boxset-binge. Screen time just before bed disrupts the body's rhythms, making it harder for you to sleep. 3 Ditch the weekend lie-in. Tempting as it is, sleeping in late on Saturday doesn't actually make up for the sleep you lost during the week, so try not to.

OEXTENSION

For homework, students choose the two grammar points from this section they found most challenging and write three multiple choice questions for each (six questions in total). During the following session, students swap tests and give each other feedback.



SB P186 PRACTICE EXTRA / Unit 14

WORD FAMILIES RELATING TO HEALTH

WARMER

Students brainstorm words related to health in teams. The team with the most correct words after three minutes wins. Elicit the highest level vocabulary and write it on the board, then elicit other parts of speech, e.g. diabetes / diabetic; diet / dietician / dietetic.

Challenge the students to work in pairs to look at the pairs of words and generate sentences where each might be used. They then choose the words that best fit the gaps in the sentences given, using a different colour pen for answers they are sure of and ones they are less sure of. Students check answers and ideas in pairs before whole class feedback.

1 poor 2 poorly 3 nutritious 4 nutritional 5 obese 6 obesity 7 poisonous 8 poisoned 9 allergies 10 allergens 11 surgeon 12 surgery

2 Students work in groups or play in teams. Allow four minutes for this task, then elicit ideas and write them on the board during feedback, along with example sentences.

nutritional (adj), nutritious (adj), nutrition (n), nutrient (n)
No more words for obese (adj) or obesity (n)
poisoned (v), poisonous (adj), poison (v), poison (n),
poisoner (n)
allergen (n), allergic (adj), allergenic (adj), allergy (n),
hypoallergenic (adj)
surgeon (n), surgery (n), surgical (adj), surgically (adv)

WARMER

Students work in pairs and discuss how elderly people can be helped to have better health and quality of life. Monitor and assist where needed, then elicit ideas and write them on the board with the whole class. Students then quickly read the text in Exercise 3 to see if any of their ideas are mentioned.

3 Students read the text and modify the words in capitals as necessary to fit the gaps. Allow pair checks before whole class feedback, and invite students to give you the spelling of each answer, reminding them that correct spelling is required in the Reading and Use of English Part 3, which this exercise is based on.

1 expectancy 2 depression 3 physically
4 injuries 5 nutritious 6 dehydrated 7 ageing /
aging 8 infection 9 poorly 10 surgery

Don't allow any silent thinking time if you wish to use the activity as Speaking Part 4 practice. Students discuss the questions in pairs. Monitor and collect common mistakes and elicit the corrections to these with the whole class. Then ask students to find a new partner and repeat the activity.

ALTERNATIVE

Allow students to choose the question they are most interested in. Then read the three questions out loud and ask students to form groups in different corners of the classroom according to their interests. Students discuss in groups, then report their discussions back to the whole class.

SPEAKING PART 2 TRAINING

SB P187

©EXAM INFORMATION

In Speaking Part 2, candidates are expected to use a variety of phrases and linguistic strategies to speculate and make deductions.

- 1 03 Ask students to read questions 1-3, and tell them to listen to the examiner's instructions and add the missing information. Students listen and then check in pairs before whole class feedback.
 - 1 1 A what the people might be checking 2 Who do you think useful the information might be needs to check the information most carefully? 3 Suggested answer - No, not 100%. This means that candidates need to speculate in their answers.

AUDIOSCRIPT (2) 103

Examiner: In this part of the test, I'm going to give you

each three pictures. I'd like you to talk about two of them on your own for about a minute and also to answer a question briefly about your partner's pictures. Candidate A, it's your turn first. Here are your pictures. They show people checking information in different situations. I'd like you to compare two of the pictures and say what the people might be checking and how useful the information might be.

Candidate A: OK, I am going to talk about the first and

the third pictures. The first picture ...

Candidate A: ... would be the most useful.

Examiner: Thank you. Candidate B – who do you think

needs to check the information most

carefully?

Candidate B: Well, I would say ...

104 Students listen to the extracts and fill the table with the picture number and question number each speaker talks about. Elicit keywords during feedback.

1 Picture 3 Question 1A

2 Picture 2 Question 1A

3 Picture 1 Question 1A

4 Picture 1 Question 2A

5 Picture 2 Question 1B

AUDIOSCRIPT 104

Speaker 1: As far as I can tell, the photo Narrator:

> shows a doctor or scientist checking a brain scan. She might be looking for

abnormalities or studying brain activity as part

of some research.

Speaker 2: It's not entirely clear, but Narrator:

> my guess would be that they are checking the nutritional information because one of them has an allergy, but equally they may well be simply comparing the prices

of the two products.

Narrator: Speaker 3: Judging by the fact that the

> woman's finger is touching the device, I'm fairly sure that she is measuring her blood sugar level. My impression is that she is

diabetic, but I could be wrong.

Speaker 4: I would imagine that these Narrator:

kinds of checks are important but the fact that

she is able to administer them herself suggests that, in all likelihood, we are

not looking at a medical emergency.

Narrator: Speaker 5: In this picture, they don't look as

if they are particularly concerned, so I would suppose that what they are checking is a question of personal taste rather

than medical necessity.

104 Students attempt to fill the gaps from memory before listening to the audio again to check. Check the meaning of each expression with the whole class, eliciting the degree of certainty expressed by each on a cline (a line on the board expressing certainty, with one end expressing no certainty at all, and the other end expressing absolute certainty). After feedback, ask students to highlight three of the expressions which they wish to use in the Speaking exam.

> 2 might 3 entirely; guess

5 Judging; fairly sure

4 may 6 impression 7 imagine

OEXTENSION

Tell students to look at the completed sentences for Exercise 3, then ask these questions:

- 1 Which modal verbs of speculation / deduction are used to talk about what is happening in the pictures? Are there any others you could use?
- In question 9 we have the expression look as if. Can you think of any other expressions that use look for describing what you see? Can you think of any alternative verbs to use instead of look in these expressions?
 - 1 Modals of speculation used are might, may (well) + be + verb-ing. Other verbs of speculation used are must, could, can't.
 - 2 Other expressions for describing what you see: look(s) like; look(s) as though; look(s) to be. Alternatives to look = appear, seem
- 4 Students discuss the questions in pairs, using the phrases from Exercise 3 that they highlighted. Monitor students closely to ensure the phrases are being used accurately, then invite different pairs to discuss one question each in front of the whole class, who give them positive and constructive feedback on their use of the phrases.
- 5 Students work in groups of three to simulate the entire Speaking Part 2 task. One student is the examiner, who asks the questions and times the candidates (1 minute for the long turn and about 30 seconds for the follow-up answer). Monitor and collect mistakes, then write these on the board for the students to correct. Elicit the corrections then students swap roles and repeat the procedure two more times, until every student has been the examiner.

OEXTENSION

Students work in pairs to review all the Speaking Part 2 training sections in the book and select an appropriate number of sentence beginnings or phrases they want to remember in the exam. They then collaboratively write a one-minute long turn using as many of these as possible. Invite as many pairs as time allows to perform their long turn, and elicit useful language to write on the board at the end of each.

VOCABULARY

SB P188 PRACTICE EXTRA | Unit 14

HEALTH

Students read the sentences and choose the correct option, then check answers in pairs, using a dictionary if necessary. During feedback, elicit further example sentences with the target language.

1 a 2 c 3 c 4 a 5 b 6 a 7 b

ALTERNATIVE

Books closed. Set the activity up as a quiz. Students play in small teams. Read the first sentence and the three options out loud. Teams have thirty seconds to discuss the options and write down their answer. Elicit the correct answers and award points, then repeat with the remaining items.

2 Challenge the students by asking them to cover A-H. In pairs, they attempt to predict the words which will complete each phrase for 1-8. They then uncover A-H and match. Elicit the meaning of the phrases during feedback.

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

3 Students complete the questions with phrases from Exercise 2. Challenge the stronger students to do so without looking at Exercise 2 initially. Elicit answers from the whole class.

lose your appetite
 body clock
 lifethreatening
 sore throat / runny nose (in either order)
 blood pressure
 balanced diet

4 Students answer the questions from Exercise 3 in pairs.

Monitor closely and provide useful language where
needed, then review this during whole class feedback.

OEXTENSION

Students write an additional question using a target vocabulary from the unit, e.g. Do you think workers should be allowed to take sick leave if they have a sore throat? They then ask and answer each other's questions in pairs. Make a note of interesting questions for the whole class to answer during feedback.

PUSH YOURSELF

SB P188

HEALTH IDIOMS

- 1 05 Students read the questions, then listen to the audio and take notes of the answers. Students check answers in pairs before whole class feedback.
 - Anita's grandmother was rushed into hospital.
 - 2 sore throat, stiff joints, loss of appetite, dehydration
 - 3 She's OK. 4 Adversely; she's been less active.
 - 5 Her grandmother is likely to be discharged.

AUDIOSCRIPT @ 105

Hi Anita, how's it going? How was your weekend? Anita: Well, let's say it didn't turn out quite as expected.

Oh, how come? Dan:

Anita: Well, it's my grandma. She was taken ill and rushed

into hospital on Saturday morning. So I was visiting

her.

Oh no! Dan:

Anita: I knew that last week she'd been getting a bit under

the weather – you know, just a sore throat, stiff joints,

that kind of thing. Nothing too serious.

Dan: Right.

Anita: But then ... I guess because she sort of lost her

appetite, and couldn't be bothered to feed herself ...

Yeah, one thing leads to another.

Anita: Exactly, and she'd become dehydrated too. But her

state of health really took a turn for the worse. And

quite quickly too.

Dan: Oh dear.

Anita: So then by Saturday, I think she panicked because

she figured out that something was more seriously wrong with her, you know, that it might be terminal, and that she might even be at death's door already.

Dan: Oh no, Anita, you don't mean ... she isn't ...?

Anita: Oh no, not my gran. She's very much alive and

kicking, don't you worry!

I'm glad to hear it. So what was wrong with her?

Anita: Well, they haven't been able to diagnose anything

specific.

She's retired, isn't she?

Anita: Yeah, but since she retired she's been leading a very

sedentary lifestyle, you know, just sat in her chair watching TV almost all day. But, you know, everyone needs to move about a bit to stay in shape. And she didn't have a balanced diet, you know, too many sugary snacks, rather than the square meals she

should be having.

Yeah, well, I guess it's easier to snack than to cook Dan:

something healthy.

Anita: Exactly. Well, the doctor told her about the effect

that all those chocolates were having on her. And that it's best for her to kick the habit altogether.

I mean, I suppose that sounds obvious to us, but Dan: then, if she really likes chocolate, it's not exactly

what you want to hear.

Anita: Exactly, it was a bitter pill to swallow at first.

What job did she use to do?

Anita: She was a nurse, actually. So deep down, of course, she knows that it's the right thing to do. And I joked with her that after years of her being the one telling her patients to eat more of this or less of that, or to cut out the cigarettes... well now she's getting a taste

of her own medicine!

Did she see the funny side? Dan:

Anita: Oh yes, she never lost her sense of humour, even

when she was really poorly.

Dan: That's great. Well, it's awesome that she's on the

mend. And hopefully she'll be home soon.

Anita: Probably being discharged tomorrow. So yeah,

great news!

OEXTENSION

This extension sets up the extension to Exercise 3, and together they facilitate automatisation of the target expressions through rehearsal. Students work in pairs, using their notes for questions 1-5 to retell Anita's story in their own words. Monitor and make a note of mistakes to write on the board for pairs to correct.

105 Students attempt to fill the gaps from memory in pairs, then listen again to check. Withhold information about the meaning of the idioms during feedback.

> 1 under 2 turn ... worse 3 death's; kicking

4 kick; pill ... swallow 5 taste ... medicine 6 mend

In pairs, students write down definitions for the idioms in Exercise 2. They can use a dictionary if necessary. Elicit definitions of all the expressions from the class during feedback.

Suggested answers

1 sick, unwell 2 worsened, deteriorated 3 almost dead; alive and healthy 4 break the addition; a very difficult thing to accept 5 get the same bad treatment that a person has been giving to others 6 getting better, recovering

OEXTENSION

Books closed. Write the idioms on the board, and invite students in pairs to retell the story again, this time using the idioms on the board. When the students are finished, delete one or two words from each expression on the board, e.g. feel under _____. Students repeat the story again, trying to remember the missing words in the idioms. Repeat the procedure until there is only one word left in each idiom (this could just be the, so long as it reminds the students of what the expression was). Finally, students record the expressions in their notebooks from memory, before checking again in the book.

READING AND USE OF ENGLISH PART 4 TRAINING

SB P189

Students match the phrases with similar meanings and check answers in pairs. During feedback, elicit short example sentences for each phrase.

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

ALTERNATIVE

Books closed. Write on the board:

It didn't occur to me
none of your business
There has been a drop in ...
It has little effect on ...
put at risk
nothing like as (adjective) as
It is said that ...
This led to ...
there's no chance that
no sooner ... than

Students work in groups and brainstorm paraphrases of the phrases on the board, then open their books and match 1–10 to A–J. During feedback, elicit any additional paraphrases the students generated in their groups.

- 2 Allow students to complete the Part 4 exam style exercise individually, to make the following exercise more effective. Students complete the sentences so they have a similar meaning to the original ones, using the words in capitals unchanged. Elicit answers from different students during feedback.
 - 1 is said (that) there is no 2 which led to us missing / our missing 3 is none of your business what 4 like as sick as I was 5 can be put in jeopardy 6 had never occurred to me before 7 has fallen dramatically for / in 8 sooner was his condition diagnosed 9 highly unlikely she will be discharged 10 have had little effect on
- 3 Students use 1-7 to identify the types of mistakes they might have made in Exercise 2, then compare in pairs or small groups. Elicit the most common mistakes in the class during feedback.

OEXTENSION

Encourage students to use the insights from Exercise 3 to make a personalised checklist that they will use the next time they practise a Reading and Use of English Part 4 task.

GRAMMAR

SB P190 PRACTICE EXTRA | Unit 14

REVIEW (2)

WARMER

Students look at the three pictures and discuss in pairs what the speakers do to stay healthy. Elicit keywords and useful language and write it on the board during feedback.

106 Students listen to the audio and match the three speakers to the pictures A-C, taking note of any keywords they hear which help them. Elicit these and the correct answers during feedback.

1 B 2 C 3 A

AUDIOSCRIPT (2) 106

Narrator:

Speaker 1: For me the key is diet. I see my body as a machine, one that requires the correct fuel and needs regular maintenance if it is to avoid breaking down. As a result, I am extremely careful with what I eat. I plan and prepare all my own meals, trying to ensure that I only buy the freshest ingredients and that each meal has a good balance of the nutrients that a body needs. It's not easy but I have managed to cut out a lot of bad habits like eating junk food, drinking caffeine, and eating between meals. So has it been worth it? In a word, yes. I used to feel lethargic and lacking in motivation, but since I changed my dietary habits, I am full of energy and my mind always feels clear and sharp.

Narrator:

Speaker 2: My thing for feeling good about myself is beauty treatments. I love having my hair or nails done or hanging out with friends and doing makeovers. And recently for a birthday treat, my mum booked us into a day spa. Oh my god, now that was amazing. We each had a massage to start with, which was out of this world. Neither I nor my mum had had one before and so we had no idea what to expect. But it was wonderful. The combination of massage, relaxing music and incense relaxed me so much that I actually drifted off and the masseuse had to wake me up at the end. The rest of the time was spent alternating between the sauna and the jacuzzi. It was a lovely day. It's a pity that we can't afford to do it more often. I was so chilled out when we got home. And my skin looked amazing.

Narrator:

Speaker 3: As a professional sportsman, finding the right ways to recover from intense exercise or from minor injuries is essential to how well I perform. After particularly demanding games that have taken a lot out of me, I have an ice bath, which consists of 8-10 minutes submerged up to my face in very cold water. The first time I tried it, I have to admit, it was really hard. At no point did I feel comfortable. The first two minutes were the most difficult - I just wanted to get out of there as fast as I could. But slowly, I got used to it and nowadays, I don't even think about it. So why do I put myself through such torture? Well, I have found that it helps my muscles recover more quickly between matches, so it is a necessary evil in that respect. But on top of that, I find it really relaxes my mind. It's a real mental effort to sit still in freezing water, just focusing on my breathing, almost like meditation. When I get out, I may be shivering but I feel rejuvenated, like my brain has been rebooted.

2 0 106 Students fill the gaps with the missing words before listening again to check their ideas. During feedback, elicit further possible answers.

Speaker 1 – as, one, if, As, what, each/every Speaker 2 – done, each/both, which, nor, what

Speaker 3 - did, there, as, it, may/might/will, been

WARMER

Students work in pairs or small groups and look at the subheadings of the article then discuss what they already know or what they would like to find out about the two techniques. They then read the article quickly to check their ideas.

3 Encourage students to work independently to fill the gaps in the text with an appropriate word. Point out that all the words will be function words. If you have a projector, project the text on the board during feedback and invite fast finishers to fill the gaps.

1 for 2 all / what 3 one / a / your 4 at 5 is / feels 6 it 7 which 8 what 9 every / each 10 how 11 other 12 if

4 Students ask and answer the questions in pairs, giving clear reasons for their opinions. Monitor closely and elicit personal experiences and practices if possible.

WRITING PART 2: A PROPOSAL TRAINING

SB P191

WARMER

Some companies organise fun events for their staff in order to improve teamwork and personal relationships between employees. These are often referred to as team-building events. Students work in groups and brainstorm what one-day events a company could organise for their employees to relax and bond. They then choose the best one and discuss the benefits it would have for employees, and how difficult it might be for the company to set up. Elicit the best ideas from each group.

- In pairs or small groups students discuss the pictures and the question. Monitor and provide useful language where necessary. After feedback, ask the students whether they think a spa day would be a good activity for a group of company employees, and why.
- After students have read the exam task, elicit from the whole class the two content points the task requires (the benefits this would have for the company employees; additional help needed to organise the day). Ask students to ignore the gaps and quickly scan the proposal to find the content points mentioned, then do brief whole class feedback (para 2: benefits physical health, mental health, possibility to continue activities in the future; para 3: help needed funding). Students then fill the gaps in the proposal with the appropriate discourse markers from the box. Elicit answers during feedback, but withhold information about the meaning of the discourse markers.

1 As you may recall 2 Accordingly 3 as far as I am concerned 4 Not only 5 including but not limited to 6 on the contrary 7 especially in the case of 8 In order for 9 It would be appreciated if 10 if all goes well

3 Tell the students they are going to identify the purpose of the discourse markers in Exercise 2. Students match the discourse markers to functions 1-7, then check answers in pairs before whole class feedback. During feedback, elicit other discourse markers which perform functions 1-7.

1 as far as I am concerned 2 it would be appreciated if 3 including but not limited to 4 on the contrary 5 in order for 6 as you may recall 7 accordingly

FAST FINISHERS

Fast finishers brainstorm alternative discourse markers which perform functions 1–7, e.g. 1 the way I see it; if you ask me; in my view; etc. Write these as examples on the board to add to during whole class feedback.

4 Students locate examples of the grammatical structures 1-6 in the proposal in Exercise 2. After whole class feedback, elicit that choosing a number of grammatical structures to include in their writing texts is a possible strategy they might want to try in order to improve the complexity of their writing.

Suggested answers

1 am concerned; would need to be allocated; would need to be reserved; would be appreciated 2 Not only is it close 3 making it easily accessible 4 It would be appreciated if someone from the Business Management Team could be engaged to discuss this with the hotel 5 who choose to continue the activities in the future, 6 which I would like to organise; which I believe is in the interests of the whole workforce

Tell students they are going to write their own proposal in answer to the Writing Part 2 task in Exercise 2. Allow students 35 minutes for the task. If you used the warmer above, allow them to use an idea for the one-day activity generated in the warmer. Before submitting their texts, students should highlight the discourse markers and complex grammatical structures they have used in their texts.

EXAM FOCUS

SB P192

SPEAKING PART 2

OEXAM CHECK

Students read the statements in the Exam check and decide if they are true or false. Check answers in pairs before whole class feedback.

1 true 2 false (choose two of the three to discuss in relation to the question) 3 true 4 true 5 true 6 false (Each candidate talks for around one minute; the questions for the other candidate can be up to 30 seconds, plus there is time required for the examiner to read out the questions. As a result, the total time is approximately four minutes.)

Students work in pairs and take turns completing the long turn and answering the follow-up question. Before they start, invite them to write down five phrases or grammatical structures they wish to use, and give their list to their partner, who ticks these off as they are used. Monitor and write common mistakes on the board for students to correct during feedback.

ALTERNATIVE

If students have access to their smartphones, they complete the task individually and record their performance. Allow them enough time to record themselves, watch the recording and repeat the procedure at least one more time. If appropriate, ask students to share their videos with you, and tell them you will choose a limited number of them, at random, and give them feedback in the following session.

WRITING PART 2: A PROPOSAL

SB P192

SEXAM CHECK

Students discuss the questions in pairs or small groups. Elicit useful language to recommend, suggest and persuade during feedback.

 Reports and proposals are similar in style. However, the primary purpose of a proposal is to persuade the reader of a course of action.
 yes
 all

WARMER

If you used the warmer for the writing section on page 191, elicit the ideas the students generated and write them on the board, then highlight with the students the ones which might be suitable to answer the task. Otherwise, ask students to work in small groups to brainstorm ideas for suitable activities and elicit these on the board, along with useful language.

Model answer

Introduction

The company is collecting recommendations regarding organised activities which would prove beneficial for employees' health and happiness, and which would also have a positive impact on the company itself. This proposal will put forward the provision of two such activities, one physical and one mental.

Morning gym classes

The health benefits of sports are widely known. Cardiac health is improved, decreasing the risk of heart attacks and strokes, and problems related to excessive weight are reduced. A less known fact, however, is that studies have found that the chemicals released in the brain while working out have a positive effect on a person's ability to work better and faster, long after the exercise session has finished. It would therefore undoubtedly be in the company's best interests to organise gym classes before the working day starts.

Lunchtime mindful colouring sessions

A further initiative which would benefit both employees and the organisation is lunchtime sessions where participants are given black and white drawings and are invited to colour them in. As unconventional as this may sound, research has shown strong links between this activity and an individual's stress levels. A less stressed employee is not only happier, but also more likely to perform well under pressure and display good judgement and decision-making skills. Furthermore, the activity itself costs very little to set up.

Conclusions

The two proposed activities aim to look after both the body and the mind. Together, they would ensure that employees are more efficient, better decision makers and more effective under pressure.

[254 words]

READING AND USE OF ENGLISH PART 4

SB P193

OEXAM CHECK

Students tick the correct statements and correct the incorrect ones, then check with a partner before whole class feedback.

1 \(\) 2 \(\) 3 \(\) (three and six) 4 \(\) 5 \(\) (the key word must not be changed) 6 \(\) (two marks) 7 \(\) (contractions count as two words)

Give students eight minutes for the task. Elicit answers from the whole class during feedback.

1 believe it when I was told 2 event of the concert being called 3 without saying (that) I shouldn't / should not 4 make it clear whether or 5 hadn't been for 6 having

my tooth taken out at/by

OEXTENSION

If you used the extension to Exercise 3 on page 189, remind students of the checklist they wrote for themselves and ask them to use this at the end of the task to check their answers and ensure they haven't made these types of mistakes again.

REAL WORLD

SB P194

DISCUSSING FOOD PREPARATION

WARMER

Elicit from the class that a tomato is not a vegetable, but a fruit. Ask students to work in teams and write down another interesting fact about food, which can be either true or false. Elicit the facts from different groups and invite other students to guess which are true.

Students match sentences 1-5 to pictures A-E in groups and add the missing food in the gaps. During feedback, elicit which facts the students found most surprising and why.

1 cheese - D 2 lobster - A 3 rhubarb - B
4 Mushrooms E 5 pistachios - C

2 Students organise themselves into groups of five. They read the instructions and the introduction, then each member of the group chooses a different paragraph to read. Allow students two minutes to read their paragraph and memorise the information. Encourage them to underline any high-level language they wish to use when they explain their paragraph to their group.

3 Students close their books and share the information they read with their group. Group members take notes on the two points. Elicit the most interesting facts and information during feedback.

Suggested notes

Chad – fresh foods from local markets, boule (porridge), okra, mutton, mangoes.

Food is free from additives, fats and salt, which reduces the risk from disease, and rich in nutrients.

Spain – tapas, beans, oily fish and seafood Portions are modest, and the high-fibre food eaten is beneficial for weight control and wellbeing.

Israel – legumes, eggplant (aubergine) olive oil, mint Spices are good for digestion and metabolism, and food is rich in vitamins A and C.

Sweden – dark breads, berries, fish and dairy products

Fibre and antioxidants get rid of fat; animal welfare is good too

Vietnam – noodles, herbs and chilli, peppers, chicken and pork

The food fights inflammation and eating style aids portion control.

- 4 Students work in the same groups and discuss which country's cuisine they find most appealing and why. Write useful language on the board to support the students, such as: I'm really not a fan of ... I wouldn't go anywhere near ... I feel that that would be heavy/light/tasty/bland ... I'm very much into spicy food/fish/low-carb meals ...
- 5 Students work individually to locate the vocabulary which matches definitions 1–6, then check in groups. During feedback, elicit example sentences with the target language.

1 contrary to 2 counterparts 3 is rich in 4 in the mood for 5 spring to mind 6 at the forefront of

6 Remind the students that it is not only unknown language that is worth recording but also, and perhaps more importantly, language which they have passive knowledge of but which is yet to move to their active vocabulary. Students underline the language they want to record and then do so, sharing their decisions with a partner.

Suggested answers

processed foods; local produce; vital nutrients; life expectancy; a range of (different) dishes; high-fibre diet; staple elements; distinctive flavours; dairy products; side dishes

Z Encourage students to use the language they recorded in Exercise 6 to answer the question with a partner. Monitor and help where necessary, then elicit interesting national dishes from different students.

- 8 107 Students read the questions and try to guess in pairs what type of food bigos might be. They then listen to check their guesses and answer questions 1–6. Elicit keywords and answers during feedback.
 - 1 Suggested answers it's a contender to be the national dish; it's a traditional meat dish; a kind of casserole
 2 cabbage
 3 hunter's stew
 4 venison
 5 diced cubes
 6 Add garlic and bay leaves; leave the finished stew for a few days before eating.

AUDIOSCRIPT @ 107

Chef: OK, I'm going to explain how to make bigos, which is a traditional meat dish, a kind of casserole really. And it's certainly a contender to be Poland's national dish. There are various ways it can be made, but the one thing you have got to have is cabbage. A lot of people like to use sauerkraut, in other words pickled cabbage. It's actually best to start off by rinsing the cabbage under a cold tap. Then you boil it for a couple of minutes, then strain it and put aside the water for later. And now for the meat. On menus in Poland, you often see bigos glossed as being 'hunter's stew', not because that's a direct equivalent of the word, but because the idea was that whatever a hunter brought back from his trip could be added in the stew. My preference is to use game meat like venison because it adds to the flavour. You dice the meat so it's in cubes. Melt some butter into a pan, then fry the meat with some sliced onion. It's also good to season it at this stage with salt and pepper, and I find that garlic and bay leaves really bring out the flavour like nothing else. Then add in the cabbage and the cabbage water that you saved earlier and stir the mixture. Bring it to the boil and then turn down the heat and let it simmer for at least 30 minutes but up to an hour and a half if you have time. And once it's ready, most people find that it actually improves with age, so you can leave it a few days before eating it. It goes really well with dark bread, which you can dip in so it soaks up the sauce. Makes me peckish just thinking about it!

9 107 Students attempt to fill the gaps in the text from memory, then listen again to check. Elicit answers from the class and clarify the meaning of the vocabulary as necessary.

rinsing, boil, strain, put aside
 dice, melt, fry, sliced, season, bring out, add, stir
 bring it to the boil, turn down, simmer
 dip, soaks up

OEXTENSION

Students prepare to talk about how their national dish is prepared, using some of the target language covered in Exercise 9. They then share in pairs or small groups.

10 Ask students what they understand by 'street food' (food that is cooked on the street), then brainstorm countries where they think street food is important. Students watch the video and make notes on the countries they see and the types of food that is prepared there. Check if any of their guesses were right.

Suggested notes

Street food around the world. Examples: Hawker stalls in Penang, Malaysia; hotdog stands in New York City, US; corn vendors in Mexico City, Mexico.

Thailand – 500,000 street food vendors in Bangkok, Thailand. A Thai speciality is Tom Yum (traditional hot and sour soup), Pad Thai (fried noodle dish) and grilled meats on skewers. Flavoured with Nam Pla (fish sauce).

Jamaica – Jerk Chicken. Marinated in berries, peppers, ginger and thyme before barbequeing. Chicken is broiled = exposed to direct heat. Does name come from movement of cooking or from Latino-Spanish word for dried meat?

India – Vegetarian/Vegan dish Masala Dosa. Dosa = pancake. Masala = potatoes and mustard seeds + other ingredients spread over, then rolled.

Hungary – Chimney cake. A spiral shaped donut cooked over a grill.

OEXTENSION

Encourage students to talk about street food in their country using the language they've learnt in this lesson.

LIFE COMPETENCIES

P195

TAKING CONTROL OF LEARNING

Allocate one of the following foods to each student in groups of twelve:

Chicken tikka masala; Beef Wellington; Bubble and squeak; Shepherd's pie; Jellied eels; Toad in the hole; Eton mess; Christmas pudding; Spotted dick; Trifle; Treacle tart; Bakewell tart.

Students go online, in class if possible or otherwise for homework, and find a YouTube video of the dish being prepared. Using the subtitles feature (this can usually be found in the function buttons in the bottom right corner, but might vary depending on how you access the video) they find useful vocabulary to explain the recipe and rehearse how to present this to the class. Each student then comes to the front of the class and explains the recipe, using the useful language they found in the subtitles. They mime the cooking of the dish as they speak. Elicit useful language after each recipe and write it on the board.

- > WORKBOOK / Unit 14, page 60
- PRACTICE EXTRA | Unit 14, Grammar and Vocabulary

PROGRESS CHECK 5

SB P196

1

2 tackling 3 unwind 1 envisage 4 grasp 7 daydreaming 8 evaluate 5 embrace 6 dread

2 compiling 3 mingling 1 having lived 4 Having 5 to label 6 viewing traced

3

1 decision 3 Construction 2 investigation 4 explanation 5 analysis 6 transformation

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

5

below under threat reckless with of you ourselves at to some danger threat by from supposedly being at in serious danger

6

4 false 1 pointless 3 burning 2 utmost 5 overwhelming

7

3 There 7 there 1 There 2 it 4 it 5 it 6 lt 8 it

2 threatening 3 runny; joints 4 obesity; balanced 5 surgeon; discharge 6 allergic; poisoning

GRAMMAR REFERENCE

Page 198

STARTER PAST AND PERFECT TENSES REVIEW

Exercise 1

- 1 had been copying
- 2 had been staying
- 3 had forgotten
- 4 Have you been doing
- 5 have been repairing
- 6 had been driving
- 7 have gone

Page 199

FUTURE TENSES

Exercise 1

- 1 departs
- 2 are having
- 3 is participating
- 4 starts
- 5 finish

Exercise 2

- 1 Will Shall I go and see what caused it?
- 2 I'm confident that we will meet up again in the near future.
- 3 Shall Will you always love me even when I'm old and grey?
- 4 B: No problem. I will get a pan and brush to sweep up the pieces.
- 5 /
- 61

Page 200

UNIT 1 QUESTION FORMS

Exercise 1

- I was wondering whether they're over eighteen or not.
- You should always carry some form of ID with you, shouldn't you?
- 3 Could you please inform the office that you will be absent tomorrow?
- 4 Going backpacking alone can be dangerous, can't it?
- 5 Would you mind emailing me to say when you expect to get here?
- 6 There weren't many spectators in the ground, were there?
- 7 I was wondering if you managed to get tickets for the concert?
- 8 You've never canoed in rapids, have you?

Page 201

VERB PATTERNS (1) GERUNDS AND INFINITIVES

Exercise 1

- He decided to go on an all-inclusive package holiday to Turkey.
- 2 Can I remind you not to interrupt the speaker during her presentation.
- 3 I can't stop to buying clothes. I'm a shopaholic.
- 4 /
- 5 If you forget to have your car serviced regularly, you could end up having an accident.
- 6 I clearly remember to watch watching my first ever live concert when I was 12.
- 7 My younger brother had enormous difficulty to learning how to ride a bicycle without stabilisers.
- 8 To Abseiling is not in the least bit dangerous if you have the correct equipment and a good instructor.

Exercise 2

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

Page 202

UNIT 2 DETERMINERS AND QUANTIFIERS

Exercise 1

- 1 little
- 2 both; neither
- 3 a great deal
- 4 none
- 5 all
- 6 Neither

Page 203

ADVERB MODIFIERS

Exercise 1

- 1 completely/totally
- 2 slightly
- 3 far
- 4 easily
- 5 little
- 6 totally/slightly

Exercise 2

- 1 definitely
- 2 absolutely
- 3 fairly; slightly/a little
- 4 easily; much
- 5 Unsurprisingly; pretty

Page 204

UNIT 3 CONDITIONALS (1)

Exercise 1

- will/might/could get
- 2 don't drink
- 3 take / can take; will call
- 4 had; would not be
- 5 train; will/should attain
- 6 have
- 7 would have been ruined
- 8 wouldn't have got; had applied

Page 205

VERB PATTERNS (2) - OBJECTS, REFLEXIVES AND RECIPROCALS

Exercise 1

- 1 I've just bought a top of the range iPhone for my gran.
- 2 I lent my new glass fibre racquet to my tennis partner and she accidently smashed it!
- 3 They offered a massive increase in salary to us all, in recognition of our contribution to the company.
- 4 I ordered the up-market presentation set of 'Horrible History' for my children.
- 5 He got a 'genuine' fake designer handbag for his wife on her birthday.

- 1 herself
- 2 yourself
- 3 ourselves
- 4 each other / one another
- 5 each other / one another
- 6 themselves

Page 206

UNIT 4

FUTURE CONTINUOUS, PERFECT, PERFECT CONTINUOUS AND BE + TO + INFINITIVE

Exercise 1

- 1 be sipping
- 2 be attending
- 3 be relaxing
- 4 have had
- 5 have finished
- 6 will have retired
- 7 have gained
- 8 are not to turn over
- 9 to be announced
- 10 are to get

Page 207

VERB PATTERNS (3) - MULTI-WORD VERBS

Exercise 1

- She can't get over her fear of heights over.
- 2 /
- 3 They caught up with the rest of the team up with.
- 4 /
- 5 Many supermarkets have done away with plastic bags with.
- 6 /
- 7 The government believes it can sort out the environmental problems which led to the minister's resignation out.
- 8 .
- 9 By 2050, we will probably have run out of North Sea gas of.

10 /

Page 208

UNIT 5 RELATIVE CLAUSES

Exercise 1

- 1 which
- 2 where / in which
- 3 why
- 4 who
- 5 whom
- 6 whose; where

Exercise 2

- 1 some of whom
- 2 both of which
- 3 most of which
- 4 one of whom
- 5 many of whom

Page 209

MODALS (1)

Exercise 1

- 1 capable
 - This robotic machinery can produce a wide range of spare parts.
- 2 necessary
 - This air conditioning system is very sophisticated, so you don't need to adjust the settings manually.
- 3 responsible
 - I have to keep our company's social media channels active.
- 4 mandatory
 - We needn't give you a refund because you purchased the item at a discount in a sale.
- 5 imperative
 - You must ensure that the brakes and airbags are functioning one hundred percent.
- 6 obligation
 - I don't have to replace the dress because it is obvious that you have already worn it.

Exercise 2

- 1 as
- 2 allowed / permitted
- 3 unable
- 4 would
- 5 better

Page 210

UNIT 6 THE PASSIVE

Exercise 1

- 1 were taken from his flat (by burglars).
- 2 should be settled by the insurance company.
- 3 could have been sold on eBay for a fortune.
- 4 have/get my hair cut by the hairdresser in the High Street.
- 5 can be seen at the big auction house in London this week.
- 6 to be respected more / to be more respected by (his friends) after he won the competition.

Page 211

MODALS (2)

Exercise 1

- You should speak have spoken to the cabin crew if you had wanted to change seats.
- 2 You mustn't have gone needn't have gone / didn't need to go to the supermarket this morning because I did the shopping yesterday.
- 3 /
- 4 /
- 5 He had been waiting for hours for the foodbank to open. He must have been starving.
- 6 I would used to work for a steel company, but I changed jobs last year.
- 7 I was locked out of my house but luckily I could was able to climb in through an open window.
- 8 She didn't need needn't have bought / didn't need to buy tickets for the show as I had already got some.

Page 212

UNIT 7 ARTICLES

Exercise 1

- An electric car is considerably better for the environment than diesel cars.
- 2 I have always wanted to be <u>an</u> engineer, but I never went to the university.
- 3 It is true that the children spend too much time on the computer.
- 4 I waited patiently for over <u>an</u> hour and <u>a</u> half.
- 5 He has perfected <u>an</u> unusual way of memorising irregular verbs. It is quite <u>a</u> unique method.
- 6 Most people don't achieve the success without making an enormous effort.

- 1 Can you buy (<u>some</u>) bread and milk from <u>the</u> shop next to <u>the</u> station?
- 2 I think we should all try to save the planet and make <u>life</u> better for <u>future</u> generations.
- 3 I spend a lot of <u>time</u> looking at <u>the</u> sea from <u>the</u> balcony of <u>the</u> hotel where I'm staying.
- 4 (<u>The</u>) Germans are well-known for <u>the</u> high quality of their football teams.
- 5 The cheapest ferry trip in the world is from <u>Staten Island</u> to <u>Manhattan</u>. It's free!
- 6 He attends the/a school which is located near the new football ground on the other side of town.

Page 213

COUNTABLE AND UNCOUNTABLE NOUNS

Exercise 1

- The behaviour of the tourists was disrespectful of the local culture.
- She had some memorable experiences during her gap year in the USA.
- 3 There wasn't a (any) room in the tiny removal van for all his furniture.
- 4 He did not choose to accept the advice from his tutor.
- 5 BBC News has a world-wide reputation for unbiased reporting.
- 61

Exercise 2

- 1 meat
- 2 help; an
- 3 glass; paper
- 4 good
- 5 damage
- 6 equipment; the Andes

Page 214

UNIT 8 REPORTED SPEECH

Exercise 1

- 1 that he hadn't finished / not having finished his essay on the British Empire.
- 2 she would / to contact me again after she'd worked out how much she could afford to pay.
- 3 (me) that I had to concentrate much more if I wanted to pass.
- 4 (to me) that I mustn't miss my driving lesson again or she/he/they would have to charge me the full price.
- 5 when I normally put the rubbish out.
- 6 (me) what time he needed to get to the studio the following day.

Page 215

CONDITIONALS (2)

Exercise 1

- 1 /
- 2 If you would be as kind so so kind as to provide some information about your family, I'll start the research into your family tree.
- 3 If they might continue to experience difficulties understanding the manual in English, we'll have it translated into their own language.
- 4 If needed, we 'II/'d/can arrange for you to have an entirely vegan menu.
- 5 If he hasn't hadn't made a mistake in the penultimate section of the exam, he would have the best grades in the class.
- 6 If I hadn't been following the alternative route on my SATNAV, 44 I'd still be stuck in a traffic jam on the M25.

Exercise 2

- 1 had known
- 2 would have been electrocuted
- 3 wouldn't/would not have wilted
- 4 had/'d gone
- 5 would have been

Page 216

UNIT 9 COMPARISON

Exercise 1

- 1 as
- 2 than
- 3 a lot
- 4 most
- 5 the more
- 6 by far

Exercise 2

- 1 I'd say that this laptop is by far the better best one we've looked at so far.
- 2 The thing about Julie is that she is not as athletic than as she thinks she is.
- 3 The long longer I live in this city, the more I love it.
- 4 If you need advice about diet, Ignacio is probably the best person to speak to.
- 5 The neighbour's dog seems quite aggressive at first but he is much morefriendly friendlier than he first appears.

Page 217

REASON, PURPOSE AND RESULT

Exercise 1

- 1 because
- 2 Since
- 3 Because of
- 4 so that
- 5 Due to
- 6 in order to 7 so
- 8 /
- 9 as
- 10 /

Page 218

UNIT 10 SUBSTITUTION AND ELLIPSIS

Exercise 1

- We camped near a Roman fortification, which was built in the third century AD.
- 2 We visited several art galleries and our friends visited a Gothic cathedral.
- 3 Our guests are arriving sometime before dinner, but I don't know exactly when they are arriving.
- 4 I could scale rock faces when blindfolded when I was at uni, but nobody else in the mountaineering club could scale rock faces when blindfolded.
- A: I watched a fascinating documentary last night.
 - B: What was it about?
- 6 A: It wasn't easy, but we finally managed to remove the graffiti from the front door.
 - B: What did you remove the graffiti from the front door with? / What did you remove it with?
- 7 A: I was planning to go for a short city break next month.
 - B: Where are you planning to go to?

Exercise 2

- 1 so (too)
- 2 so also
- 3 nor
- 4 such
- 5 no such

Page 219

CONTRAST AND CONCESSION

Exercise 1

- 1 though
- 2 nevertheless
- 3 whereas
- 4 on the other hand

- 1 On the other one hand but on the one other hand ...
- 2 Even although though it was a ...
- 3 /
- 4 In spite of the high temperature ...
- 5 /
- 61

Page 220

UNIT 11 EMPHASIS (1)

Exercise 1

- At the back of the hall stood a few students chatting.
- 2 The steak tartar was delicious. But even more delicious was the cheese board.
- 3 He ordered a bottle of juice and a glass of sparkling water. The sparkling water he gulped down in one go.
- 4 That she had been jogging was selfevident.
- 5 Meticulously, he repaired the stitching on his shirt.
- 6 In front of me crouched a rabid dog ready to attack.

Exercise 2

- What I find most annoying is her constant sarcasm.
- 2 I do hope that she passes her driving test this time.
- 3 It was on a beach in Thailand that we first met.
- 4 The reason why / Why he left the party was because he had an argument with his girlfriend.

Page 221

EMPHASIS (2)

Exercise 1

- Scarcely had she erected the tent, when the storm started.
- 2 No sooner had she opened the window than a swarm of bees flew into the room.
- 3 Little did I know that he had been a famous concert pianist in his younger years.
- 4 Only when I told her I was really desperate did she give me the money.
- 5 Only if you promise to train every week do I want you to join the team.

Exercise 2

- ... the model plane we can can we test fly it.
- 2 Not only he remembered did he remember to send emails ...
- 3 He is not only a fantastic batsman, but he is also is a great bowler.
- 4 At no time he did did he admit he ...
- 5 /
- 6 Had I known would there there would be so few people ...
- 7 ... to the directions I had I known that ...

Page 222

UNIT 12 PARTICIPLE AND *TO* + INFINITIVE CLAUSES

Exercise 1

- She is believed to be living incognito in Bolivia.
- 2 /
- 3 I was so sorry to hear the news about the explosion at the chemicals factory.
- 1
- 5 He crossed the busy road, angrily muttering to himself.

Exercise 2

- 1 more useful
- 2 to consider
- 3 waving
- 4 feeding
- 5 to bake
- 6 Having always wanted
- 7 not wanting
- 8 having been

Page 223

NOMINALISATION

Exercise 1

Suggested answers

- Political leaders need to give a good performance in TV or radio interviews.
- 2 There is a need for an assessment of the town's waste disposal system by the local government. / The local government needs to make an assessment of the town's waste disposal system.
- 3 The police carried out an investigation into the burglary.
- 4 The charity organisation's provision of temporary shelters for the victims of the tsunami saved countless lives.
- 5 This grammar exercise is/gives/provides a good illustration of the difficulties of nominalisation.

Exercise 2

- The rapid increase in burglary was becoming a concern for the police.
- 2 This government report gives a detailed analysis of the problem of climate change.
- 3 The company chairman did not provide a full explanation of his relationship with the former head of the CIA.
- 4 Our society's debate concerned the issue of capital punishment.

Page 224

UNIT 13 PRONOUNS (1) – *IT* AND *THERE* CLAUSES

Exercise 1

- 1 It's There are over twenty English workers employed in that German factory.
- 2 There's It's important to wear a hard hat in the construction industry.
- 3 /
- 4 I'd appreciate it if you'd go to the corner shop and get me some milk.
- 5
- 6 You owe there it to yourself to live your life to the full.

Page 225

PRONOUNS (2)

Exercise 1

- 1 theirs
- 2 his
- 3 hers
- 4 theirs
- 5 mine
- 6 ours

- 1 ones
- 2 one
- 3 one
- 4 ones5 us
- 6 them

REAL WORLD VIDEO SCRIPTS

UNIT 1: SOCIAL ETTIQUETTE IN THE UK

If you go to the UK, it's a good idea to learn a little about British social etiquette. The way things are done in your country may be very different from how people in the UK do them and you don't want to cause offence inadvertently.

First of all, always err on the side of politeness. No one will mind if you are a bit too polite but you could cause offence by not being polite enough. In Britain, some of the most common words are please, thank you, and in particular sorry, so if you use these frequently, you won't go far wrong. One very British peculiarity is the tendency to apologise excessively. Someone bumps into you? People will say sorry even though it wasn't their fault.

Punctuality is also pretty important to the Brits, so if you are one of those people who habitually turns up late for appointments and social gatherings, you may find you become unpopular very quickly.

Never underestimate the importance of queueing in the UK. People queue for everything, even for public transport so don't jump the queue or you might find you get an angry response. If you are on public transport, letting elderly, pregnant, or disabled passengers go first is expected and of course it goes without saying that you give up your seat to those who need it.

It's also worth noting that you might find British people less tactile than in your country. You may well be accustomed to greeting everyone with hugs and kisses regardless of how well you know them. However, this is not always the case in the UK. If in doubt, play safe and offer your handshake, especially in formal situations.

If you do a homestay with a British family, get into their good books by minding your manners, and offering to help with everyday chores like setting the table and washing up. At the dinner table, wait until everyone is seated and served before beginning your meal. Conversation during the meal is normal but don't speak with your mouth full. And bringing your phone to the table is definitely frowned upon in most homes, but check what your homestay family does. For more on the British way of life, there are plenty of websites to check out. And remember, a little politeness can go a long way. Enjoy your trip.

UNIT 2: FORMULA ONE

Motorsports have existed almost as long as motor vehicles themselves. However, for many people, the number one motor sport has to be Formula 1.

Formula 1 uses specifically-designed supercharged cars that represent the highest levels of engineering available. The sport had its origins in the immediate period after the second world war with the very first. World Championship taking place in 1950, consisting of 6 races, or Grand Prix, held across Europe. In the early years, the championship was dominated by Italian car manufacturers, such as Ferrari and Maserati. Of course, car engineering has come a long way since then. In fact, modern Formula 1 car design represents the cutting edge in terms of acceleration, braking, aerodynamics and safety. A Grand prix event takes place over a number of days. The first two days are qualifying practice where the Formula 1 teams and drivers compete to set the fastest lap times. Lap times determine where a car starts on the grid, with the fastest qualifier starting ahead of the other drivers on what is known as pole position. An actual race is 40-60 laps of a track, or around 190 miles, and takes around 90 minutes.

Cars will stop a few times during the race to refuel, change tyres, or make any repairs. Such stops are known as pit stops and involve taking the cars off the track to an area called the pit area, where team mechanics wait.

The winner is the car in first position at the completion of the final lap, where they will be greeted by the chequered flag. But this is also a team sport. Most teams will have two drivers in each race, and as well as a driver's championship, there is also a constructor's championship. Formula 1 – a must for car enthusiasts and one of the most exciting sports in the world.

UNIT 3: FINANCIAL CENTRES OF THE WORLD

Ever wondered what it takes for a city to become one of the world's leading financial centres? Typically, they need to:

- Be home to a large number of wealthy and influential businesses and corporations
- have excellent infrastructure and communications
- have favourable financial policies from the local or national authorities

Here we reveal – in reverse order – the top five financial centres in the world. At number 5, we have Tokyo, Japan, a city with one of the highest standards of living in the world. Known globally for its outstanding transport and communications systems, it's an ideal location for a financial hub. Established on the 15th of May 1878, almost 3,500 companies with a combined value of more than \$4 trillion are listed on the Tokyo stock exchange. The Nikkei 225 Stock Average monitors the top 225 companies, which include household names like Toyota, Honda and Mitsubishi.

At number 4, we have Singapore, a city with the distinction of being the world's busiest port. Having few natural resources of its own, Singapore has diversified its economy to include electronics, biomedical sciences, petroleum refining and mechanical engineering. Remarkably for such a small country, Singapore has the 37th highest GDP and the 20th largest stock exchange in the world. Its success is largely credited to strict government and a strong work ethic among the population.

Coming in at number 3 is yet another Asian city, Hong Kong, whose importance as a financial centre is out of all proportion with its size, boasting the 7th largest stock exchange in the world. Hong Kong's key role is largely due to its history of facilitating trade between China and the rest of the world. The Hang Seng index records the daily fluctuations of the 33 largest companies in Hong Kong. These tend to be involved in property and financial services due to the value of land in this highly strategic location and Hong Kong's former status as a tax haven.

The number 2 spot sees us move from Asia to North America – to New York. Dating back to 1792, the New York Stock Exchange is home to 2,800 companies, including some of the most famous brands in the world. Around 1.46 billion shares, worth approximately \$46.1 billion are traded here every day.

Number 1, no prizes for guessing that the world's number one financial centre is London. London's stock market can trace its origins back to the early 17th century when trading began to take place in the coffee shops near the Royal Exchange. Its development was greatly assisted by Britain's role at the centre of a vast empire with the ability to trade via sea all over the world. Its location at the 'centre of time' has been another huge asset to London, making it easy to do business with both East and West. The financial district was known as the City of London or the 'square mile'. Now, however, due to continual growth of the banking sector, it has spread to occupy the areas of Bank and Canary Wharf as well. So, there you have it. The top 5 financial cities in the world.

UNIT 4: THE SPACE RACE

In the 1950s the dream of visiting Space was slowly becoming a reality. Technological developments and the Cold War had led to the USA and the Soviet Union competing against each other to show their technological superiority in what is known as 'the Space Race'. It began on October the 4th 1957 when the Soviet Union launched the first satellite, Sputnik 1, into the Earth's orbit. Sputnik 1 was about the size of a beach ball, and orbited the Earth until finally burning out on re-entry on January the 4th 1958. A month later the first living being was sent into space. A dog called Laika served as the 'pilot' on Sputnik 2. Unfortunately, she only lived for a few minutes into her mission, which was essentially a test run to see if people could survive a flight into Space. During the years that followed there was intense competition between the USA and the Soviet Union to gain an advantage in the Space Race. The USA gained a breakthrough with the first photograph of Earth from orbit in August 1959, and the Soviet Union managed to get the first photos of the far side of the moon in October of that year. The advantage was clearly with the Soviet Union when in August 1960, two other dogs, Belka and Strelka, were sent to Space on Sputnik 5. Unlike Laika, Belka and Strelka returned to Earth safely and Strelka even has ancestors alive today. They followed this by sending the first man into Space on April the 12th, 1961. Yuri Gagarin was selected from a group of two hundred cosmonauts to fly the Vostok space craft on the mission. The flight itself lasted for one orbit of the Earth and took 108 minutes. It was a huge act of bravery by Gagarin and despite the fact that he died in a fighter jet accident in 1968, he remains an international hero and has been celebrated in stories, songs and monuments. Meanwhile the United States had been making several steps to land the first man on the moon. By 1965 they had flown a number of 8- and 14-day manned space flights, and had developed technology for navigation and reusable spacecraft. In 1968, they were able to orbit the moon for the first time, and on July the 20, 1969, Neil Armstrong became the first man to walk on the Moon and uttered the famous words 'One small step for man, one giant leap for mankind.' In doing so, the USA had won the Space Race in the eyes of the world. The 1970s brought an end to the Space Race, but both nations continued to send spacecraft and astronauts into Space, and other nations began to get in on the act. Nowadays we have the International Space station, a joint venture between the USA and Russia and other space agencies, such as Japan and Canada. It serves mainly as a research and testing laboratory and as of March the 14th 2019, had been visited by 236 people from 18 different nations. And now we are moving into the era of space tourism, with private companies - including ones run by famous entrepreneurs like Richard Branson, Elon Musk and Jeff Bezos of Amazon – testing and developing technology in order to allow people to book their own flights into space. Of course, such flights will not come cheap so if you fancy going on one, you'd better start saving up. And don't forget to pack your space suit.

UNIT 5: ALAN TURING AND THE MODERN COMPUTER

Programmable computers are an indispensable part of modern life.

One Cambridge scientist played a key role in their development and an equally key part in the Second World War. Alan Turing studied mathematics at both the University of Cambridge and Princeton University in the United States during the 1930s. It was during this time that he developed the concept of a universal computing machine to solve complex mathematical equations using specific algorithms, or programs. In other words, the blueprint for how modern computers work.

However, the outbreak of World War 2 in 1939 saw Turing join the war effort as a cryptographer at Bletchley Park, near Milton Keynes in the UK. Turing formed part of a team of code-breakers whose job it was to crack the code of the Enigma machine, a device used by the German armed forces to encode their military communications. Turing and his colleagues designed and built a specific computing machine to help them decode these secret communications. In doing so, they changed the course of the Second World War in favour of the Allies and saved countless lives.

After the war, Turing returned to the field of computing and did more pioneering work, including designing a programming system that was used in the first ever commercially available computer, the Ferranti Mark 1. It was also around this time that that Turing published his academic paper, Computing Machinery and Intelligence, which explored the ideas of Artificial Intelligence and proposed the famous Turing Test, an attempt to define what constitutes computer intelligence. In simple terms, it proposed that a computer could be said to be capable of independent thought, if, in a conversation, a human interrogator could not distinguish it from a human being. It's a test that still applies today in this field. Turing and his colleagues actually attempted to test this proposition by writing a computer chess program but the hardware of the time did not allow for this to be properly tested.

Sadly, Turing would take his own life in 1954. His wartime heroics with the codebreakers remained an official secret until the 1970s, and it wasn't until the 1990s that his achievements were recognised. In 2018 it was announced that his face would appear on the UK £50 note as a tribute to his achievements. There is also a 2014 Hollywood movie about his life called *The Imitation Game* starring Benedict Cumberbatch. Alan Turing – University of Cambridge graduate, pioneering computer scientist and war hero. We salute you!

UNIT 6: NEW WONDERS OF THE WORLD

The original 7 wonders of the world list was compiled in 2BC by the historian, Herodotus, as a list of the most outstanding constructions of the ancient world. At the start of this millennium a Swiss foundation compiled a modern version. Of the original list, only the Great pyramids of Giza in Egypt are still standing, so they were given an honorary eighth place.

First on this new list is the Great Wall of China. Built in the 7th Century BC, it actually existed before the time of Herodotus, but was unknown to him. It's the longest man-made structure in the world. More a collection of walls rather than one continuous construction, it was originally built to protect the country from invasion. Many of the most popular areas have been renovated and are 400 to 600 years old.

Next up is the ancient city of Petra in Jordan. Inhabited since prehistoric times, but unknown to the Western world until 1812, it's often called the Rose City because of the colour of the rocks it's built from. One of the most ingenious things about the city is its complex water system, which in its time provided enough water for 30,000 inhabitants. The ancient city of Chichen Itza in Mexico also makes the new list. Mainstream archaeologists believe it was constructed around 600 AD and was inhabited by the Mayan people until 1221. It contains several temples and an observatory of major architectural and archeological significance. However, it's most famous structure is the pyramid or Temple of Kulkulcán. This 24-metre-high structure was a pilgrimage site for the Mayans and these days draws tourists from all over the world, especially during the equinoxes, when the sun casts shadows on the pyramid, creating the illusion of a giant serpent climbing down the steps. Another settlement that was abandoned by its original inhabitants is Machu Pichu, in Peru. It is thought to have been constructed for the Incan emperor, Pachacuti, in about 1450, but was abandoned around the time of the Spanish conquest. Rediscovered in 1911, it has become a major tourist attraction, and was declared a UNESCO Heritage site in 1983. The Taj Mahal in India was also declared a UNESCO Heritage site in the same year and is one of the most recognisable buildings in the world. It was built between 1631 and 1648 by Sha Jahan as a tomb for his favourite wife, Banu Begum, who died giving birth to their 19th child. Requiring more than 20,000 workers for its construction, these days it attracts 4 million visitors every year. Attracting a similar number of visitors is the Colosseum in Rome. Opened in 80 AD, it was a fighting area for gladiators and animals. It had four levels and could accommodate 50,000 spectators, but while it may seem similar to modern-day stadiums, nothing like it had ever seen before. Unfortunately, it has been damaged over the years by earthquakes, pollution from heavy traffic, and even tourists chipping away parts as souvenirs. The final place on the list is the newest of the seven wonders: the Christ the Redeemer statue in Rio de Janeiro, Brazil. Situated on Mount Corcovado overlooking the city, the statue is 30 metres tall with Christ's outstretched hands spanning 28 metres. Constructed largely of reinforced concrete and soapstone tiles imported from Sweden, it was completed in 1931, making it the baby of the bunch.

UNIT 7: EDUCATION IN THE UK AND USA

The British and Americans have been referred to as 'two nations divided by a common language'. This is certainly true when it comes to education. Both countries have 'public schools' but in the UK, a public school is actually an elite private school, such as the worldrenowned Eton and Harrow, with the former being the school attended by the royal princes, William and Harry, and famous for producing prime ministers, such as David Cameron and Boris Johnson. Many UK 'public' schools are also boarding schools, meaning that students live there during term time. In the US, however, a public school is a state or government school, that is, a school which doesn't charge fees and is open to everyone. In both countries, going to state school is the norm. Speaking of state schools, younger children (aged 5-11) go to Elementary school in the US and Primary school in the UK. Later American children will attend Middle, Junior High and High School whereas in Britain it's Secondary school and Sixth Form - the latter being the two-year period when students take A-levels prior to going to university. There are other differences too. Over 90% of British schoolchildren – both state and private – wear a school uniform. The vast majority of American children do not, except in some private schools. There are differences in the curricula too.

The American curriculum tends to be broader with students studying a full range of subjects up to 12th grade and final graduation. Students in Britain, however, will specialise in three or four A-level subjects of their own choice at Sixth Form level. In the UK there are two sets of national exams - GCSEs at the age of 16 and A-levels at 18, whereas in the US a High School Diploma is based on grade averages over 4 years. University candidates may also sit SAT tests. SAT tests are also used in the UK but simply as a progress indicator. American students 'graduate' from High School but in the UK, the term 'graduation' is only used for the end of university. Speaking of university, in the UK, the word 'school' is only used for primary and secondary education and never for a university as it can be in the US. Americans also use the term 'college' for higher education, which is less common in the UK. Residential accommodation is known as 'halls of residence' or just 'halls' in the UK but 'dormitories' or 'dorms' in the US. Most UK degrees specialise in one or two related subjects, whereas US degrees are more general, allowing students to take a wider range of subjects. Both countries represent excellent higher education options for students from all over the world.

UNIT 8: VLOGGING

Vlogging is creating your own video content and uploading it to a video-sharing platform, such as YouTube. For some, vlogging is simply a hobby, but increasingly it is being seen as a potentially lucrative career path in the media, one that can lead to fame and fortune. So how do you become a successful vlogger? Well, there is no guaranteed path to success and luck can play a part, but here are few tips that might help you. 1 - What to vlog. There are so many different types of vlogs out there - health and beauty advice, product reviews, travel vlogs, how-to vlogs, that is to say, vlogs that teach you how to do something, like how to play a song, or how to progress in a computer game. You might do a vlog like these. Alternatively, you might want to vlog about something more niche and that other vloggers aren't covering. Whatever you choose, make sure it's something you're passionate about. 2 – How to vlog. It's a good idea to check out what other vloggers are doing to get ideas for the format, tone, and delivery of your vlog. You should also have a clear idea about what you want your vlog to achieve. Don't just press record and start talking – the results are likely to be chaotic. Plan the structure of each vlog carefully and make sure you have everything you need near to hand. Vlogs tend to be conversational and improvised. You don't need to read off a script. However, you should at least have a clear narrative structure that your viewers can follow. How you start each vlog is important. Research shows that the first 15 seconds are key in convincing viewers whether to watch a vlog or not. Ensure your vlogs are attention-grabbing at the start so that viewers keep watching. 3 -Equipment. You can always just use your smartphone for recording. But if you are going to vlog seriously, you really need to consider getting the appropriate equipment. Invest in an HD video camera, a directional microphone, and maybe even some lighting if you are going to film indoors. Learn to use video editing software. A professional looking edit can make a big difference and lead to people taking your vlog more seriously. Even using simple techniques such as slow motion or freeze frame can change the dynamic of your vlog. Consider adding a soundtrack. Remember though, using someone else's music without their permission could lead to your vlog being taken down. However, many musicians do allow their music to be used for free. 4 - How to grow your audience. To be financially successful, you need followers. How much you can earn depends on the number of subscribers or views you have. So get the word out there. Encourage all your social media contacts to like, subscribe to, and share your vlog. And consider collaborating with other vloggers.

This may seem like you are working with the competition but as people usually visit multiple channels, the chances are that both parties will benefit from promoting each other and gain new subscribers. 5 Be patient. Few vloggers make it overnight. It takes time and hard work to get good at vlogging, for word to spread and for a channel to grow. So keep at it and good luck!

UNIT 9: GLASTONBURY

Everyone has heard of the Glastonbury festival. But did you know it doesn't actually take place in Glastonbury but rather in the village of Pilton, 7 miles to the East? Pilton is a tiny place with under a thousand residents. It doesn't even have its own street lights but once a year, when the festival comes to town, it is transformed into a 'surreal and fantastical' small city. While Pilton is a relatively unremarkable place for most of the year, the town of Glastonbury itself is anything but. It's always been a special place, full of ancient and medieval buildings, a place with strong ties to some of the most famous British legends and myths One of the most notable attractions is Glastonbury Tor. This is a prominent hill in the Glastonbury countryside, topped with a tower that is believed to date back to around the 10th or 11th century. The hill itself towers above the surrounding countryside and is notable for the fact that it consists of 7 man-made terraces, about which opinions vary. Some believe these terraces may have been used for farming whilst others speculate that they could have served as some kind of defensive fortification. Archaeological evidence suggests that the site was used as far back as pre-Christian times, and there is also evidence of a much later Christian church dedicated to St. Michael. However, there is also evidence linking the site to Stonehenge, an ancient stone circle situated 50 miles away, and believed to be over 5000 years old. What's more, the site is also associated with one of Britain's most famous legends, that of King Arthur and the Knights of the Round Table. 2,000 years ago the Tor was surrounded by water and was known as 'Ynys-Witrin', the Island of Glass. Legend has it that this was Avalon, the meeting place of the dead, a key location in Arthurian and Celtic legend. King Arthur and his queen Guinevere were even said to have been buried in the grounds of the nearby Glastonbury Abbey, but their remains were supposedly lost during the 16th century. Glastonbury is also a place of pilgrimage for Christians as it is considered the 'cradle of Christianity' in England. Joseph of Arimathea is said to have gone there as a missionary. According to legend, having climbed nearby Wearyall Hill, Joseph planted his staff in the ground to rest. By morning, it had taken root and grown into a thorn tree, which still stands today. So whilst Glastonbury may be best known around the world for its music festival if you are interested in UK myths and legends, this is one place you should not miss.

UNIT 10: THE 'LAWS' OF CRICKET

Cricket isn't just one of the most popular sports in the UK, but also one of the most popular sports in the world. The rules of cricket are technically understood as 'Laws of Cricket', the first draft of which was put together in 1744. For over 250 years, they have been updated by the Marylebone Cricket Club (the MCC), based at Lord's Cricket Ground in London. These laws ensure that the sport is played in the same way, wherever it is played. So, what are the basic rules - sorry, Laws - of cricket? Well, in traditional cricket, players must be dressed in white clothing, known, unsurprisingly, as 'whites'. Each batsman must wear two pads - one to cover each leg - as well as protective gloves. Many batsmen also wear a helmet, though it's sometimes the batsman's choice whether to wear one or not. However, given that a cricket ball can be bowled at speeds of up to 160 kilometres per hour wearing a helmet is a necessary precaution. Now let's look at what happens during a match. When the bowler begins their run up towards the batsman, they must aim to land their feet within a whitelined area called the 'crease'. When they deliver the ball towards the batsman, it must be bowled 'overarm' - anything else is illegal.

Up until the 19th century, only 'underarm' bowling was permitted. The ball was meant to leave the bowler's hand from any point below the shoulder. Doing so now would mean the bowler being penalised for a 'no ball'. It is the job of the umpire to ensure that the rules – sorry, laws - of the game are being obeyed. Now, if the ball is bowled and hits the wicket - those three wooden stumps behind the batsman, then he or she is out. The umpire confirms this by raising their index finger. Behind the stumps, the wicket keeper tries to catch the ball as it comes off the bat, stop the ball if the batsman misses it or, if the batsman has moved outside of their own crease-(remember those white lines from a moment ago?), to get them out by hitting stumps with the ball. If the batsman hits the ball to the boundary - the white line on the perimeter of the pitch - but it bounces before getting there, they score four runs. The umpire signals this by waving their arm in front of their chest. If the batsman hits the ball over the boundary without it bouncing, this counts as six runs which the umpire signals by raising both hands to the sky. This brings us to the other participants on the pitch, the fielders. These are the players who are trying either to catch the ball directly from a batsman's shot or to prevent the batsman from accumulating runs by stopping the ball and returning it to the bowler or wicket keeper. What else? Well, it's a team game, obviously, and there are eleven players on each side, all of whom take a turn to bat. Technically, all eleven players are allowed to bowl, but only four or five usually do. And so in a nutshell, that's cricket. The most typical of English sports.

UNIT 11: WORKING LIFE UK VERSUS BRAZIL

Millions of people from all over the world move to another country to work every year. Some move simply to earn a higher salary, while others go to further their future career prospects. Their move can be driven by the desire to build up their CV, to gain a new perspective on how their industry works internationally, or simply to experience another working culture. Let's look at two countries, Brazil and the UK, and consider the differences and similarities in working lives on opposite sides of the world. At the start of the year 2020, if you were working in Brazil, your average monthly take-home pay would be around 1,800 Reals (the equivalent of £320 sterling) whereas in the UK you'd earn almost six times that, at around £1800, and your purchasing power would be 184% higher. However, as anyone who has been employed will confirm, your monthly salary doesn't tell the whole story. Benefits, bonuses, pensions, working hours and conditions, annual leave, unemployment benefits and taxation rates will all have an impact. So, how do these compare between the two countries? The average working hours between Brazil and the UK are comparable: 44 hours per week in Brazil and 48 in the UK. Overtime in Brazil is not supposed to be more than two additional hours per day; but in the UK, there is no official maximum. Brazilian workers get slightly more annual leave than British workers, but only 2 days more: 30 in Brazil; 28 in the UK. National holidays are usually additional, but can be included in this allowance at the employer's discretion. Moving onto income tax, workers in both countries have income tax deducted from their pay and both countries have progressive tax systems. Therefore, how much tax you pay depends on your salary, or income, Those on very low incomes may pay little or no tax in both countries, but the highest earners are taxed a massive 45% in the UK, compared to just 27.5% in Brazil. In addition, workers in Brazil pay social security contributions of around 8 to 11% of their salary, while UK workers usually pay 12% in national insurance contributions.

Many Brazilians also get paid a '13th salary', usually as a bonus in December. The amount you receive depends on the number of months you have worked in the previous year. So, what happens if you lose your job and become unemployed? In Brazil, you can claim unemployment benefit as long as you have worked continuously for 6 months. In the UK, the situation is more complex. Terms like 'unemployment benefit' are no longer used there; instead the government has introduced JSA or Jobseeker's Allowance. Those who fail to adequately demonstrate their job hunting are 'sanctioned' and lose part of their allowance. When it comes to pensions, Brazil today uses the old UK system, in which the retirement age is 65 for men and 60 for women. But in the UK itself, the age at which you can claim your pension is higher, and has been steadily rising for some time. In fact, all 21-year-olds graduating from university today will have to work for almost fifty years until they are eligible for their pension, at the age of 68. Despite these differences, studies have shown that in general people in the UK and Brazil share similar levels of satisfaction with their lives, and that is, after all, what matters most.

UNIT 12: STRESSFUL JOBS

Rarely in today's world will find a job in which stress is not a problem in one way or other. Let's look at two everyday occupations where stress is a constant issue. While most people's natural instinct when confronted by fire is to run away, firefighters must confront it, risking their lives to save others. Firefighters face a great deal of danger and uncertainty on a regular basis. What's more, they can never be entirely sure of exactly how severe those emergencies are until they arrive on the scene and carry out an assessment. They may be called to the scene of a serious road traffic accident, to evacuate civilians from a burning building, or need to decide in a split second the best way to deal with an industrial fire with toxic or explosive chemicals all around, knowing that a miscalculation on their part could put lives in danger. And they may even have to tackle the raging forest fires that are becoming increasingly common in some parts of the world. In addition to this, another aspect of their work can lead to increased stress levels. They are frequently awoken by the emergency alarm after only a couple of hours' sleep and have to jump out of bed to attend to an emergency, battling both the fires and their own tiredness. In the UK, many firefighters have a 42-hour working week, mostly consisting of two day shifts immediately followed by two night shifts, putting a huge strain on their internal body clocks. All of these demands of the job create a real need for personal stress management. But, having said all that, firefighters can claim that, from bed to work, they probably have the fastest commute of any profession in the world. A stressful job does not necessarily entail putting your life on the line. Sometimes it simply involves taking people from A to B. Heading into the most congested areas of busy cities would cause unnecessary stress for most of us. The constant traffic, often at a complete standstill, is a source of huge tension. But for taxi drivers these are usually the places where the most work can be found, so they have little choice but to expose themselves to intense levels of stress. And they often have to work extremely unsocial hours to ensure that they can pick up the best fares, regularly encountering dangerous or inconsiderate driving, but imagine having to deal with this all day, every day. According to research, stress makes people more likely both to take risks while driving and to be involved in serious accidents.

On each journey, at the back of every taxi driver's mind is the worry that, however respectable the person they have picked up might appear, anyone could potentially run off without paying their fare – even if they don't look like the type. More recently, drivers with traditional, licensed cab companies have been finding that increasing competition from new ride-hailing and ride-sharing companies is greatly affecting their incomes forcing them to work for even longer hours, seven days a week to make ends meet. Despite the pressures, this is a job where there will always be a demand for the service. In Mexico City alone, for example, there are around 140,000 taxicabs. So if you are someone who thrives in a stressful environment, maybe taxi driving or firefighting might just be the career choice for you.

UNIT 13: EXTREME WATER SPORTS

For anyone looking for extreme sports adventure whilst on their holidays, the water is a great place to start. Many of us have a fascination for life under the ocean and swimming with dolphins is on many people's bucket list. But while dolphins are known for being sociable creatures sharks are seen - whether rightly or wrongly - as evil and menacing. And for some thrill-seekers, getting into the water with them becomes even more of an exhilarating prospect. People travel huge distances in their quest to see these creatures in their natural habitat, with popular destinations including Mexico, Australia, South Africa and the Bahamas. Around the world, there are hundreds of places where it is possible to observe sharks from a safe distance, including in the ocean itself. And this may in turn prompt you to take up scuba diving, so that you can have further satisfying encounters with these amazing animals, from the safety of a cage. Meanwhile, if you are on the Mexican coast between December and March and you are an experienced diver, one of the most invigorating experiences imaginable is available to you: diving with Bull sharks. It's only possible when the water temperature drops to a certain level, but you get to feed them as well. Unsurprisingly, for those wishing to take part, as well as being a qualified and experienced scuba diver, you also need a perfect health and fitness record and a local assessment of your skills. Away from this, if you are looking for an exhilarating water sport – but socialising with the creatures of the deep is not really your thing – there are alternatives. You could try free diving. As the name suggests, you dive deep down under water, completely 'free' of breathing aids or any other equipment. This sport (also known as breath-hold diving or skin diving) originated in times gone by, when people needed to go underwater in search of food, tradeable items or lost possessions. It eventually developed into a recreational activity as people started to freedive for thrills and has now become a competitive sport with rules, records and championships, and an intense training schedule. Believe it or not, the current world record depth for a free dive is 214 metres, held by the Austrian, Herbert Nitsch. A popular spot for free divers is the world-renowned Christ of the Abyss Statue in Portofino on the Italian Riviera. The statue honours Dario Gonzatti, the first Italian to lose his life scuba diving. Of course, not all water-based holiday activities have to be quite so extreme, so if neither of these activities appeal, there's always the swimming pool at your hotel where you get your thrills from a waterslide, or if that's not your thing, just relax and enjoy the water.

UNIT 14: STREET FOOD FROM AROUND THE WORLD

All around the world, from the hawker stalls of Penang in Malaysia to the hotdog stands of New York City and the corn vendors of Mexico City, street food has never been more popular. For any enthusiast of street food, where better to begin than Thailand, where the vibrancy of the colourful stalls are matched by the intensity of the flames, and where exotic spices, herbs and other fresh ingredients so common to Thai cuisine create a taste explosion not to be missed. There are estimated to be around half a million street food vendors in Bangkok alone, working on tiny stalls next to one another, serving up a wide range of dishes and specialities. Amongst these specialities are the world-renowned Tom Yum, a traditional hot and sour soup, Pad Thai, a fried noodle dish cooked quickly over a searing hot pan, and grilled chicken and other meats on wooden skewers that will make your mouth water. Much of this meat is seasoned with Nam Pla - a fish sauce that is used to bring a big hit of taste to your dish. Now let's head to Jamaica, where one of the most recognisable of all street foods can be found - Jerk Chicken. This Caribbean delicacy is made by marinating the meat in a distinctive seasoning of allspice berries, scotch bonnet chilli peppers, ginger and thyme before cooking it on a barbeque. An important part of the process is where the meat is broiled - a term which means, 'exposed to direct heat'. By doing this, the seasoning is infused with smoke which produces a vivid taste. Some say that the word 'Jerk' comes from the way the meat is pushed around and squashed – or 'jerked' – during the cooking process, but it is more likely that it derived from the Latino-Spanish 'charqui', which simply refers to meat that has been dried - similar to the popular snack, 'jerky'. Frankly, who cares where the name came from once the jerk chicken is barbecued and ready to eat? If you're a vegetarian or vegan, allow yourself to be hypnotised by this footage of another hugely popular street food dish being made – Masala Dosa. It is said to have originated in South India, and has become hugely popular throughout the rest of India and around the world. The 'dosa' part is the pancake itself. It is made from soaked and ground rice and lentils and is cooked on a hot plate. The Dosa is then filled with the 'Masala', a mix of potatoes and mustard seeds that are garnished with grated coconut, coriander, and lemon juice. When ready, these are spread over the dosa which is then folded up, and served with a range of sauces known as 'chutneys'. How about this for dessert? Even if you're already full, you'll no doubt be in the mood for some chimney cake. Reported to be Hungarian in origin, it can be found at stalls and shops throughout Eastern Europe. It's a spiral-shaped donut which is wrapped around a spit and rotated over a grill before being coated in ground nuts or sugar and, if you fancy, served up with toppings such as ice cream and chocolate. All in all, a sizeable feast.

LINKS TO STUDENT'S BOOK VIDEO AND PUSH YOURSELF AUDIO

| Starter Unit | Page 9 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid1 |
|--------------|----------|---------------------|---|
| | Page 12 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid2 |
| Unit 1 | Page 16 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid3 |
| | Page 20 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid4 |
| | Page 27 | Real world | www.cambridge.org/OW_Advanced_Vid5 |
| Unit 2 | Page 30 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid6 |
| | Page 33 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid7 |
| | Page 39 | Real world | www.cambridge.org/OW_Advanced_Vid8 |
| Unit 3 | Page 42 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid9 |
| | Page 46 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid10 |
| | Page 53 | Real world | www.cambridge.org/OW_Advanced_Vid11 |
| Unit 4 | Page 57 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid12 |
| | Page 60 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid13 |
| | Page 65 | Real world | www.cambridge.org/OW_Advanced_Vid14 |
| Unit 5 | Page 68 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid15 |
| | Page 70 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid16 |
| | Page 71 | Push yourself to C2 | www.cambridge.org/OW_Advanced_audio_track_036 |
| | Page 77 | Real world | www.cambridge.org/OW_Advanced_Vid17 |
| Unit 6 | Page 82 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid18 |
| | Page 86 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid19 |
| | Page 91 | Real world | www.cambridge.org/OW_Advanced_Vid20 |
| Unit 7 | Page 94 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid21 |
| | Page 98 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid22 |
| | Page 103 | Real world | www.cambridge.org/OW_Advanced_Vid23 |
| Unit 8 | Page 107 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid24 |
| | Page 108 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid25 |
| | Page 117 | Real world | www.cambridge.org/OW_Advanced_Vid26 |
| Unit 9 | Page 120 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid27 |
| | Page 126 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid28 |
| | Page 131 | Real world | www.cambridge.org/OW_Advanced_Vid29 |
| Unit 10 | Page 134 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid30 |
| | Page 138 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid31 |
| | Page 143 | Real world | www.cambridge.org/OW_Advanced_Vid32 |
| Unit 11 | Page 147 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid33 |
| | Page 150 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid34 |
| | Page 155 | Real world | www.cambridge.org/OW_Advanced_Vid35 |
| Unit 12 | Page 160 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid36 |
| | Page 165 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid37 |
| | Page 171 | Real world | www.cambridge.org/OW_Advanced_Vid38 |
| Unit 13 | Page 175 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid39 |
| | Page 178 | Grammar on the move | www.cambridge.org/OW_Advanced_Vid40 |
| | Page 183 | Real world | www.cambridge.org/OW_Advanced_Vid41 |
| Unit 14 | Page 188 | Push yourself to C2 | www.cambridge.org/OW_Advanced_audio_track_105 |
| | Page 195 | Real world | www.cambridge.org/OW_Advanced_Vid42 |

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