

 CAMBRIDGE



# COMPLETE

**FIRST  
for Schools**

**Teacher's Book**

Second edition

**B2**

Alice Copello

 **ENGLISH FOR SPANISH SPEAKERS**



## THE CAMBRIDGE TEACHER

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# DEAR TEACHERS

I'm delighted that you've chosen our official preparation materials to prepare for a Cambridge English Qualification.

We take great pride in the fact that our materials draw on the expertise of a whole team of writers, teachers, assessors and exam experts. These are materials that you can really trust.

*Our preparation materials are unique in many ways:*

- They combine the skills and knowledge of the teams at Cambridge Assessment English, who create the tests, and the teams at Cambridge University Press, who create the English Language Teaching materials.
- They draw upon the experience of millions of previous exam candidates – where they succeed and where they have difficulties. We target exercises and activities precisely at these areas so that you can actively 'learn' from previous test takers' mistakes.
- Every single task in our materials has been carefully checked to be an accurate reflection of what test takers find in the test.

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**We wish you the very best on your journey with us.**

With kind regards,



**Pamela Baxter**  
Director  
Cambridge Exams Publishing

PS. If you have any feedback at all on our support materials for exams, please write to us at [cambridgeexams@cambridge.org](mailto:cambridgeexams@cambridge.org)

# The Complete Exam Journey

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

Full reading and use of English, listening, writing and speaking exam tasks in every unit with step by step preparation exercises to ensure students have the skills necessary to understand and do the exam task.

Opportunities to fine tune and practise each exam task, confident in the knowledge that the materials are checked by the same team who writes the exams.

Exam advice boxes with up-to-date tips which are placed before every exam task in every unit, so students can apply the tips as they do the task.

**5** Complete the sentences with a phrase from the box. Exercise 1 is the example.

1. Frank hates writing essays and hates to writing them till the last moment.  
2. I don't know how Chris is coping with his new school.  
3. Julia worked hard for the test, but when the teacher said she'd got a very low mark.  
4. My mum is very ambitious for me and it's difficult to her expectations.  
5. The teacher said I hadn't answered the second part of the question.  
6. I tried to help my room by saying I had too much homework, but Dad didn't believe me.

**6** Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

**7** You don't get paid when you do volunteering but it can be a very rewarding experience. **8** **9** **10** **11** **12** **13** **14** **15** **16** **17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100**

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# Student's Book overview

All *First for Schools* full listening, reading and use of English, speaking and writing exam tasks have topics specifically chosen for teenagers.

Brightly designed *Exam advice* boxes precede all exam tasks in every unit.

Common mistakes made by students identified and practised in grammar sections.

**3 Happy holidays?**

**Starting off**

Work in pairs. Complete the table with the words and phrases in the box.

Types of holiday	Things to do	Places to visit	Activities
...	...	...	...

**Listening Part 3**

Listen to the recording and choose the correct option (A, B, C or D).

**Grammar**

Complete the table with the words and phrases in the box.

Verb	Form	Meaning
...	...	...

Eye-catching images in the *Starting off* section at the beginning of each unit get students interested in the unit topic.

Photos with teen appeal create interest and talking points for students.





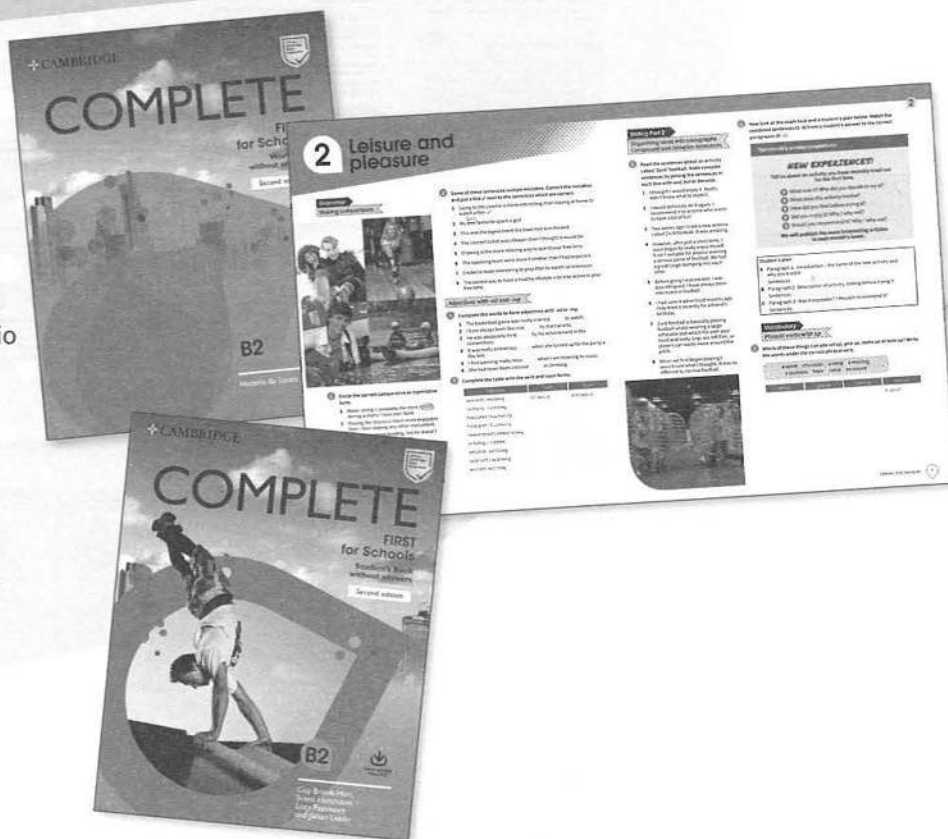
# Component line-up

## Workbook without answers with Audio Download

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

## Online Workbook

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



## Teacher's Book with Downloadable Resource Pack

The Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, background information, extra activities and photocopiable audioscripts. It also includes unit target vocabulary word lists with two vocabulary practice activities per unit. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopiable resources
- Speaking videos

## Test Generators

The test generator allows you to build your own tests for each unit, term and end-of-year assessment. They are available at two levels: standard and plus.

## Presentation Plus

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

## B2 First for Schools content and overview

Part/Timing	Content	Test focus
<b>Reading and Use of English</b> 1 hour 15 minutes	<p><b>Part 1</b> A modified cloze text containing eight gaps and followed by eight multiple-choice items</p> <p><b>Part 2</b> A modified open cloze text containing eight gaps</p> <p><b>Part 3</b> 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.</p> <p><b>Part 4</b> Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is given as a 'key word'</p> <p><b>Part 5</b> A text followed by six multiple-choice questions</p> <p><b>Part 6</b> A text from which six sentences have been removed and placed in a jumbled order after the text. A seventh sentence, which does not need to be used, is also included.</p> <p><b>Part 7</b> A text, or several short texts, preceded by ten multiple-matching questions</p>	<p>In tasks 1–4 candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing the first four tasks. In tasks 5–7 candidates are also expected to show understanding of specific information, text organisation features, tone, and text structure.</p>
<b>Writing</b> 1 hour 20 minutes	<p><b>Part 1</b> One compulsory essay question presented through a rubric and short notes</p> <p><b>Part 2</b> Candidates choose one task from a choice of four questions. The task types are:</p> <ul style="list-style-type: none"> <li>• an essay</li> <li>• an article</li> <li>• a letter or email</li> <li>• a review</li> <li>• a story</li> <li>• a task based on a set text</li> </ul>	<p>Candidates are expected to be able to write using different degrees of formality and different functions: advising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting.</p>
<b>Listening</b> Approximately 40 minutes	<p><b>Part 1</b> A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one three-option multiple-choice question per extract.</p> <p><b>Part 2</b> A short talk or lecture on a topic, with a sentence-completion task which has ten items</p> <p><b>Part 3</b> Five short related monologues, with five multiple-matching questions</p> <p><b>Part 4</b> An interview or conversation, with seven multiple-choice questions</p>	<p>Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement, etc.</p>
<b>Speaking</b> 14 minutes	<p><b>Part 1</b> A conversation between the examiner (the 'interlocutor') and each candidate (spoken questions)</p> <p><b>Part 2</b> An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions)</p> <p><b>Part 3</b> A discussion question with five written prompts</p> <p><b>Part 4</b> A discussion on topics related to Part 3 (spoken questions)</p>	



# 1 A family affair

## Listening Part 1

### Unit objectives

**Listening Part 1:** multiple choice. Listening for detail and identifying key information in the question.

**Reading and Use of English Part 6:** gapped text. Locating relevant information in the text.

**Reading and Use of English Part 2:** open cloze. Identifying part of speech required.

**Speaking Part 1:** interview. Extending personal answers.

**Writing Part 1:** compulsory question. Expressing opinions and using linking words for contrast

**Grammar:** Present perfect simple and continuous.

**Vocabulary:** Phrasal verbs; adjectives to describe personality; collocations with make and do; collocations to talk about managing money.

### Starting off

#### Lead in

Students work in pairs. Student A closes his/her book. Student B describes two of the pictures on page 8. Student B then closes his/her book. Student A describes the remaining pictures. During feedback elicit key vocabulary such as "celebration", "birthday party", "to cycle", "a bicycle/bike", "to go on a bike ride".

- 1 The students work in pairs or small groups to answer the first two discussion questions. You may want to elicit the difference between "fun" (something enjoyable) and "funny" (something that makes you laugh). During feedback elicit contrasting ideas regarding the first question if possible and encourage the students to justify their answers fully, as this will be required in the speaking part of the exam. Also elicit the main differences between the lists they made regarding activities with family and friends (possible answers: what I do with my friends is more fun / what I do with my family is more relaxing).

### Exam Information

After the students read the Exam information on page 8 check their understanding by asking the following questions:

- How many audio tracks will you hear? (8)
- How many times will you hear each track? (twice)
- How many questions do you have to answer? (8, one for each track)
- Will you hear the questions in the audio track? (no)

Exam  
advice

- 1 Point out that it is very useful in the exam to be able to locate key information in the question before listening. Draw the students' attention to the underlined information in 1 and elicit the key information in 2. Allow the students 90 seconds to underline the key information in the remaining questions before checking in pairs and with the whole class.

#### Answers

- Suggested underlining
- 2 enjoys spending weekends with her family because
- 3 what, brother do, make her unhappy
- 4 relationship with his brother
- 5 didn't tell her mum, got two new kittens because
- 6 calling his mother, he wants her to
- 7 main reason for success
- 8 why, Denmark last summer

- 2 The students listen to the recording and choose the correct options A, B or C. Allow a few minutes for the students to check their answers in pairs and play the recording again if necessary. Challenge the more confident students to take a note of the key words in the recording and elicit these during feedback (for example: 2: interesting activities; one hour). Play extracts of the recording again if necessary and/or provide students with copies of the audio script to check their answers.

#### Answers

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

## Audio script 02

**Narrator:** One. You hear part of a conversation between friends.

**Girl:** How often do you do the cooking?

**Boy:** I don't really get a chance to do much cooking as I am really busy with my studies. I enjoy cooking though and help my dad out when I can, he does most of the cooking, which he loves. I just wish I had more time to help him. I often help him to go and buy the ingredients which takes a while as he likes to make unusual dishes from all over the world. I guess that I'll get back into cooking when I have finally finished all of my exams

**Narrator:** Two. You hear part of a conversation between friends.

**Boy:** Do you usually spend your weekends with your family?

**Girl:** After a busy week at school, I often just want to chill out at home but my parents are very keen on spending time together outside home. Actually, while I may not always want to do much, I have to say that over the last few months, (2) my mother has planned some really interesting activities for us all to enjoy. She just goes online and gets some information about new places and within an hour she's come up with something. Last weekend, we went to an old country house that had giant board games outside. It was a lot of fun.

**Narrator:** Three. You hear a girl talking to her brother on the phone.

**Girl:** Hi Rahul, have you managed to get a present yet?

**Boy:** What are you talking about?

**Girl:** (3) You've forgotten haven't you? It's Mum and Dad's anniversary today. I've already got a card for you to sign but it was your job to get a present.

**Boy:** It's okay, don't worry. Listen, I'm just setting off for town now, so it'll be OK. I'll go to the shops and work something out. Don't worry, I won't let you down.

**Girl:** How many times have you done this sort of thing? I'm not happy. I haven't got time to get anything – you'd better get something nice – I'm relying on you.

**Boy:** Trust me – you can always depend on me... well, definitely this time anyway.

**Narrator:** Four. You hear a boy taking part in a class discussion.

**Teacher:** I want to talk about the topic of screen time either on a computer, a tablet or even a phone. Should parents limit the amount of time their children spend in front of a screen?

**Boy:** My parents have a rule at home. We're not allowed to use our devices between 7pm and 9pm on weekdays. My younger brother and used to always fall out with each other. My parents had an idea that they wanted to try out to make things better., (4) My parents banned us from video games and phones. There was nothing to do but talk to each other – funnily enough, we really hit it off now and I'd say we've even become good friends. We discovered that we have lots of interesting things to tell each other and similar experiences at school.

**Narrator:** Five. You hear a girl talking to a friend.

**Boy:** Sophia, how many pets did you say you have at home?

**Girl:** Well, it's a little strange perhaps but we have three cats now. My Mum got me and my older sister a cat when we were little, but about three years ago, my sister decided to get another two kittens. (5) She hid them in her small messy room for about a month – and she told me to help her keep it a secret because my Mum didn't want more cats. My job was to look out for my Mum and stop her coming into my sister's room where she kept the new kittens. Anyway, the plan didn't last long. My Mum eventually found out and she was very angry at first. The good news was that my sister really takes after my Mum – they both love animals – and we've been happily living with three cats ever since!

**Narrator:** Six. You hear a boy leaving a telephone message on his mother's phone.

**Boy:** Hi Mum, I'm just calling to say that I'm going to stay at Alex's house tonight to work on our project for tomorrow. We've got a few problems that we need to sort out. I know you wanted me to be home tonight as we've got Uncle Mazin and Aunt Rand coming over, but I've been working really hard on this project and I want to make sure that we can hand it in first thing tomorrow morning. (6) Please let everyone at home know why I'm not able to be there – I don't want anyone to think I'm standing them up without a very good reason. Please let me know if they are staying until tomorrow afternoon as hopefully I can come home by about 3 and see them off before they leave.

**Narrator:** Seven. You hear an interview with a young chess champion.

**Interviewer:** Laura, you've just been selected to play chess for your national team. Firstly, many congratulations! Secondly, how have you become so successful?

**Girl:** My father was a chess champion from Hungary and I guess I've just followed in his footsteps. I've always looked up to him and wanted to take part in his hobbies. I've always had a talent for chess, I think – mainly because of all the help he's given me – and I've been lucky enough to win lots of tournaments. Everyone says that I'm a natural at chess, but it has sometimes been difficult living up to my potential, especially when I lose matches. (7) However, I've always believed that the key to my success is my family's support. I still remember the first chess set my Dad gave me when I was little – I still have it now. Whenever I have a bad match, I take it out and look back at all the fun I've had playing chess with him and that helps me to keep going.

**Narrator:** Eight. You hear a boy talking to a friend.

**Girl:** Where did you go on holiday last summer?

**Boy:** I went with my family to visit my grandparents in Denmark. My father is from there originally. I've got five cousins, who I always have a good time with, and I look forward to going there and seeing them. I think I'm really lucky to have family in another country as I get to experience so many varied things – the language, food and weather are all very different – it always feels like I'm experiencing something new.

(8) It does feel a lot like home, though, as I've been going there every summer for as long as I can remember. I really like going there – it's completely different to here. It's not too hot and it's very green. I love cycling in the countryside and swimming in the lakes. The people there are really friendly too. I can't wait to go again this summer.

- 3 The students work in pairs to correct the mistakes in the questions. Support the students who struggle by reminding them that auxiliary and modal verbs should go before the subject.

#### Answers

- 1 How often do you do the cooking?
- 2 Do you usually spend your weekends with your family?
- 3 Have you managed to get a present yet?
- 4 Should parents limit the amount of time their children spend in front of a screen?
- 5 How many pets did you say you had at home?
- 6 How have you become so successful?

#### Fast Finishers

Choose one of the questions 1-6 and write extra questions on the same topic, for example: (Do you like cooking? What is your favourite dish? Have you ever baked a cake?).

#### Extension idea

Students in pairs choose one of the questions 1-6 that they want to practise answering. Encourage the students to underline useful language in the script. Elicit a few responses from the class and highlight good language from the scripts, especially phrasal verbs as these will be the focus of the next section.

## Vocabulary

### Phrasal verbs.

#### Lead in

Write on the board "give up", "get up", "get on with", "throw away", "stop trying", "become awake", "be friends with" and "put in the bin" in random order. Elicit that half of these are phrasal verbs. The students work in pairs to match the phrasal verbs with their definitions and then have two minutes to write four questions using the phrasal verbs (for example: *Have you ever started played a video game so difficult you gave up?*). The students mingle and ask other classmates their questions.

- 1 The students work individually to match the phrasal verbs from Listening Part 1 to their definitions before checking their answers with their partner. Support the students who are struggling by handing out the audio script to provide them with context.

#### Answers

1 c 2 i 3 h 4 f 5 e 6 a 7 d 8 b 9 k 10 l 11 g 12 j

#### Fast Finishers

Student A covers the phrasal verbs on page 9 and student B covers the definition. The students take turns to test each other's memory of the vocabulary.

- 2 The students work individually before checking their answers in small groups. Nominate one student from each group to write on the board the group's answers. Encourage students to help each other if there are mistakes.

#### Answers

- 1 fall out; hit it off
- 2 looked up to; take after
- 3 rely on / depend on; comes up with
- 4 look back at; look out for
- 5 chill out; set off
- 6 tries out; sorts/works (it) out

#### Extension activity

The students ask each other questions using the phrasal verbs, for example: "Have you ever fallen out with a friend?"; "Do you take after your mother?". Elicit some questions and answers from students from different pairs.

## Reading and Use of English Part 6

#### Lead in

The students make a list of two personality traits they look for in a friend, and two which they do not like. Demonstrate this yourself (for example: I want my friends to be funny and honest; I don't want my friends to be fake or moody). The students compare and discuss their lists with their partners.

- 1 The students work in pairs to categorise the adjectives. You may want to encourage them to use a dictionary if available. Ask the students to only use one dictionary/ device in each pair so that the student who looks up the word has to teach it to his/her partner. Drill the pronunciation of the adjectives during feedback.



**Answers**

Usually positive: caring, cooperative, energetic, enthusiastic, hard-working, mature, organised, patient, reliable, responsible, self-confident, sympathetic, thoughtful  
 Usually negative: cheeky, childish, critical, irritating  
 Could be either: sensitive

**Fast Finishers**

The students work in pairs to add more adjectives to describe personalities to the table. Elicit their ideas during feedback.

- 2 The students work individually to form the opposites of the adjectives given and then check their answers in pairs. Support the students if needed by suggesting they search for their guesses online using their smartphones if possible. Searching for “incooperative” online, for example, will cause the browser to respond with “Did you mean uncooperative?”. This is also a good strategy to use when doing writing homework.

**Answers**

critical – uncritical; enthusiastic – unenthusiastic; mature – immature; organised – disorganised; reliable – unreliable; responsible – irresponsible; sensitive – insensitive; sympathetic – unsympathetic.

**Extension idea**

The students divide the words in the box into syllables and decide which syllable is stressed, then repeat with the opposites of the words. Elicit this during feedback.

- 3 By show of hands, ask who in the class has siblings. Pair the students who don't have siblings with those who do to discuss the questions. Alternatively, group the students with siblings on the one side and the only children on the other to discuss the questions separately. Discuss as a whole class the differences or similarities between the two groups' views.

**Answers**

Answers may depend on local culture and individual differences (students can feel free to disagree!)  
 Possible answers  
 Older siblings to younger: responsible, critical, mature  
 Younger siblings to older: childish, cheeky, irritating

- 4 Put the students in groups and ask them to write at least three comments for each point. Elicit responses from different students and ask for contrasting opinions regarding the second discussion question.

**Answers**

Possible answers  
 He's too childish! She takes my things without asking. He is cheeky to my friends.

**Exam information**

Ask the students to read the Exam information on page 10 and check their understanding by asking the following questions:

How many sentences do you need to add to the text? (6)

How many options do you have? (7)

How many options are extra? (1)

Exam  
advice

- 5 Point out to the students that it is very useful in the exam to quickly scan the text before trying to fill the gaps. Allow the students five minutes to read the text and make a note of the main idea of each paragraph. Allow the students to check their ideas in pairs before doing feedback with the whole class.

**Answers**

Suggested answers

Para. 2: the effect of age difference on sibling relationships  
 Para. 3: it's a good idea to arrange activities with your brother or sister

Para. 4: it is normal to not always get on with your siblings

Para. 5: sharing your feelings is important

Para. 6: try to reach agreements when possible

- 6 Demonstrate how to tackle this task by asking the students in pairs to discuss why 1A is wrong and why 1F is correct. After the students discuss in pairs for two minutes, elicit that “also” in A tells us that the sentence will be preceded by something else which is important (crucial), whilst in F “indeed” emphasises the contrast between “worst enemies” in the text and “friends” in F. The students then work individually to match the sentences to the gaps before checking their answers in pairs. Support the students who are struggling by allowing them to work in pairs in order to compare answers.

**Answers**

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

B is not needed

**Fast Finishers**

Compare their ideas on how to live happily with siblings in exercise 4 with the ideas in the text and discuss whether they agree with the author. Encourage the students to justify their answers fully.

- 7 The students read their roles individually before spending a few minutes with their first partner to brainstorm what they could say. The students then swap pairs and role-play the situation. When the students are finished, nominate one student from each group of four to report on the two conversations to the class. Allow time for them to prepare and encourage them to use the vocabulary in 1 and 2 on page 10 and the phrasal verbs on page 9 (for example: "One of our pairs sorted out the problem quickly because they were being mature and cooperative...")

### Extension activity

Ask the students to write the adjectives in 1 and 2 on page 10 on strips of paper. Ask two students to randomly draw a strip of paper each. The students must now perform the role-play on page 12 in front of the class, but they must behave according to the adjective on their strip of paper (for example: if a student's piece of paper reads "childish", they must act childish during the role-play). Award each member of the audience one point if they guess the adjective on the actor's piece of paper.

## Grammar

### Present perfect simple and continuous

#### Lead in

The students make a short list of activities they have done or have been doing in the last six months. Demonstrate this yourself and write the activities on the board (for example: throw a birthday party; go to the gym for two months; visit my family four times; learn German). Elicit some ideas from the class without drawing their attention to the grammar point yet.

- 1 The students work in pairs to answer 1-3. After feedback, elicit which verbs in the six sentences are in the present perfect simple (1a; 2b; 3b) and which in the present perfect continuous (1b; 2a; 3a). Elicit the uses of the two tenses.

#### Answers

1 1a, 2b 2 1b, 2a 3 1a, 2b

If you used the lead in activity, ask the students to make a sentence using your examples on the board (example: "I have thrown a party"; "I have been going to the gym for two months").

- 2 Allow the students who are struggling to work in pairs to fill the gaps in exercise 2 and encourage them to refer to page 162 while completing the exercise. During feedback elicit why one tense is required instead of the other (Is it the result of an activity, the length of an activity, a repeated action, an unfinished action, a temporary action or a permanent action?).

#### Answers

- 2 has asked (repeated action)  
3 've (have) cleaned (result of an activity)  
4 has been playing (length of an activity)  
5 've (have) passed (result of an activity)  
6 's (has) only been living (temporary action)  
7 've (have) spent (repeated action)  
8 've (have) been cooking (length of an activity)

- 3 Students correct the sentences alone or if they have been struggling ask them to work in pairs. During feedback elicit why the original tenses were wrong.

#### Answers

- 2 **learned have learned** - the period being referred to is still ongoing  
3 **fix have fixed** - refers to a repeated activity  
4 **play have been playing** - refers to the length of time of the activity  
5 **had been doing have been doing** - The action started "when I started the project" and continues until the present (with the past perfect in the original sentence the action would have taken place before the start of the project)  
6 **had been talking have been talking** - The two actions in the sentence are simultaneous. The first refers to the length of time of the action and the second to the result  
7 **are have been** - the state started many years ago and is ongoing now

### Fast Finishers

The students individually write two questions starting with "How many times have you...?" and two with "How long have you been...?" and ask each other the questions in pairs. (e.g. How long have you been studying English? 'How many different countries have you visited?') Elicit their questions on the board during feedback and allow the rest of the class two minutes to discuss the questions for extra practice.

### Extension activity

Students write three sentences about themselves using the present perfect simple or continuous, for example: (I've been to New York six times). Two sentences should be true and one false. The students work in group of four and ask questions to identify each students' lie (for example: How old were you the first time you were in New York?).

## Reading and Use of English Part 2

### Lead in

Write on the board "electronics", "entertainment", "accessories", "food", "shoes", "videogames", "apps", "beauty products", "music" and "clothes". Tell the students that this month you have spent a bit of money on clothes and electronics, and that you have been spending a lot of money on food because you've been going out for dinner quite often. Give the students one minute to make a note of which of these items they have spent money on in the last month. The students share their lists in groups. Encourage them to use the present perfect simple and continuous.

### Exam information

After the students read the exam information, ask the students what type of words they think are missing from the text. Elicit that it always function words (prepositions, linkers, auxiliaries, pronouns and so on) and never content words such as "chair", "sister" or "happiness".

Exam  
advice

- 1 The students work individually to match 1-7 to a-g before checking their answers in pairs. Challenge the more confident students to come up with a sentence for each phrase and elicit these as examples during feedback.

#### Answers

1 b; 2 f/c; 3 a; 4 d; 5 c/e; 6 g/a; 7 e

- 2 The students work in groups to answer the two questions. For question two, the students take turns to ask each other questions using the phrases, for example "Do you receive pocket money from your parents?", "Yes, but I have to do chores in return".

#### Answers

Getting money: get a part-time job, receive pocket money  
Managing money: open a bank account, pay bills, buy essential items, set a budget, make choices

- 3 Point out to the students that it is very useful in the exam to read the text quickly before trying to fill the gaps. Allow about two minutes. During feedback elicit the answers recycling the vocabulary in 1.

#### Answers

Get money: receive regular pocket money, get a part-time job, do housework

Manage money: spend all of it, open a bank account, save a set amount, set a budget

- 4 Allow about five minutes for students to complete the task. Once the time is up, withhold feedback and ask the students to go on to exercise 5 to check or complete their answers.

#### Answers

1 where; 2 from; 3 do; 4 them; 5 to; 6 for; 7 as; 8 their

### Fast Finishers

Work in pairs and look back at vocabulary exercise 2 on page nine. Student A hides a preposition, pronoun, auxiliary or other function word with his / her finger and Students B has to guess the word.

- 5 The students work individually before checking their answers in pairs. Support the students who are struggling by providing the answers on the board jumbled up for them to match to the correct gap.
- 6 The students work in pairs to answer the question. Encourage the students to acknowledge each other's opinions and agree or disagree with them before giving their own as it will be good practice for the speaking exam.

### Extension activity

Divide the students into four groups and ask them to do some research for the next lesson. Assign one of these topics to each group: 1) How do you set up a bank account in your country? 2) How do you set a budget? 3) What bills need to be paid and how can you save money? 4) What part-time jobs can teenagers get in your country? The students can find out this information from their parents or on the internet. During the next lesson, set up the classroom as a fair, if possible, by having a desk in each corner of the room. Assign a desk to each group and instruct half of the group at each desk to stand behind the desk (the representatives) and the other half to walk around the room (the public) and gather information from the other three desks.

## Vocabulary

### Collocations with *make* and *do*.

#### Lead in

The students think back to page 13. What verb went with "choice"? What verb went with "housework"? Give the students three minutes in teams to brainstorm words that go with "make" and words that go with "do". The team with the most correct answers wins.

- 1 The students look at the noun phrases in 1 and categorise them, adding them to their lists if you did the lead in above.

#### Answers

*make*: an arrangement, the bed, a change, a choice, a decision, an effort, an excuse, friends, an impression, a mistake, money, a noise, a phone call, a plan, progress, a promise  
*do*: an activity, business, the cleaning, a course, (an) exercise, a favour, homework, housework, a job, the shopping, (a) sport, work

- 2 The students work individually to fill the gaps with *make* or *do*. Challenge the more confident students to cover the table on page 14 while completing the exercise.

#### Answers

1 *do*; 2 *make*; 3 *do* / *do*; 4 *made* / *making*; 5 *do* / *make*; 6 *made*

- 3 Allow one minute of silent thinking time before the students start speaking. If they want to take notes, encourage them to not write their sentences in full. Challenge the stronger students to combine the vocabulary with the present perfect simple / continuous.

#### Extension activity

For homework, the students write a short text using as many *make* / *do* collocations as possible. The topic could be family life or their relationship with their family members. Check their collocations are correct and delete all the instances of "make" and "do". The students give their text to their partner for them to complete using the correct form of "make" or "do".

## Speaking Part 1

#### Lead in

The students work in groups for two or three minutes to write down one question to ask you about each of these topics: your studies, your plans for the future and your family and friends.. Elicit questions from different groups and answer these with opinions / information and short phrases / longer answers as appropriate.

#### Exam information

After the students have read the exam information, point out that in this part of the exam candidates answer individually and do not need to interact with each other.

Exam  
advice

- 1 After the students answer the two questions in 1, if you used the lead in above you can ask the students to look at their lists of questions and decide whether they require opinions or information and a short phrase or a longer answer.

#### Answers

*What do you like about the place where you live?* asks for a personal opinion. *Where are you from?* asks for personal information.

*Where are you from?* can be answered with a short phrase. *What do you like about the place where you live?* needs a longer answer.

- 2 The students listen to Peter and Nuria and try to decide which candidate was better, sharing ideas in pairs. During feedback, elicit why Nuria's answers were better.

#### Answers

Nuria gives the best answers. She answers in sentences, not single words; she gives some extra details.

#### Audio script 03

**Examiner:** So, Tania, where are you from?

**Tania:** I'm from Brela. It's a small town on the coast of Croatia, which becomes quite a busy tourist resort in the summer.

**Examiner:** And what do you like about Llanes?

**Tania:** Well, it's a fairly quiet place in the winter, so it has quite a relaxed atmosphere, but it's got beautiful beaches nearby and it's surrounded by lovely countryside. Also, I've got lots of friends in the area, so I have a very active social life. And of course, most of my family and relations live nearby, too.



**Examiner:** And you, Peter, where are you from?

**Peter:** Bremen, in northern Germany.

**Examiner:** And what do you like about Bremen?

**Peter:** My friends, the shops, the sports centre ...

**Examiner:** Do you come from a large family?

3 Give the students a few minutes to work in pairs to select appropriate language from the list. Encourage them to think of examples when possible and elicit these during feedback.

4 The students work individually to match the sentence stems with the phrases in 3. Support the students who are struggling by guiding them to differentiate between the adjectives and nouns in the phrases.

#### Answers

It is: a, d, e, k

It has: b, c, e, f, g, h, i, j, k, l

#### Fast Finishers

Work in pairs and form questions using the phrases in 3. For example: "Is the place where you live a large industrial city?", "Does the place where you live have a relaxed atmosphere?".

#### 5 Pronunciation

Write today's date on the board using words, not numbers (for example: Tuesday the thirteenth of December). Elicit how many syllables are in the first word. Read the word to the class, exaggerating the stressed syllable. Elicit that the stressed syllables are louder and longer than the others. Read the full date (Tuesday the thirteenth of December) and elicit which syllables are stressed in each word, drilling the pronunciation. Students ask each other in pairs "When is your birthday?" and answer paying attention to word stress.

5.1 The students in pairs underline the stressed syllable in the words in 1. If during monitoring you spot a mistake, read the word out loud with the wrong stress, as the students marked it, and ask the students if it sounds good. Withhold feedback until after exercise 5.2.

#### Answers

industrial, relaxed atmosphere, wonderful, facilities, historic

5.2 The students listen to check their answers in pairs. During whole class feedback drill the pronunciation of the phrases and encourage the students to raise their hands on the stressed syllable.

#### Audio script 04

It's a large industrial city.

It has quite a relaxed atmosphere.

It has some wonderful beaches nearby.

It has good facilities for sports.

It has some impressive historic buildings.

6 The students work with a new partner to take turns to ask and answer the questions in 5. Challenge the more confident students to use as much vocabulary from 3 as possible. During feedback elicit answers from different students and highlight good use of vocabulary.

7 Give the students five minutes to brainstorm ideas in pairs. If you wish you can simulate exam conditions by having groups of three students, where one student asks the questions, one student answers and one student listens and takes notes on whether the answers were long and extended enough.

8 Allow the students to work in pairs to brainstorm how they could extend the answers in 5. Remind the students that they should not memorise a fixed answer to these questions as this will not be beneficial in the exam.

#### Writing Part 1 An essay.

##### Lead in

Start with a review game of the vocabulary in 1 on page 13. Give the students one minute to look at the vocabulary again. Students close their books. Write the vocabulary a-f on the board and give each group of four a dice. Students take turns to roll the die and have five seconds to make a sentence using the vocabulary corresponding to his/her roll (1=a, 2=b, 3=c and so on), including the verb that collocates with it. Students win a point for each correct sentence they produce.

### Exam information

After the students finish reading the exam information, ask these questions:

1. Do you have to use all the notes? (yes)
2. Do you have to use your ideas? (yes)
3. What happens if you write too little or too much? (candidates are not automatically penalised, but if they are under the word limit they have probably missed some content or if they are considerably over they may have gone off-topic and they will be penalised for this)

Exam  
advice

- 1 Encourage the students to underline the key points they must include in the essay and elicit these during feedback.

#### Answers

students' own answers

- 2 Students work in groups to generate ideas. Point out that in the exam they will need to brainstorm not only ideas they agree with, but also ideas they disagree with.
- 3 Encourage the students to highlight ideas in the text, colour coding them according to whether they agree or disagree with them. Allow the students to check in pairs and discuss their differences in opinions.
- 4 Point out that it is very important in the exam to divide an essay into paragraphs, and that each paragraph should talk about a separate idea. Allow the students to work in pairs to match the notes to the paragraphs.

#### Answers

paragraph 1: d      paragraph 2: a      paragraph 3: b  
paragraph 4: c

- 5 The students work individually before checking in pairs. Elicit alternatives during feedback (for example: as far as I'm concerned, the way I see it, personally, from my point of view, etc)

#### Answers

I believe, it is true that, in my view, in my opinion, I think

- 6 The students work independently to add the linkers in the correct gap and then check in pairs or groups of four. Elicit the correct answers and challenge the stronger students to modify the text so that another option would work (for example: Although most

teenagers can rely on their parents for the things they need, learning how to manage money is an important skill -> Most teenagers can rely on their parents for the things they need. However, learning how to manage money is an important skill).

#### Answers

1 Although 2 However 3 whereas 4 On the other hand

- 7 Allow the students who struggled with the previous activity to work in pairs to complete the sentences 1-6. Ask the fast finishers to help the students who struggle.

#### Answers

1 whereas; 2 Although; 3 However / On the other hand;  
4 Although; 5 On the other hand / However; 6 However / On the other hand

### Fast Finishers

Work on rewriting the sentences so as to fit a different linking word in the gap. For example "Although I am happy to do some of the cooking, I don't want to do it all" -> "I am happy to do some of the cooking. However, I don't want to do it all".

- 8 Encourage the students to hand in not only their essay but also their essay plan. Ask the students to highlight their expressions to express opinions in one colour and their linking words in another colour, as this will make it easier for them to remember to include these in the essay.

After correcting the students' writing tasks, you may want to encourage them to start keeping a checklist of frequent mistakes they make. Each student is responsible for his/her checklist, using this to self-correct writing tasks before handing them in and updating them every time they get feedback (by either deleting items they do not make mistakes with anymore or by adding new ones).

## Vocabulary

### Phrasal verbs

get round to	hit it off
chill out	look out for
sort/work (something) out	take after (someone)
rely/depend on (someone)	look up to (someone)
fall out with (someone)	look back at (something)
try (something) out	set off

### Personality

caring	(im)mature
cheeky	(dis)organised
childish	(im)patient
(un)cooperative	(un)reliable
(un)critical	(ir)responsible
energetic	self-confident
(un)enthusiastic	(in)sensitive
hard-working	(un)sympathetic
irritating	Thoughtful

### Money

open a bank account	receive pocket money
get a part-time job	make choices
set a budget	pay bills
buy essential items	

### Make and do

make an appointment	do an activity
make the bed	do business
make a change	do the cleaning
make a choice	do a course
make a decision	do exercise
make an effort	do a favour
make friends	do homework
make an impression	do housework
make a mistake	do a job
make money	do the shopping
make a noise	do sport
make a phone call	do work
make a plan	
make progress	
make a promise	

## Vocabulary Activity 1

### Phrasal verbs

Split the class into two teams. Two students from different teams stand in front of the class and mime the literal meaning of a phrasal verb you give them. Demonstrate how to do this using "chill out": mime that you are cold by shaking and wrapping your arms around you, and then mime out by pointing at the door or window. The first team to guess the phrasal verb wins a point and has an opportunity to win another 2 points if they make a sentence with the phrasal verb. If they can't, the other team can try and win the 2 points.

## Vocabulary Activity 2

### Make and do

The students work in pairs to write down three sentences with do and three with make. Out of the six, two must contain a mistake. The pairs record themselves reading out the sentences using their mobile phones. The teams swap phones and listen to each other's recording trying to identify the two mistakes. The teams can swap phones again until everyone has listened to all the recordings.

# 2 Leisure and pleasure

## Unit objectives

**Listening part 2:** sentence completion. Predicting the part of speech needed in the gap.

**Grammar:** making comparisons. Using comparative and superlative adjectives accurately.

**Reading and use of English part 1:** multiple choice cloze. Understanding the gist of the text before attempting the task.

**Reading and use of English part 4:** key word transformation.

**Speaking part 2:** the long turn. Organising the long turn effectively.

**Writing part 2:** situationally based writing task. Writing an article; using paragraphs; linking clauses together; and planning before writing.

**Vocabulary:** phrasal verbs related to new experiences and activities.

**Grammar:** using adjectives ending in -ed and -ing appropriately

## Listening Part 2

### Lead-in

The students in small groups brainstorm three pieces of advice they would give someone looking to join a band or sports team. Elicit vocabulary such as "practise every day" and "have self-discipline" or "get along with the rest of the band".

### Exam information

Books closed. Ask the students the following questions:

1. How many people will you hear in Listening part 2? (one person)
2. How many gaps do you have to fill? (ten gaps)
3. Can you change the words you hear? (No, you can't)
4. How many times can you hear the recording? (twice)

The teams swap their answer sheets with another team and check their answers on page 18. The team with the most correct answers wins.

Exam  
advice

## Starting off

### Lead-in

The students in pairs take turns to describe the pictures on page 18. During feedback, elicit key vocabulary such as "canoe", "tennis court" and so on. Alternatively, ask all the students to close their books and divide them into teams. Nominate one student to stand in front of the class and mime the actions in the pictures. The team which guesses the most actions wins.

- 1
  - 2
  - 3
- The students work in pairs to answer the questions in 1-3. If necessary, ask the students to review the use of the present perfect on page 12 and/or 178. You may want to take notes of mistakes with comparatives and superlatives during the activity and leave the correction period until after the grammar section of this unit on page 19.

- 1 The students read the advice on how to be a successful sportsperson and fill the gaps with the correct word.

### Answers

1 depend on	2 burn	3 regret
4 train	5 doubt	6 perform
7 chase	8 influence	9 share

### Fast finishers

Work in pairs to rank the pieces of advice from 1 (best) to 9 (worst). Elicit this during feedback and make a note of mistakes using comparatives and superlatives.

- 2 Students work in pairs or small groups to answer the questions. You may want to provide and drill a few sentence frames on the board such as "I'd find... ing... quite easy because..." or "I'd never be able to ... because...".



- 3 Demonstrate the activity on the first gap before allowing the students to work in pairs. Elicit a few reasonable options for gap (1) and elicit that these are all nouns. Encourage the students to write something next to each gap and point out that this will help them in the exam.

#### Suggested answers

- 1 noun – related to where she played football
- 2 noun – related to her ability
- 3 verb – action she liked doing
- 4 verb – action that goes with new players
- 5 passive verb
- 6 noun
- 7 adjective describing women's football
- 8 determiner – related to people watching football
- 9 noun – with more of this, people will think about football differently
- 10 plural noun – things she hasn't had many of

- 4 The students listen to the recording and try to fill the gaps 1-10. Allow them to check their answers in pairs between the first and second listening and once again before feedback. Play extracts of the recording again where necessary.

#### Answers

- |             |              |                           |
|-------------|--------------|---------------------------|
| 1 park      | 2 speed      | 3 training                |
| 4 hire      | 5 chosen     | 6 professional footballer |
| 7 limited   | 8 spectators | 9 opportunities           |
| 10 injuries |              |                           |

#### Audio Script 05.

**Clare:** I always loved playing football. When I was a child, I used to play with my older brother and his friends in the park but I never really thought it would be anything more than a hobby. My brother was 2 years older than me and so were his friends. At first it was difficult for me as my brother and his friends were bigger and stronger, but that probably helped me to develop into a much better player. I learnt to use my skills and speed to make up for my lack of strength and height. I also was good at making quick decisions – not just in football – and this was really useful. I remember when I started playing with my brother's friends, no one wanted me to be on their team but that soon changed! When I went to secondary school I played for my school team and I soon realised I was more influential in almost every game I played in than many of my team mates. I loved playing in matches but I think one of the reasons I am able to have a career as a footballer now is that I enjoyed training too. Some players thought that training was boring but I was never bored and I often stayed behind to do more... My parents weren't too keen on me spending so much time playing but as long as I always did my homework and got good marks in my exams, they were fully supportive of my hobby – as it was at the time.

Shortly after my 14th birthday, I was just about to play in a match for my school when the school coach told me that a scout from a big football club's academy was coming to watch our team play in order to potentially recruit new

players. I remember thinking to myself that I needed to really impress him to have a chance of being asked to join the club. During the game, at first I was a bit scared to make any mistakes and I started to doubt that I was good enough to be chosen, but then I told myself to relax and just focus on the game I was playing. After that I played much better. In fact, my performance was as good as I could have hoped for. I created a lot of chances and scored two goals. I didn't stop running. It was really exhausting. Well, it was all worth it – I'm happy to say that I was asked to join the academy by the scout and that's when I began to realise that I could actually become a professional footballer.

Being a female footballer, you have to deal with a lot of negative comments. People say that the women's game is more limited when compared to the men's game because they say it's a bit slower but I think it's just because female footballers are shown less respect. I find it a bit irritating and confusing to be honest, but it makes me more motivated to do well. I'm convinced the women's game is equally entertaining to watch, the only issue is we don't get enough spectators. Even now when we've had female presidents and leaders, it's a bit concerning to think that girls still think that there are jobs that only men can do – but I hope that if more female players are given greater opportunities to play and become role models, children will realise that football is a game for both girls and boys.

I've been luckier than many people know. So far, I'm really pleased with how well things have turned out for me. I've been to 2 world cups and won some trophies here in this country and I've been fortunate to only have picked up a few minor injuries in my career so far. I must say that I have no regrets about becoming a footballer. It really is the most amazing thing that's happened to me.

- 5 Give the students one minute to brainstorm as many sports as possible. The team with the most sports wins. This will help them answer questions 1-3 by providing them with a list of sports to choose from.

## Grammar

### Making comparisons

#### Lead-in

Point out to the students that using comparatives and superlatives correctly is very important in the exam. The students work in pairs and write down the grammar rules they remember from previous lessons. Ask those students who seem to remember the rules to go straight to exercise 1, while those who do not remember very well go to page 169 to refresh their memory.

- 1 The students work on their own to choose the correct phrase in sentences 1-8. Allow the students who struggle to work together and use page 169 for reference.

**Answers**

- |            |                  |                    |
|------------|------------------|--------------------|
| 1 stronger | 2 much better    | 3 more influential |
| 4 as good  | 5 more motivated | 6 more limited     |
| 7 luckier  | 8 most amazing   |                    |

**Fast finishers**

Create more sentences with one correct option and one incorrect one. They can do this by answering in writing question 1 on page 18. They then swap their sentences with another fast finisher and work on choosing the correct option.

- 2 The students work on their own to complete the sentences. Encourage those students who used page 163 in the previous exercise to try this exercise without it.

**Answers**

- |                  |                      |                         |
|------------------|----------------------|-------------------------|
| 1 the healthiest | 2 cheaper            | 3 more sociable         |
| 4 harder         | 5 the most thrilling | 6 the least interesting |
| 7 better         |                      |                         |

**Fast finishers**

Work on their own or in pairs to make the opposite of sentences 1-7, for example "There are lots of ways to keep fit, but I think the least healthy of all is Zumba".

- 3 The students work in groups of four or five students. Student A starts by completing sentence 1. The student to his/her right must use a different idea to complete sentence 1. The students continue completing sentence 1 in a circle until a student makes a grammar mistake or doesn't have an idea and loses. The game continues with the rest of the sentences.

**Possible answers**

- 1 difficult as it looks.
- 2 important thing is to participate, not to win.
- 3 skiing than skating.
- 4 nicer than I am.
- 5 as boring as some people say.

**Extension idea 1**

If, during the activities on page 18, you took notes of the students' mistakes using comparatives and superlatives, write these on the board now for the students to correct.

**Extension idea 2**

Ask the students to work in small groups to prepare a presentation comparing two sports. Encourage the groups to use useful vocabulary from the listening script on page XX. Point out that they must use comparatives and superlatives correctly.

## Reading and Use of English Part 1

**Lead in**

Divide the students in small groups and give each student a piece of paper with the name of a famous sportsperson. The students do not reveal the name of the person but talk about why they love their sport so much (For example: "I love running because I can go very fast, I feel fit and I win every race" - Usain Bolt). The first student in the group to guess the name of the sportsperson wins a point.

- 1 Just like in the lead in, ask the students to think of reasons why someone might enjoy ice skating. Correct any mistakes with comparatives and superlatives during feedback.

Students' own answers

- 2 Students cover the options below the text and have 90 seconds to read and answer the question in 1. Point out that reading the text quickly before attempting the task is a good strategy in the exam.

**Answers**

He/she became interested when he/she saw a poster at the local leisure centre.

**Exam information**

After the students read the exam information on page 20 point out to them that most of the options have a very similar meaning and that they must pay attention to the grammar of the sentence as well as its meaning.

- 3 Demonstrate the first example gap for the class. Allow the students who might struggle to work in pairs. During feedback, elicit that when the students encounter new vocabulary they should also record its grammatical structure, i.e. the prepositions that follow it and the form and part of speech of the words around it.

**Answers**

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

**Fast finishers**

Work together to establish why the options they discarded are incorrect and change the sentences, where possible, to fit the discarded options (for example "a poster at my local leisure centre announcing that there would be ice skating lessons"). Elicit their ideas during feedback.

- 4 You may want to decide which hobby the students will talk about. If so, divide the class into groups of teenagers and groups of parents so they can brainstorm ideas together before the role play. Challenge more confident students to use the present perfect and present perfect continuous correctly (on page 12). You may want to provide and drill a few sentence stems such as "I think I'd really enjoy... Ing...!" or "I'm not convinced it would....".

**Vocabulary****Phrasal verbs and expressions.**

- 1 You may want to discourage the use of dictionaries and translation software for this activity. Point out to the students that in the exam they will inevitably encounter unknown vocabulary and that they need to be able to infer the meaning of the word from its context. The students work independently to match the phrasal verbs with their definition. Allow the students who are struggling to work together.

**Answers**

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

**Fast finishers**

Take turns to test each other's memory of the vocabulary and definitions.

- 2 The students work alone or in pairs to complete the sentences. Challenge the stronger students by asking them to cover exercise 1 above.

**Answers**

1 taking risks	2 picking it up	3 have a go
4 get used to	5 turned up	6 keep a promise
7 taking up	8 taking part in	9 have a go
10 turn up		

- 3 Before the students start speaking, allow a minute or two of thinking time for the students to plan their answers and make a note of what phrasal verbs they can use to answer each question. Encourage the students to give three-sentence answers as this will be beneficial for their speaking exam. After they complete the activity with their first partner, they turn to their next one and report what they heard.

**Extension activity**

For homework, the students write a short text similar to the ice skating blog using at least five phrasal verbs from 1. Ask them to delete the prepositions of the phrasal verbs and give their text to another student. The other student must complete the text with the missing prepositions. Point out to the students that this exercise is similar to Reading and Use of English part 2.

**Exam  
advice****Grammar****Adjectives with -ed and -ing****Lead in**

Write on the board "bored - boring" and "interested - interesting". Give the students in teams two minutes to brainstorm as many adjectives which follow the same pattern as possible. The team with the most correct adjectives wins.

- 1 Write the sentence in 1 ('I was scared of falling at first, but I picked it up quite quickly and then it felt so exciting.') on the board and elicit that "scared" refers to how she felt and "exciting" refers to what made her feel like that. If there are some stronger students in the class who you believe could create more examples, elicit a few.

**Answers**

1 scared 2 exciting

- 2 Students work individually to circle the correct option in 1-6. Where students are struggling, support by asking them to find which adjectives refer to people (3 and 6) and eliciting that these will be -ed adjectives.

**Answers**

1 amusing	2 irritating	3 bored
4 annoying	5 embarrassing	6 excited



### Fast Finishers

Work on pronunciation. They count the syllables in the "ed" adjectives in 1-6 and then, if available, they use their smartphones to find the pronunciation of the words either on an online dictionary or on a piece of translation software.

- 3 Point out to the students that this exercise is similar to Reading and Use of English part 3. Ask the students to check the meaning of the words in capital before beginning the exercise. Support the students who are struggling by allowing them to work in pairs and, if appropriate, to use their own language as reference.

#### Answers

1 puzzled	2 motivating	3 worried
4 amusing	5 exhausted	6 astonishing
7 disappointing	8 thrilling	9 depressed

### Fast finishers

Work on changing sentences 1-6 so that the alternative form of the adjectives fits. For example: "We found the unfriendly attitude of the other students quite puzzling."

- 4 Lead in the activity by asking the students to work in pairs and ask each other about the activities a-g using the "Have you ever...?" structure. Play the recording twice, encouraging the students to check in pairs between the first and second listening. During feedback, elicit that they might have heard keywords relating to more than one option, and point out that this is often the case in the listening exam.

#### Answers

g

### Audio script 06:

**Girl:** The whole experience was amazing actually. I mean, I'd been working really hard, studying, and so I was feeling pretty tired and nervous about my exams already, so when my best friend suggested I went along with her, I was like, shocked, like 'No way!' – I mean the thought of breaking a bone or something even worse just before an exam was terrifying. But you know, she just kept on at me, so for the sake of a bit of peace, in the end I said yes. When we were up there in the sky, I was just so scared I can't tell you. I just wanted to get out of the plane. I felt trapped, but the only way to do that was to jump, and in fact, the jump itself was really thrilling. I'd love to do it again. And I didn't break a thing!

- 5 Play the recording again. The students take a note of the adjectives the girl uses to describe 1-6. Support the students you think might struggle by allowing them to follow the script on page XX and underline the adjectives instead.

#### Answers

2 tired (and) nervous	3 shocked	4 terrifying
5 scared (and) trapped	6 thrilling	

- 6 If you used the lead in to 4 above, ask the students to work with a new partner. Encourage the students to use -ed and -ing adjectives and comparatives and superlatives. Challenge the stronger students to use the present perfect simple and continuous as well where appropriate. The student who is listening should take notes of the good grammar used by their partner and then give them feedback.

### Extension activity

Tell the class about an unusual or exciting experience you have had. Tell the class you will make three mistakes with adjectives ending in -ed and -ing and that they should stop you and correct you when they hear the mistakes. After this, the students prepare a two-minute speech about an exciting or unusual experience they have had. The students record their speech using their smartphones if available, adding three mistakes with -ed and -ing adjectives on purpose. The students pass their phone to another student, who listens to the recording and tries to identify the mistakes. If smartphones are not available, the students work with a partner and read their stories and the partner must stop them when they hear the mistake.

## Reading and use of English Part 4

### Lead in

Write "I was scared of falling at first, but I picked it up quite quickly and then it felt so exciting." on the board. Ask the students in teams to brainstorm alternative ways of expressing the same meaning (for example: "At the beginning the idea of falling was scary, but I learned pretty fast and after that I was very excited."). The team with the most correct alternatives wins.



**Exam information**

After the students read the exam information, check that they understand the number of words they are allowed to write and that they must not change the word given in any way.

Exam advice

- 1 The students work individually to complete the sentences 1-6. After a while, students who seem to be struggling can work together. Support these learners by giving them the number of words needed in each answer. Alternatively, start by dividing the class into groups and giving them only the top sentences of 1-6. The students have to brainstorm as many alternatives as possible before seeing the word they must use.

**Answers**

- 1 one of the easiest / the least difficult
- 2 not as interesting as
- 3 such a strange
- 4 not nearly as
- 5 far cheaper than
- 6 more quickly than

**Extension activity**

Students go back to the phrasal verbs on page 21. Students work together to make three Reading and Use of English part 4 questions using the phrasal verbs. The students give their questions to another pair or group to complete. For example:

"I never thought I would start playing the violin but I am really enjoying it now."

TAKE

"I never thought I would \_\_\_\_\_  
the violin but I am really enjoying it now."

**Speaking Part 2****Lead in**

The students in pairs take turns to describe the pictures on page 24 to each other. Challenge them to do so in maximum 20 seconds per picture. Elicit key vocabulary during feedback.

**Exam information**

After the students read the information, check their understanding by asking them the following questions:

1. How long do you have to speak for? (one minute)
2. What two things do you need to do during the one minute? (Compare two photos and answer a question connected with both photos.)
3. What do you have to do after your partner has spoken for one minute? (Answer a question about your partner's photo.)

Exam advice

- 1 Allow the students a few minutes in pairs to brainstorm how they could compare the two pictures. Elicit a few ideas from different pairs. Now tell the students that they are going to hear an exam candidate talk about the benefits of these activities. The teams must work together to brainstorm in writing as many benefits as possible. Teams win one point for each benefit they wrote down which comes up in the recording in 2.
- 2 The students listen to the recording and take notes on the benefits Bruno mentions. If you used the brainstorming game in 1 above, teams win one point for every benefit they had thought about.

**Answers**

Playing volleyball: get exercise, good for health, helps you relax, learn teamwork skills, goes against idea that boys have better athletic ability than girls  
Watching TV with family: important to relax, important to spend time with family, helps to improve their bond

- 3 Play the recording again and ask the students to tick "yes" if Bruno followed the strategies 1-7 "no" if he didn't. After feedback, point out that Bruno's performance was very good.

**Answers**

1 no 2 yes 3 no 4 yes 5 yes 6 no 7 yes

**Audio script 07**

**Examiner:** In this part of the test, I'm going to give each of you two photographs. I'd like you

to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs. Bruno, it's your turn first. Here are your photographs. They show people doing different activities in their free time. I'd like you to

compare the photographs, and say how you think the people can benefit from spending their free time doing these different activities. All right?

**Bruno:** Well, in the first photo there are four girls playing volleyball together. They look like they are taking the game quite seriously, so maybe they are a team who are training or playing a match. I think they benefit from this activity in several ways. Firstly, they are getting some good exercise, which is always good for you. It's great for your health and helps you relax. At the same time, they can learn teamwork skills, which is good for building relationships. Also, it's good to see girls playing serious sports. I think it goes against the idea that boys have better athletic ability than girls. In the second photo, there's a family – two sisters and a mother and father watching TV together. They are laughing and seem to be enjoying the programme they are watching. They are not as active as the girls in the first photo, but I think they also benefit because they are taking time to relax, which is very important for people who are busy at school and work. I think that it is important for people to spend time together as a family, even if they are just watching TV together because it helps to improve their bond. Mm, all in all, I think they get a lot from both activities.

**Examiner:** Thank you.

- 4 The students work in pairs to remember how to complete Bruno's sentences 1-5. Place a single copy of the script on your desk or outside the classroom. One student from each pair runs to the text, memorises the sentence endings and runs back to their partner to correct their answers. The first pair to complete the sentences correctly wins.

#### Answers

- 1 I think they benefit from this activity in several ways.
- 2 Firstly, they are getting some good exercise, which is always good for you.
- 3 At the same time, they can learn teamwork skills, which is good for building relationships.
- 4 Also, it's good to see girls playing serious sports.
- 5 I think they also benefit because they are taking time to relax, which is very important for people who are busy at school and work.

- 5 Ask the students to discuss which phrases Bruno uses in a, b and c. Point out to the students that these sentence starters are very useful in the exam.

#### Answers

a 1 b 2 c 3, 4, 5

- 6 Students match the phrases in 6 with the functions in 5. Support the students who may struggle by encouraging them to use a good quality dictionary.

#### Answers

- b First of all, To start with  
c Besides, In addition, What is more

### Fast Finishers

Think of additional words or phrases that could be used. They could use a good quality thesaurus to do this. Elicit their ideas during feedback.

## 7 Pronunciation

### Lead in

Read to the students the same sentence twice, once with standard sentence stress and once with incorrect sentence stress. For example:

1. Here are your photographs.
2. Here are your photographs.

Elicit which version sounds better (a). Elicit that the difference lies in sentence stress. Explain that stressed words are louder and slower. Point out that incorrect sentence stress can make a grammatically correct sentence very difficult to understand, and that they would be marked down for this in the speaking exam. Drill the correct version of the sentence above. Encourage the students to mark the stress with their hands, for example by raising both hands on the stressed words.

- 7.1 The students work in pairs or small groups to identify the stressed syllables in 2-6. If they are in doubt, encourage them to try out different options out loud to see which they think works best. If you spot a mistake, read the sentence with the stress where the students marked it and ask if it sounds right. The students then listen to the recording to check their answers. Pause the recording for a few seconds between sentences to allow the students to discuss and change their answers if necessary. During feedback, encourage the students to use their hands to mark sentence stress.

- 7.2 The students take turns to practise the sentences, using their hands. Challenge the stronger students to replace the content of the sentences with their own ideas.

### Audio script 08 (see answers below)

#### Answers

- 1 Firstly, they're getting some exercise, which is always good for you.
- 2 It's great for your health and helps you relax.
- 3 At the same time, they can learn teamwork skills ...
- 4 ...which is good for building relationships.
- 5 Also, it's good to see girls playing serious sports
- 6 I think it goes against the idea that boys have better athletic ability than girls.

- 8 The students take turns to do the speaking task in 1. Students who are listening use the table on page 24 to give feedback to their partner.
- 9 You may want to allow the students to rehearse the task with a partner for a few minutes. The students then switch partners and perform the task again. The students who listen must time their partner's responses and give them feedback using the table on page 24.

### Extension activity

Students bring to class two pictures of themselves doing fun activities, either alone, with friends or with family (they can print these at home or show them on their smartphone). The students in pairs swap pictures and do the Speaking Part 2 task in 9 using the two pictures of their partner. After the task, allow the pairs to discuss their answers. Shuffle pairs and repeat.

## Writing Part 2

### An article

#### Lead in

If possible, bring to class an example of an essay and of a magazine article. Allow the students in groups to discuss the differences between these, and elicit points such as differences in audience, register (formal/informal), style, purpose.

#### Exam information

Books closed. Ask the students: How many texts do you have to write in Writing Part 2? (1). How many words must you write? (140-190). Ask the students to check page 26 for a list of possible tasks in Part 2.

Exam  
advice

- 1 The students work individually to underline the important information in the writing question. They then check their ideas in pairs.

#### Answers

magazine for teenagers, leisure time activity, how did you get started, why did you enjoy it so much?

- 2 The students discuss a free time activity they enjoy with their partner. While student A speaks, student B ticks the points of the writing question student A deals with.

- 3 Point out that a text without paragraphs will lose points in the exam. Ask the students to work in pairs to divide the article into paragraphs and identify the main idea of each.

#### Suggested answers

1

#### Sailing – a fun and exciting sport

I've always loved the sea...

In the first lesson, I learnt how to steer... I really benefitted from...

It was a lot more difficult for us

2

Paragraph 1 – What the activity is and how I started it

Paragraph 2 – What I learnt

Paragraph 3 – What I enjoyed and how I felt

Paragraph 4 – Conclusion – Why I enjoyed it despite problems, and what I'd like to do in the future

- 4 The students work in pairs to underline the two sentences joined by "and", "but" or "because" in 1-5.

#### Suggested answers

1 I've always loved the sea. I first experienced sailing last year.

2 She is a keen sailor. She suggested that I join the local sailing school.

3 It was really satisfying to take charge of the boat. We enjoyed being independent.

4 I even fell in the water once. It was very exciting trying to keep the boat under control in the rough sea.

5 I love sailing. It is challenging and sociable.

- 5 The students work on their own to link the sentences. For an extra challenge, ask the students to work in pairs. Student A closes their book and student B reads the sentences in 1-4. Student A has to repeat the sentences correctly and link them.

#### Answers

2 I got interested in flying when I was about 14 because my father took me to an airshow.

3 My parents don't want me to fly because they think it is dangerous.

4 One of my friends is learning to fly and he has asked me to come with him because he thinks I'd like it.

- 6 The students work on their own to separate the clauses in sentences 1-5.

#### Suggested answers

2 I really benefitted from meeting other people at the sailing club. These people were my age.

3 We became more experienced. We were allowed to take a boat out on our own.

4 It was a lot more difficult for us to sail. The weather was bad.

### Fast finishers

Student A reads the clauses separate and students B has to link them again, trying to come as close as possible to the original sentences 1-5

- 7 The students work on their own to link the sentences with "when", "who", "which" or "that". For an extra challenge, ask the students to work in pairs. Student A closes their book and student B reads the sentences in 1-4. Student A has to repeat the sentences correctly and link them.

#### Answers

- 1 When I was 13, I started running seriously. / I started running seriously when I was 13.
- 2 My uncle, who is a keen athlete, encouraged me.
- 3 I go running most days when I've finished school and done my homework.
- 4 Running is a sport which/that gets you really fit.

- 8 The students work on their own to link the sentences. For an extra challenge, divide the class into small teams. Read the three sentences in 1 at normal speed. The teams work together to reconstruct the sentences in writing and to link them together. The first team to do so correctly wins a point. Repeat with 2, 3, 4 and 5.

#### Suggested answers

- 1 I started windsurfing when I was 13 and I was staying with friends by the sea.
- 2 One of my friends, who is a keen windsurfer, encouraged me to start because she thought I would enjoy it.
- 3 I kept falling into the sea to start with because it was a fairly windy day and there were a lot of waves.
- 4 I didn't enjoy it at first because I had to concentrate quite hard, but I carried on trying.
- 5 I started to windsurf quite fast, which was exciting, and I started to find it quite enjoyable.

### Extension idea

The students work in groups of four. Student A says a sentence (for example "I like skiing"). Student B adds a sentence (for example "Skiing is dangerous"). Student C adds another sentence (for example "My parents don't want me to ski"). Student D has to repeat the three sentences and link them (for example: "I like skiing but my parents don't want me to do it because it's dangerous").

- 9 Allow the students three minutes in pairs to locate the adjectives in the text. Ask them why the author decided to use such relatively difficult adjectives instead of "good" or "difficult". Elicit that in articles

they should use higher-level adjectives and adverbs to be more interesting for the reader.

#### Answers

- 1 complicated
- 2 competent
- 3 satisfying, exciting, difficult, sociable

- 10 The students work in pairs to fill in the table with the adjectives given. Alternatively, draw the table on the board. Write the adjectives on pieces of paper and stick these around the classroom. Students walk around in pairs and discuss each adjective together before taking the piece of paper and sticking it on the board in the correct column.

#### Answers

*Feelings about an activity:* astonishing, delightful, depressing, dreadful, entertaining, exhausting, incredible, irritating, superb, tremendous, unbelievable  
*The type of activity:* competitive, demanding, economical, popular, time-consuming

- 11 You may want to extend this activity in class by asking each student to write their title on a piece of paper. Collect the pieces of paper and write the articles on the board, numbered. Ask the students to anonymously vote for their favourite title. Collect the votes and nominate the winner. Elicit why this is the best title: How is it made interesting? What language made it attractive?

You also may want to demonstrate how to write a plan quickly and effectively. Tell the students what you will write an article about. Draw a table on the board with two columns and four rows (see below for an example). Talk the students through your paragraphs and the vocabulary you intend to use.

When I started skiing	take up / have a go
Learning how to ski	pick up / work out / take a risk
Why I enjoy skiing	exciting / exhausting / demanding / unbelievable
Recommendations	try out / benefit from / get exercise / get fit

Finally, allow the students about five minutes to finalise their titles and plan their article before they start writing.

- 12 Allow 30 minutes for this task and collect both the articles and the plans. Instead of correcting the students' mistakes you may want to underline them and hand the articles back to the students to self-correct. Collect the second drafts, correct them and collate them into a class magazine for everyone to read.



## Vocabulary

### Phrasal verbs

to take up	to pick something up
to have a go	to take risks
to turn up	to take part in
to get used to	to keep a promise

### Adjectives to describe activities

astonishing	economical	superb
competitive	entertaining	time-consuming
delightful	exhausting	tremendous
demanding	incredible	unbelievable
depressing	irritating	
dreadful	popular	

### Vocabulary activity 1

Write the following phrases on the board and elicit and drill their sentence stress.

o o	o o o	o o o	o o
Wake up	What's the time?	I get it	Be quiet!

Now ask the students in groups to categorise the phrasal verbs by stress patterns.

#### Answers

o0	0o0	o0o	00
Take up Turn up	Have a go Pick it up Keep a promise	Get used to Take part in	Take risks

The students work in pairs. Student A thinks of a sentence with one of the phrasal verbs. He says the sentence but "hums" the phrasal verb with the correct stress. For example: "I was very young when I mmm MMM Badminton". Student B must guess the phrasal verb, (in the previous example "took up").

### Vocabulary activity 2

The students work in groups. The first student chooses one of the adjectives to describe an activity and makes a sentence (for example: "That film was astonishing"). The next student must make a new sentence with the same adjectives. The students go in circle until one student cannot think of anything or the students believe his/her sentence doesn't make sense. The group repeats with another adjective.

## Vocabulary and grammar review Unit 1

### Vocabulary

<b>1</b>			
2 responsible	3 hardworking/hard-working		
4 unreliable	5 self-confident		
6 sensitive	7 mature	8 energetic	
<b>2</b>			
1 come up with	2 take after	3 looking out for	
4 chill out	5 try out	6 fell out	
<b>3</b>			
1 do	2 make	3 do	4 doing
5 do	6 made	7 made	8 making

### Grammar

<b>4</b>
1 has won
2 have arrived; have been expecting
3 have spent; has turned up
4 have been having / have had; has been telling / has told; hasn't told; has seen
5 has lost / has been losing; has been getting
6 has finished; have been waiting
7 has eaten; hasn't left
8 has been looking; has been studying

## Vocabulary and grammar review Unit 2

### Vocabulary

<b>1</b>		
1 keep a promise	2 taking / to take risks	3 taking up
4 picked (it) up	5 took part in	6 have a go

### Grammar

#### 2 Suggested answers

- Katya took up karate when she was seven years old because she was interested in it.
- Her father, who is a professional karate instructor, taught her, so she progressed quickly and soon became junior regional champion.
- She did karate with other children who were the same age as her, but none of them was as good as her, so she felt dissatisfied.
- Last year, she took part in the national championship, but she didn't win because she was injured during one of the matches.
- She hopes to become a professional karate instructor and work in the same sports centre as her father because he has too many students.
- Some of her father's students have been studying karate for several years, and he thinks they would benefit from a different teacher because they are too familiar with his style of karate.

#### 3

1 made more noise than	2 are not as/so dangerous
3 is the best player	4 as/so stressed as
5 much more clearly than	6 more comfortable than any of

### Word formation

<b>4</b>		
1 amazing	2 exhausting	3 puzzling
4 disappointed	5 motivated	6 astonished

# 3

# Happy holidays

## Unit objectives

**Listening part 3:** multiple matching. Identifying the main ideas in the written statements.

**Reading and use of English part 3:** word formation. Creating adjectives using suffixes.

**Reading and use of English part 7:** multiple matching. Identifying the main ideas in each question.

**Speaking part 3:** collaborative task. Discussing each option in turn and reaching a conclusion.

**Writing part 2:** writing a story. Using a range of tenses and structuring the text appropriately.

**Grammar:** talking about past experiences. Using the past simple, past continuous, past perfect simple and continuous and used to

**Grammar:** using prepositions of time: in, at and on

**Vocabulary:** easily confused words: journey, trip, way and travel

## Starting off

### Lead in

The students work in pairs to describe and compare the photos on page 31 in order to consolidate the structure of the speaking task 2 clarified in the previous unit. During feedback, elicit key vocabulary and encourage comparisons using comparatives and superlatives.

- 1 The students work in pairs to categorise the phrases in 1 using the table. You may want to extend this activity by asking the students to match the phrases to the pictures above where possible.

### Answers

*Types of holiday:* a beach holiday, a camping holiday, a city break, a cruise

*Holiday locations and places to stay:* at a campsite, in the city centre, on a cruise ship, at a luxury hotel, in the mountains, at the seaside, by the sea, at a youth hostel

*Holiday activities:* backpacking, meeting new people, relaxing, seeing new places, a sightseeing tour, skiing, sunbathing, visiting monuments, walking and climbing

### Fast finishers

Work in pairs to rank in their opinion the types of holiday from 1 (best type of holiday) to 4 (worst). Encourage full justifications of answers and the use of comparatives and superlatives.

- 2 You may want to demonstrate this activity and model useful language to compare and contrast such as "on the other hand" or "however". Encourage the students to speak for a whole minute for each photo or pair of photos.

## Listening Part 3

### Lead in

The students work in pairs to describe their best holiday ever, using their own pictures on their smartphones, if possible. During feedback, elicit a few responses from students who described different types of holiday. You may want to take a note of mistakes using in, on and at to refer to time, as this is the grammar focus on page 34.

### Exam information

After the students read the exam information, ask them why they think there are three extra sentences they do not need. Elicit that this is to increase the difficulty of the task. Tell students that they are likely to hear information related to these extra sentences, so they will have to listen carefully to discard them.

Exam advice

- 1 The students work on their own to underline the main ideas in each statement and then check with their partner.

### Answers

Wanted, home country, more like this

1 Surprised, liked the food

2 Didn't want, change, holiday plans

3 First holiday, without parents

4 Didn't know, where, place was, before, went there

5 Had been, this place, before

6 Had no idea, this place, would be like

7 Prefer, holidays, parents

### Fast finishers

Work on brainstorming synonyms of key vocabulary in the statements. Elicit these during feedback and point out that in the exam they will most likely not find the same vocabulary in the statements and in the recording.

- 2 Encourage the students to take notes of the key words they hear while they listen. Play the recording, allow the students to check their answers in pairs and play the recording again. During feedback, ask why the three extra statements were incorrect. Play extracts of the recording again, if needed, and draw students' attention to the script on page XX.

### Answers

1 Nick E 2 Emma G 3 Robin B 4 Liz A 5 Pete D  
NOT C. Emma's sudden change of climate was not a change of plans as the layover in Toronto was part of the original plan.  
NOT F. Robin had only seen New York on TV, he had never been there before.  
NOT H. Pete says he usually goes on holiday with his parents, but he doesn't say he prefers this.

### Audio script 09:

**Presenter:** Speaker One.

**Nick:** My best holiday ever? Mmm ... We did an amazing journey by train right through the Rocky Mountains in Canada last year, but still I think My best holiday was definitely when I went to my sister's wedding party in Bangladesh. My sister's husband is from there and I went with my whole family to take part in the celebrations and meet our new in-laws. The colourful clothes and exotic food at the party were amazing. I don't usually enjoy international travel, but this was definitely an exception. Before going there, I couldn't have even located Bangladesh on a map although I had heard a few things about it. The thing I remember most is the generosity of the people there. As we were leaving, they took great delight in giving us each yet another present to take home with us.

**Presenter:** Speaker Two.

**Emma:** In December 2015, I went on a family holiday to Cuba. On our way there, we stopped in Toronto for a bonus day. It was an especially cold winter in North America and I was starting to think that Cuba would also be affected. But to my surprise, after just a four-hour flight, we went from the depths of winter to summer. Not many people from where I live used to visit Cuba at that time, so I didn't know what to expect. I was astonished at how much fun I had there. At night, there was so much lively music and laughter everywhere we went. It had a certain charm I'll never forget.

**Presenter:** Speaker Three.

**Robin:** On the 14th September last year, I went to New York with my friend and his family. I'd seen the Big Apple – as the locals call it – on television, so I felt that I was already quite familiar with the city. I used to think New York was just famous for tall buildings. Sure, I loved climbing to the top of the skyscrapers in Manhattan, but what I loved the most was the various food combinations, called fusion food, that were everywhere. My favourite was one which had a mixture of both Mexican and Japanese influences. I started to doubt my decision while I was waiting for my food to arrive, but I had no regrets after just one bite.

**Presenter:** Speaker Four.

**Liz:** I remember going on a school trip to Copenhagen a few years ago. On our very first day, we all decided to hire bikes, as Copenhagen is supposed to be a very safe place to cycle. As we were riding around the city, I suddenly thought to myself how much nicer it would be if more people did this back home. We only stayed for a few days, as for many of my friends, it was the first time that they had been abroad without their families, but I'd been on a school trip without my parents the year before. I really liked being away from home with so many of my friends and having a lot of freedom.

**Presenter:** Speaker Five.

**Pete:** I went with my best friend on a boat journey to visit some Greek islands last summer. I usually go on holiday with my parents every summer, so this was a new experience. My best friend wanted to visit four islands in one week, but I thought it'd be unrealistic. While we were travelling to the first island, I told him that we should perhaps just focus on fewer islands and spend more time on each. But he said that provided we get up at 8 o'clock every, day even at weekends, we could make the most of our days. He was right – we squeezed in so much. My particular highlights were visiting ancient ruins and swimming in stunning sea caves.

### Extension idea

If you used the lead in above, ask the students to change partners. The students check the script on page XX together to find good vocabulary and phrases they can use to describe their best holiday ever. They then retell the story of their best holiday ever to their new partner.

### Grammar.

Past simple, past continuous and used to.

- 1 The students work independently to complete the sentences and then check their answers in pairs. Play the recording again to check the students' answers. During feedback, drill the pronunciation of used to / ju:stu/.

### Answers

- |                   |                         |
|-------------------|-------------------------|
| 1 were leaving    | 2 took                  |
| 3 used to visit   | 4 didn't (did not) know |
| 5 started         | 6 was waiting           |
| 7 were riding     | 8 thought               |
| 9 were travelling | 10 told                 |

- 2 Support those students who struggle to complete 1 by allowing them to use page 165 for reference. Challenge the stronger students to not use page 165. During feedback, if needed, clarify that the correct answer for number 6 is "was" because "be" is a stative verb (a verb which cannot be made continuous in any tense).

### Answers

- |                 |                       |                      |
|-----------------|-----------------------|----------------------|
| 1 were walking  | 2 used to do          | 3 got; jumped; rode  |
| 4 used to spend | 5 were walking; began | 6 used to visit; was |

### Fast finishers

Draw a timeline for each sentence in 1 and/or 2.

### Extension

The students work in pairs and take turns to make sentences about their last holiday using the past continuous and the past simple. Elicit a few examples from different pairs in the class.

- 3 Divide the class into teams. Dictate the 12 words to the class. Give the teams six minutes to: 1) add -ed to the verbs, 2) check the spelling rules on page 176, and 3) practise spelling the words out loud. Teams take turns spelling their answers out loud. Award one point for each word correctly spelled and another point for each word correctly spelled out loud. The team with the most points wins.

### Answers

developed, enjoyed, happened, mentioned, occurred, opened, planned, preferred, stopped, studied, travelled, tried

## Vocabulary

### Travel, journey, trip and way.

#### Lead in

Books closed. Write journey, travel, trip and way on the board. The students work in pairs to discuss the differences between these words.

- 1 Students work independently to match the vocabulary to the definitions 1-4 and then check in pairs. After feedback, students discuss how the definitions match their ideas in the lead in.

### Answers

- |        |       |          |           |
|--------|-------|----------|-----------|
| 1 trip | 2 Way | 3 travel | 4 journey |
|--------|-------|----------|-----------|

- 2 The students work alone before checking with their partner. Challenge more confident students to cover exercise 1 above.

### Answers

- |          |           |        |        |
|----------|-----------|--------|--------|
| 1 trip   | 2 way     | 3 trip | 4 trip |
| 5 travel | 6 journey | 7 trip | 8 way  |

### Fast finishers

Play "right or wrong" in pairs. Student A makes three sentences using journey, trip, way or travel. Two sentences must be correct, and one must be wrong. Student B must identify the wrong sentence.

- 3 Ask the students to check the meaning of the unknown adjectives in 3. If students wish to use translation software, train them to input a full phrase or sentence rather than a single word as this will result in a more accurate translation. The students then work alone to complete the sentences before checking their answers with their partner.

### Answers

- |                               |                            |
|-------------------------------|----------------------------|
| 1 business/shopping/overnight | 4 safe/pleasant            |
| 2 outward                     | 5 successful/pleasant/safe |
| 3 shopping                    | 6 dangerous                |

### Fast finishers

Work in pairs. Student A describes a situation (for example: I'm going to Milan to buy lots of clothes.) and student B guesses the correct adjective + noun collocation (For example: shopping trip).

- 4 Encourage the students to use the vocabulary on pages 31 and 32. You may want to extend this activity by having the students present the trip they planned and asking the class to vote for the most appealing one. You may also want to take notes of the students' mistakes with prepositions of time as this is the grammar focus on page 34.



## Reading and Use of English Part 3

### Lead in

Write the following on the board:

-AL -ABLE/IBLE -FUL -OUS -Y -LY -ING -ED

Elicit that these are all word endings typical of adjectives. Elicit an adjective ending in -al (for example "medical"). Divide the class into teams and give four minutes to brainstorm as many adjectives ending in any of the above suffixes as possible. The team with the most correct adjectives wins.

- 1 The students work alone or in pairs to complete the table. Support those who are struggling by referring them to page 181.

#### Answers

2 adventurous	3 friendly	4 memorable
5 mysterious	6 risky	7 crowded
8 thrilled/thrilling	9 doubtful	10 successful
11 remarkable	12 accessible	

### Fast finishers

Work on transforming the adjectives their team brainstormed in the lead in above into verbs and/or nouns, if possible. Elicit these during feedback.

- 2 Students can work in pairs or alone. Challenge the students who struggled in the previous exercise not to use page 181 for support.

#### Answers

artist – artistic; caution – cautious; colour – colourful, colourless; educate – educational, educated; emotion – emotional; energy – energetic; mass – massive; predict – predictable; reason – reasonable; respond – responsive; storm – stormy; thought – thoughtful, thoughtless; wealth – wealthy

### Fast finishers

Challenge these students to come up with more adjectives for each word ending in 2. Elicit these during feedback.

### Exam information

After the students read the exam information. Point out that this part of the test is similar to exercise 3 on page 22 which they completed in the previous unit.

Exam  
advice

- 3 Ask the students to cover the words in capital on the right hand side of the text and quickly read the text. Ask the students: Who? What? Where? How? Why? Point out that reading the text before attempting the task is useful in the exam. The students then attempt to fill the gaps alone or in pairs.

#### Answers

1 inexpensive	2 luxurious	3 comfortable
4 considerably	5 delighted	6 identify
7 enthusiastic	8 marvellous;	

- 4 Ask the students to pay special attention to their use of the past simple and continuous as they discuss the question. Challenge the stronger students to use superlatives and comparatives as well, where possible. You may also want to clarify the pronunciation of "nervous" before the students begin /nɜ:(r)vəs/.

### Extension

The students work in groups to make up the story of the travels of "Mr B. Luck" (= bad luck). Start the story yourself: "Mr B. Luck was travelling to China for business and he was very tired". Students take turns in a circle continuing the story, being careful with their use of the past simple and continuous. For example, the story could continue with "He was tired because he'd woken up really early in the morning to catch a 7am flight.". Elicit a few stories from different groups during feedback.

## Grammar

### at, in or on in time phrases.

#### Lead in

If you have been taking notes of the students' mistakes with prepositions of time throughout the unit, write these on the board now and ask the students to turn to page 172 for guidance on how to correct them. Elicit the corrections with the whole class.

- 1 Students complete the sentences alone and then check their answers with their partner. Support the students who struggle by allowing them to use page 172.

#### Answers

1 at; at	2 In; at	3 On	4 On
----------	----------	------	------

- 2 The students work in groups to make as many combinations of sentence starters + preposition + time expressions as possible. Subtract one point for each incorrect combination. The team with the most correct combinations wins.

#### Suggested answers

Lots of people go to the beach ... at the weekend / in July / in December / in summer / in the morning / in the afternoon.  
The best time to visit my country is ... in July / in summer, etc.  
My mother's birthday is ... on 14 September / in December / in (the) winter.  
The roads here are usually busy ... at the weekend / in the morning / in (the) summer.  
I always do my homework at the weekend / on Sunday evenings / in the afternoon.  
It's a good idea to go down to the harbour early ... in the morning.

#### Extension activity

For homework, ask the students to write an article for the class magazine about their favourite holiday destination. This should be a place they have already visited, not a dream holiday. The article should give practical suggestions on how to make the most out of a holiday in their destination; including what time of year it is best to visit, what time of the day it is best or worst to go sightseeing, the climate and so on. The students should follow the planning strategies on page 27. You may want to "publish" the magazine by making all the corrected articles available and encouraging students to give each other feedback on what they found interesting about the articles.

## Reading and Use of English Part 7

#### Exam information

After the students read the exam information elicit, that more than one question will match with each text or section.

Exam advice

- 1 The students work in small teams for four minutes to brainstorm examples of surprising events that might happen on holiday. If you wish to make the activity competitive, each team will win one point for each event only they thought about. The team with the most unique ideas wins.
- 2 Stress that underlining the key words in the questions will save the students time during the exam as it will save them from having to reread the questions many

times. The students work alone to underline the key words and then check with their partner.

#### Suggested answers

1. Not prepared / weather
2. Transport difficulties / time of year
3. Visited / popular time of year
4. Unexpected expense
5. Wait a long time / arrive at destination
6. Changed travel plans / while holiday
7. Received assistance / local
8. Received assistance / tourist
9. Unable / leave / day / planned

#### Extension

Give your students extra support by asking them to work in groups to think of an example for each question 1-10 (for example: 1 = I brought a lot of bikinis but it rained all week).

- 3 You may want to tell the students to underline the answers they find in the texts and number these next to the text. This will help the students at the end because if they have missed an answer they can see visually where this might be (a section with fewer underlined sentences). The students work alone and then check their answers with their partner.

#### Answers

1 D 2 C 3 B 4 D 5 A 6 C 7 D 8 B 9 A 10 C

- 4 The students discuss the questions in groups of four or five. Elicit a few memorable holiday experiences from different groups during feedback.

#### Extension

Students work in small groups to invent a story about a group of friends on a road trip. Encourage humorous stories, if appropriate, and ask the students to pay attention to their tenses and use vocabulary from the unit. The students then mingle and speak in pairs with other students to retell the story. The class votes on the funniest (or most interesting) story.

## Grammar

### Past perfect simple and continuous.

- 1 Allow the students to work through the guided discovery questions 1-3 in pairs at their own pace, supporting and eliciting where necessary. Refer the students to page 179 to check their answers against the language reference section.

**Answers**

- 1 a – She arranged to meet her host family.  
 2 past perfect – *had* + the past participle  
 3 The arrangement was made after Anna arrived in Sicily.

**Fast finishers**

Can start exercise 2 as there are more than six examples for them to find in the texts.

- 2 Students work alone to find six examples in the texts. Encourage the students to colour code the tenses they find using two different colour highlighters. This should help them visualise that one colour represents an action which happened before the other colour.

**Answers**

- A (past perfect) I had nearly finished my book – (event in past simple) the pilot announced that we would be delayed (past perfect) the flight had been redirected to another city – (event in past simple) the pilot announced My host family had been worried about me – (event in past simple) we finally landed in Palermo  
 B (past perfect) Unfortunately, we hadn't arranged accommodation – (event in past simple) we arrived (past perfect) we had got lost – (event in past simple) we realised  
 C (past perfect) We had planned to take the ferry back to Spain – (event in past simple) we decided to stay an extra night (past perfect) we had already missed our connection – (event in past simple) we arrived back in Spain  
 D (past perfect) we had never been there before – (event in past simple) We decided to stay there for two nights

- 3 The students work alone to complete the sentences before checking with their partner. Encourage the use of different colour highlighters for extra support. During feedback you may want to introduce the pronunciation of the contracted forms of the past perfect.

**Answers**

- |                                |                     |
|--------------------------------|---------------------|
| 1 had eaten                    | 2 had never been    |
| 3 had organised                | 4 arrived; had lost |
| 5 recognised; had never spoken | 6 had damaged       |

- 4 Allow the students to work in pairs through questions 1-2 at their own pace. Support and elicit where necessary and refer the students to page 179 to check their own answers.

**Answers**

- 1 A 2 A past perfect continuous; B past perfect simple

- 5 The students work alone to complete 1-5. Support the students who are struggling by asking them to circle all the references to time periods they find, and elicit that these will indicate the need for the past perfect continuous.

**Answers**

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1 had been living               | 2 had been walking; began   |
| 3 had already finished; offered | 4 had only been speaking    |
| 5 got; had been helping         | 6 had never been            |
| 7 got back; had forgotten       | 8 had been hurting; decided |

**Extension**

Ask the students to prepare a short presentation (two or three minutes) on the plot of a movie they either like or have seen recently. The students should use all the tenses in this unit to tell the story. At the end of each presentation, the other students try to guess which film the student was describing.

**Speaking part 3****Exam information**

Ask the students to circle all the numbers in the exam information box. Write these on the board and elicit what they refer to. Ensure the students are clear on the timing of the task.

Exam  
advice

**Lead in**

The students work in small groups to think back to their favourite school trip, describing what they did and how the students benefitted from the experience. Elicit a few benefits from different groups in the class.

- 1 The students work in pairs to match the phrases to the five options in the diagram above. Alternatively, write the phrases on pieces of paper and distribute them to the groups. Draw the diagram on the board and ask the students to stick their pieces of papers next to the correct option on the board with some Sellotape.
- 2 Play the recording twice if necessary and allow the students to check their answers with their partners between listenings.

**Answers**

*A city sightseeing tour:* You learn about architecture and about history, and you can visit somewhere different and learn about other cultures.

*A weekend camping trip in the mountains:* You have exciting experiences and adventures, and learn to be independent, learn to work together to solve problems, learn teamwork, so it's educational.

*A beach activity day:* You learn something from doing different sports and activities.

**Audio script 10:**

**Miguel:** Shall we start with this one?

**Antonia:** OK.

**Miguel:** How do you think a sightseeing tour might be good for students?

**Antonia:** I think you can learn a lot about architecture and history and things like that.

**Miguel:** Yes, and also you can visit somewhere very different and learn about other cultures.

**Antonia:** Right. What about this sort of activity holiday in the mountains? I think it can give young people exciting experiences and adventures, things they don't get in their everyday lives.

**Miguel:** Yes, and they learn to be more independent because they're away from home and their families, don't you think?

**Antonia:** I think that's right. Also, they learn to work together to solve problems, so it's good for learning teamwork.

**Miguel:** That's an important point, because if the school's organising the trip, it should be educational, shouldn't it? I mean, students have got to be learning something. And the beach activity day: what about that?

**Antonia:** It sounds great, doesn't it? And I think just by doing sports and activities they don't normally do at school, students learn something.

**Miguel:** I agree.

- 3 The students complete the sentences 1-5 before listening to the recording to check their answers.

**Answers**

1 Shall; this one

2 think

3 What about

4 don't you

5 about that

**4 Pronunciation****Lead in**

Tell the students you will read something out loud and you want them to tell you if it sounds right or not. Read the sentence below with a rising intonation where ↑ is marked.

"I need to pack my sun cream ↑, my phone charger ↑ and my towel ↑".

Elicit that this sentence sounds wrong because we expect a falling intonation ↓ on "towel". This is because we use rising intonation when we have more to say, and falling intonation when we have finished speaking.

- 4.1 Play the recording and allow the students to check their answers in pairs. Alternatively, do not play the recording first and allow the students to work in pairs to predict the intonation. Encourage them to try out different intonations if they are unsure. If you spot a mistake, read the sentence with the intonation marked by the students and elicit that it sounds wrong. Play the recording and drill the sentences. Encourage the students to use their hands to signal the rising or falling intonation.

**Audio script 11**

1. How do you think a sightseeing tour might be good for students?

2. I think you can learn a lot about architecture and history and things like that.

3. Yes, and also you can visit somewhere very different and learn about other cultures.

4. What about this sort of activity holiday in the mountains?

5. I think it can give young people exciting experiences and adventures, things they don't get in their everyday lives.

**Answers**

1 good for students ↓

2 architecture ↑, history ↑, things like that ↓

3 different ↓, cultures ↓

4 activity ↑, mountains ↓

5 experiences ↑, adventures ↑, lives ↓

- 4.2 The students work in pairs to rehearse the sentences. Encourage them to use their hands to signal the falling or rising intonation.
- 4.3 Allow a few minutes for the students to write their sentences and mark the intonation. Monitor and support before they practise their sentences in pairs.
- 5 The students work in pairs to practise answering the questions in exercise 3. Alternatively, put students in groups of three students, where two students perform the task and one is the "examiner" who takes notes on the vocabulary used and on whether they asked each other enough questions. The "examiner" student gives feedback and the students try again with a new "examiner".
- 6 The students work in pairs to discuss which strategies are good and bad. During feedback, encourage the students to justify their answers and draw their attention to why the strategies are good or bad (see below).



**Suggested answers**

- 1 N – There is not time – you need to reach a decision in one minute.  
 2 Y – It gets the discussion started and your partner involved.  
 3 N – It prevents further discussion.  
 4 Y – This is a possible way of creating more discussion.  
 5 Y – It creates further discussion.  
 6 N – You only have a minute and you will get higher marks if you can have a natural conversation.

- 7 Play the recording once and allow the students to check their answers in pairs before playing the recording again, if necessary.

**Answers**

Miguel does strategy 2; Antonia does 4; Irene and Nikolai both do 5.

**Audio script 12**

**Narrator:** Miguel and Antonia

**Miguel:** Well, Antonia, in my opinion, the best choice for the trip is the camping and walking activity in the mountains, because it will be an adventure for everyone, and if it goes well, everyone will enjoy it. What do you think?

**Antonia:** Hmm, I think your suggestion would be fine if the weather is good, but no one will enjoy it if it rains all the time, and it's a lot of responsibility for the teachers who are supervising the trip. I think the beach-activities trip is a better option because at least the kids will be staying in a hostel if the weather turns bad.

**Narrator:** Irene and Nikolai

**Irene:** OK, I think we should choose the theme park because all teenagers enjoy the thrill of a theme park, and it gives everyone plenty to talk about and discuss before and after they go.

**Nikolai:** Yes, I think you're right, but I think we should also consider the visit to the museum because that might be more popular with the teachers, and we have to take their preferences into consideration as well.

**Irene:** Hmm, you might be right, but I think we should put the students' tastes first because it is their trip.

**Nikolai:** Maybe, but they can go to a theme park in their own time.

**Irene:** Yes, of course they can, but sometimes it's important to do these activities as a school group.

- 8 Ask the students to work alone and encourage them to check the script on page XX for context while they match 1-7 to a-e.

**Answers**

1 a 2 a 3 b 4 e 5 e 6 d 7 c

**Fast finishers**

Work in pairs to create their own sentences using 1-7 and using the correct rising or falling intonation.

- 9 The students work in pairs to practise answering the questions in exercise 5. Alternatively, put students in groups of three, where two students perform the task and one is the "examiner" who takes notes on the phrases and strategies used. The "examiner" student gives feedback and the students try again with a new "examiner". Alternatively, the students work alone and record their long turns using their smartphone if possible. The students can listen to the recording and try again as many times as needed until they are happy with their performance. You may want to ask the students to email you the recordings in order to be able to give more personalised feedback.

**Extension**

Ask the students to devise a survey for the whole class about the ideal destination of the next school trip. Each student thinks of a destination. The students mingle and ask each other which destinations they would like to visit on the next school trip, justifying their answers fully. Collect the five most popular ideas and write them on the board. Ask the students in pairs to perform a speaking part 3 task about the benefits of each possible school trip destination.

**Writing Part 2****A story.****Exam information**

After the students read the exam information, ask them which tenses from the unit they think they should use when writing a story. Elicit that they should ideally use all of them.

**Exam advice**

- 1 The students work alone to underline the key information and check with their partner. During feedback, stress that the candidates will lose marks if they do not include the beginning/ending given and all the points required.

**Suggested underlining**

It was a trip I'll never forget; a group of people; a surprise; English-language magazine at your school

- 2 Encourage the students to write down the key words they hear during the recording. Allow students to check their answers in pairs. It would be best not to play the recording again at this stage, as it will be played again in the next exercise.

**Answers**

1 B 2 C 3 E 4 D 5 A

**Audio script 13:****Narrator:** Speaker 1. Lisa.

**Lisa:** Just coming to France for two weeks on a language course is a really big adventure for me. It's the first time I've ever been away from home, so to be away from my family just for a couple of weeks is an interesting experience. And of course I miss them, but it's OK. And it's the first time I've ever been anywhere by air, so for me it's all pretty amazing. Especially as I come from a pretty small village in Scotland.

**Narrator:** Speaker 2. Mark.

**Mark:** I can remember a trip I made when I was younger – I was probably only about eight years old. Anyway, it was one of the first times I'd travelled anywhere without my mum and dad. I was with the other kids from my class and a trip had been organised to a nearby wildlife park. Well, the bus broke down in the middle of it and while we were all sitting inside waiting for the bus to be repaired, two lions came incredibly close to the bus. We kids thought it was terribly funny and all screamed with laughter, but I think some of the teachers were pretty scared actually. We could see them so close up!

**Narrator:** Speaker 3. Maya.

**Maya:** For me it has to be something that happened quite recently. My mother's family comes from India and if you count all my uncles and aunts and cousins there are lots of us. In fact I have family living all over the world in lots of different countries. For example, I have an uncle in Canada and a cousin in Kuwait and so on. You name the place, there's probably some uncle or cousin living there. But this is a time when we all got together – nearly 40 of us – for my grandma's 80th birthday at her house. We had organised a surprise party for her. People had made a real effort to get there and we had an unforgettable weekend together.

**Narrator:** Speaker 4. Patrick.

**Patrick:** Oh, I can tell you about a trip we made across the River Plate from Buenos Aires to Montevideo on a rather old ferry when a storm came up. I lived there as a child and I was with some friends from school. We'd been invited to someone's house there for a few days during our summer holidays – that's in December, you know. Anyway, it was very rough and we all got quite ill. Luckily, it all blew over in a few hours, but when we got on dry land again, my legs were shaking.

**Narrator:** Speaker 5. Sarah.

**Sarah:** I can tell you about a magical trip we did when I was quite small. I still remember it because it was like one of those things which makes a big impression on you when you're small. Anyway, we all took a train, my mum and dad, various relatives and myself and when we got to the station we walked what seemed a really long way to me. Of course it can't have been very far, but I didn't know where we were going or how far we'd have to walk. Suddenly we got to this really nice lake where we had a picnic. Then afterwards we played football together. I'll never forget that day!

- 3 Ask the students try to remember which stories included a group of people and a surprise before playing the recording again to check the answers.

**Answers**

Stories 2 (Mark), 3 (Maya), 5 (Sarah) included a group of people and a surprise.

- 4 Students work in pairs to discuss the school magazines.
- 5 The students work alone to choose the correct options in 1-10. Support the students who are struggling to use page 179 for support. Allow students to check their answers in pairs before feedback.

**Answers**

1 were feeling	2 had decided	3 had only read
4 had entered	5 had	6 were waiting
7 approached	8 had never seen	9 started
10 managed		

- 6 The students work in pairs or small groups to answer 1-3. During feedback encourage students to justify their answers to 3.

**Answers**

1 There are three paragraphs:

*paragraph 1:* where we were going on the trip and how we were feeling

*paragraph 2:* the animals we saw

*paragraph 3:* the puncture and what happened while we waited

2 excited, ancient, noisy, nervous, crowded, fascinating, brilliant, thrilled, relieved, memorable

3 going to a wildlife park, seeing animals in real life for the first time, the puncture, the monkeys on the bus, his/her classmates' excitement

- 7 Allow the students a few minutes to think about the content of their stories. After that, as in the previous unit, demonstrate the planning process on the board, planning the content, grammar and vocabulary for "your" story. Encourage the students to use all the tenses and a selection of vocabulary in this unit as well as some adjectives from page 27.

## Vocabulary

### Holiday types, destinations and activities

backpacking	at a luxury hotel	a sightseeing tour
a beach holiday	meeting new	skiing
a camping holiday	people	sunbathing
at a campsite	in the mountains	visiting
in the city centre	relaxing	monuments
a city break	at the seaside	walking and
a cruise	by the sea	climbing
on a cruise ship	seeing new places	at a youth hostel

### Benefits of trips

become more self-confident  
 become more independent  
 learn to work in a team  
 cope in another language  
 be educational  
 make a change from their everyday lives  
 get a real thrill  
 have new experiences  
 appreciate other cultures  
 learn teamwork  
 tough conditions  
 get away from their daily routine

### Vocabulary activity 1

The students work in groups of four or five. Student A describes a (well known) secret holiday destination in their country using the vocabulary in 1 on page 31. The first student to guess the destination wins a point and is the next to describe.

### Vocabulary activity 2

The students work in pairs to roleplay a dialogue between a student representative and the head of the school. The students want to go on a beach holiday for next year's school trip, but the headteacher wants to send them on a tour of museums in a nearby city. The students perform the role play for the rest of the class, trying to use as many phrases from page 37 as possible.

# 4 Food, glorious food

## Unit objectives

**Reading and use of English part 1:** multiple choice. Activating pre-existing knowledge before reading.

**Reading and use of English part 6:** gapped text. Skimming the text before attempting the task

**Listening part 4:** multiple choice. Extracting key information from the questions

**Speaking part 4:** discussion. Interacting with the other candidate, grouping words and pausing

**Writing part 2:** a review. Using high level vocabulary and including the correct type of information

**Vocabulary:** easily confused words (*food, dish and meal*)

**Grammar:** *so, such and such a; too, too much, too many, very and enough*

## Starting off

### Lead in

The students play in teams of three or four. One student per team writes down the alphabet vertically (one letter per line). The students have three minutes to write down one word related to food starting with each letter of the alphabet. The students stick their lists on the board, check the other team's spelling and challenge any words they think are not related to food. The team with the most correct words wins.

- 1 The students work alone to match the vocabulary to the texts 1-3. Encourage students to underline key words in 1-3. Alternatively, ask the students to work in groups of three. Student A reads 1, student B reads 2 and Student C reads 3. The students explain their text in their own words to the group before matching the vocabulary to 1-3. During feedback, you may want to check the pronunciation of "breathe" and "breath".

### Possible underlining

- 1 meat, animal, laboratory, farm animals
- 2 inhaling, particles, mist, sprays, aerosols
- 3 control panel, computer, printed, print out

### Answers

- 1 artificial beef 2 breathable chocolate 3 3D printed food

- 2 The students match the pictures on their own before checking as a class. Ask the students in pairs to answer the three discussion questions and encourage students to justify their answers fully and develop their conversation by agreeing and disagreeing with each other.

### Answers

A2 B1 C3

- 3 The students work in pairs to ask and answer the three questions. Volunteers give feedback briefly whole class.

### Extension idea.

You may want to extend this task, by encouraging students to do one or more of the following activities:

A Students work in small groups. Each student claims to have eaten an unpleasant food. This may be true or false. The other students must ask questions to decide if the student is lying or telling the truth. Students win 1 point for each lie they identify, and 2 points for each student they convince of a lie.

B Students in teams brainstorm or research on the internet unusual foods from all over the world and compose a "menu". (You may want to start them off with British food such as "haggis" or "black pudding."). The students then have to vote for the strangest "menu".

C Give the students two minutes to draw a bowl full of food they really enjoy (or draw a bowl and write the names of foods). The students mingle to find the student with the most similar tastes.

## Reading and Use of English Part 6

### Background

As the world's population grows, insects (which are very nutritious and much more environmentally friendly than conventional cattle) are becoming an increasingly reasonable source of food. A third of the world's population already eats them (they are a delicacy in some countries) and a number of start-up companies are trying to sell insect-based foods. However, the problem is psychological, as many people would never eat an insect, even if in reality they do not taste bad. It is uncertain whether attitudes might change in the future.



**Exam information**

The students read the exam information. Ask students to look at the second piece of advice. What does "them" refer to? (The words on either side of the gap). Elicit that this is how we know the two sentences go together. This part of the exam tests students' ability to reason in this way.

Exam advice

**Lead in**

The students work in teams to brainstorm for two minutes as many types of insects as possible. The team with the most insects wins. Ask the teams to discuss whether they would consider eating any of these animals, encouraging full justifications.

- 1 The students discuss 1-3 in pairs and guess whether these are true or false. During feedback, elicit the reasons behind their guesses.
- 2 Ask the students to cover the sentences in 4 on the following page while they read for gist. Give the students 45 seconds to complete this task.

**Answers**

1 T 2 T 3 F

- 3 Point out to the students that reading the text carefully and understanding the main idea of each paragraph is important in the exam. Allow four minutes for students to read the text and identify the main idea of each paragraph.

**Suggested answers**

paragraph 1 – the problem of feeding people in the future as the world population increases  
 paragraph 2 – a possible solution to the problem: insects  
 paragraph 3 – the advantages of insects as a source of food  
 paragraph 4 – places where people already eat insects  
 paragraph 5 – the problem of persuading people to eat insects  
 paragraph 6 – examples of insect-based products already on sale  
 paragraph 7 – uncertainty about the future success of insect-based foods or of other new options

- 4 Encourage the students to underline the clues in both the sentences given and the text. You may want to demonstrate how to fill the first gap. The students then work independently to match the sentences to the gaps in the text and check their answers together after eight minutes. During feedback, elicit why the correct options are correct by drawing the students' attention to the cohesive devices used.

**Answers**

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

**Fast finishers**

The students circle the personal pronouns in the text and establish what these refer to. Example: Line 4 "they" -> "insects", two sentences later.

- 5 The students work in groups of four. Student A gives his/her opinion using three full sentences. Student B agrees/disagrees with student A and gives his/her opinion, and so forth. Provide the students with useful sentence frames on the board, such as "I would never... in my life!" or "There is no way I would..." and drill them chorally.

**Extension activity**

The students work in groups of three or four. Tell them that they must devise a way to convince people to eat insects. They can choose to design a marketing campaign; create a documentary; run an experiment to show people insects taste good; or any other idea they might come up with. The groups present their ideas to the rest of the class. Write each idea up on the board on a spider diagram. Now the students in pairs must discuss all the options and choose the best one, simulating a Speaking Part 3 task. Elicit the most successful idea during feedback.

## Vocabulary

### food, dish and meal.

- 1 The students work alone to match the pictures to the vocabulary and then check their answers in pairs. Challenge the strong students to come up with a definition for "plate" as well and elicit this during feedback (a flat, usually round dish with a slightly raised edge that you eat from or serve food from).
- 2 The students work alone to fill the gaps in 1-3. If you used the lead-in above, ask students to compare their ideas with the definitions.

**Answers**

1 food 2 meal 3 dishes

- 3 The students correct the sentences 1-7 alone and check their answers with a partner. Alternatively, students work in pairs. Student A closes the book. Student B reads one sentence and student A corrects it without reading it. They take turns and repeat for all the sentences.

**Answers**

- |             |                |                |
|-------------|----------------|----------------|
| 1 Food      | 2 meats dishes | 3 food dish    |
| 4 meal food | 5 food dish    | 6 dishes meals |

- 4 The students work in pairs to fill the gaps in 1-4. If the more confident students want an extra challenge, write the adjectives in 1-4 on the board jumbled up and ask them to match them with "dish", "food" or "meal" one by one.

**Answers**

- |        |        |               |        |
|--------|--------|---------------|--------|
| 1 food | 2 food | 3 meal / dish | 4 meal |
|--------|--------|---------------|--------|

- 5 The students work alone to complete 1-8. Allow the students who struggled in exercise 3 to use it for reference. Challenge the stronger students to cover exercise 3 and only use it at the end to check their answers.

**Answers**

- |                  |                                   |
|------------------|-----------------------------------|
| 2 food shortages | 3 balanced / heavy / filling meal |
| 4 food source    | 5 convenience food                |
| 6 balanced meals | 7 food supply      8 organic food |

**Fast finishers**

Ask each other questions using the collocations. For example: "Why do some people eat only organic food?". Elicit these questions and some answers during feedback.

- 6 The students work in pairs to answer the discussion questions, write a list of new ideas, swap this with another pair and discuss them. Alternatively, if you wish to extend this activity, divide the students into four groups. The groups work together outside of class to invent a new type of food of the future. During the next lesson, set up the classroom as a fair, if possible, by having a desk in each corner of the room. Assign a desk to each group and instruct half of the group at each desk to stand behind the desk (the representatives) and the other half to walk around the room (the public) and gather information from the other three desks. Ask the class to vote on the best idea.

**Grammar****so and such**

- 1 The students work in pairs to fill the gaps in 1-4. Allow the students who struggle to refer to page 41 to check their answers.

**Answers**

- |          |      |        |           |
|----------|------|--------|-----------|
| 1 such a | 2 so | 3 such | 4 such;so |
|----------|------|--------|-----------|

**Fast finishers**

Write down what they think the rules are for using "so", "such" and "such a" before checking these against page 167.

- 2 The students work individually to complete the sentences 1-6. Challenge the stronger students not to refer to page 167, until they have finished.

**Answers**

- |      |      |          |        |      |        |
|------|------|----------|--------|------|--------|
| 1 so | 2 so | 3 such a | 4 such | 5 so | 6 such |
|------|------|----------|--------|------|--------|

**Fast finishers**

Make extra sentences about the three pictures on page 42 using "so", "such" and "such a". Elicit these during feedback (and have students write them on the board.)

- 3 The students work individually to write the sentences in 1-6. Allow the students who struggled with the previous exercises to check each sentence in pairs before moving to the next.

**Answers**

- 1 I'll always remember that meal because it was so delicious.
- 2 I can't eat in such a noisy restaurant.
- 3 It was such fun for all of us to be together.
- 4 I have never tasted such disgusting medicine in my life.
- 5 I'm glad to see you after such a long time.
- 6 What a pity there were so few people at the party.

**Fast finishers**

Make extra sentences using "so", "such" and "such a" and the vocabulary on page 27 in unit 2. Elicit these during feedback (and have students write them on the board.)

- 4 Point out to the students that this exercise is similar to Reading and Use of English part 4. Give the students six minutes to complete this task. After this, allow the students to check their answers in pairs. Support the students who are struggling by giving them the first word of the answers, or the number of words needed.

**Answers**

- 1 never had/eaten such a good
- 2 so quickly that we
- 3 with so little food
- 4 had such fun at / had so much fun at
- 5 haven't had pizza for
- 6 don't/won't they let us

### Fast finishers

Work in pairs to think of a third option for each sentence in 1-6. For example: 1) This is the best meal I've ever had; 2) I have never had such a good meal before. 3) It's the first time I have had such a good meal.

### Extension activity

The students sit in a circle and work together to write a story (as a whole class or, if it is a big class, in groups of at least 6). Remind the students that a good story uses a wide range of past tenses (covered in the previous unit). The first sentence of the story must be: "Isabel went to a \_\_\_\_\_ restaurant last year". All the students write the sentence down and fill the gap with a nationality (for example "Indian" or "Mexican"). The students then pass their piece of paper to the person to their right. The students read the sentence they just received and continue the story writing one new sentence, using "so", "such" or "such a". The students then pass their piece of paper to the person to their right. Repeat the process five times. Warn the students when you want them to conclude the story and write the final sentence. Collect the stories and post them on the walls around the classroom. Ask the students to read all the stories, suggest corrections of the use of "so", "such" and "such a", and vote on the best story.

## Listening Part 4

### Lead in

The students work in pairs and use the two pictures to perform a Speaking Part 2 task. Ask the students to compare the two pictures and say why these people might have decided to do these activities. Student A speaks and student B times him/her and takes notes to give as feedback using the table on page 34.

### Exam information

The students read the exam information and then test each other (for example: How many options are there? What will you hear?).

Exam  
advice

- 1 The students discuss the three questions in pairs. Encourage full answers of two or three sentences each. Remind the students to agree or disagree with the other before giving their own opinion. Elicit a few answers from different groups.

- 2 Give the students 45 seconds to read only the questions in 1-7. Ask the students to close their books and work in pairs. The pair who remembers most of the questions in two minutes wins.

- 1 Why did Jez decide to do the cooking course?
- 2 Jez says when he first arrived at the class he felt ...
- 3 What did Jez choose to prepare first?
- 4 How did Jez feel when he made a mistake when cooking?
- 5 What did Jez say about his teacher on the cooking course?
- 6 What did Jez enjoy least about the course?
- 7 What is Jez's immediate plan?

- 3 Give the students one minute to read the options. Play the recording, allow the students to check their answers in pairs and then play the recording again. If some of the students struggled, provide them with copies of the script and ask them to listen again and underline the answers. Challenge the stronger students who already have the correct answers to listen and underline the distractors (i.e. the information which refers to the incorrect options). Elicit these during feedback.

### Answers

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

### Audio script 14:

**Interviewer:** Today on 'Weekend Round Up', I'm talking to Jez Hope who's just completed a cooking course. Welcome to the programme! So, Jez, what made you decide to do a course in first place?

**Jez:** Well, to be honest, it wasn't actually my idea at all. It was a mate of mine's. She decided she wanted to have cooking classes. She's going off to university soon and her mum and dad have been teasing her, saying that she'd be leaving home without even knowing basic stuff like how to chop an onion! She didn't want to do classes on her own though. She said she didn't feel brave enough to go along by herself, and I have to say that I am really glad that I joined her

**Interviewer:** So, how did you feel when you arrived on the first day?

**Jez:** Well, I thought I'd be quite scared because I knew there'd be loads of other students there. But I saw some of them get off a mini-bus, and they all looked pretty friendly. I think I was probably one of the youngest ones there so I suppose I was a bit concerned that they'd all be a lot better than me. But when I got chatting with a few of them, I could see they weren't. Some of them had never cooked anything before. At least I could boil an egg – so that was a relief!

**Interviewer:** And did the teacher get you to work on anything in particular first?

**Jez:** Basically we could choose to make pretty much whatever we wanted and the teacher gave us all lots of ideas. I knew that I wasn't very interested in making soups or pasta, so I looked for something else that I



could work on instead. In the end I decided to make a wild mushroom and spinach pie. That suited me much better than making, say, curries and stews, which some of the others were keen to learn how to make.

**Interviewer:** All these dishes sound delicious! So, did yours all go to plan then, Jez?

**Jez:** Well, not exactly! I'd never made anything like this before and I didn't have much experience of weighing ingredients either. I added too much water and the pastry got too sticky and impossible to work with I felt a bit discouraged when I realised that it had gone wrong. But I just started all over again and tried to get it right second time around. It all worked out in the end, it tasted delicious. Altogether I learned a lot from making that pie – you can't learn without getting things wrong sometimes – it's all part of the fun. And that's what the teacher said too!

**Interviewer:** I was just about to ask you about your teacher? What was she like?

**Jez:** She was great. She knows so much about different styles of cooking and she was telling us to find out more about them. She's very patient too – especially when we were all needing her help at the same time and asking her different questions like how to peel garlic and how to stop sauce from becoming too thick. But the best thing about her is that all the people on the course were at different levels but she never once made any of us feel that we couldn't do something and we've all gained confidence from that. She couldn't be more different from my teachers at school. They're much stricter! The only thing she was strict about was making sure we all kept our work stations tidy and cleared up after we'd finished preparing what we'd made!

**Interviewer:** So, would you recommend the course, Jez?

**Jez:** Definitely. What makes it different from other courses is that you don't spend all your time indoors cooking and then clearing up! We were able to spend time out in the fresh air collecting some fresh ingredients which we could then use in our dishes. I think we all enjoyed learning about where food comes from and how it's grown and produced. We also got short talks on different ingredients like salt and sugar, which was quite interesting. But there were too many talks, and they weren't always interesting. On the first day we had one on kitchen hygiene, and it was pretty dull. I kind of lost interest by the end of that one. I know it's important, but I always make sure that my station is clean, so perhaps it was more important for some of the other people.

**Interviewer:** So what's next for your cooking, Jez. Any plans?

**Jez:** Actually, I've heard about a new class starting soon near where I live which will teach sushi to young people, so that would be good. Quite a few of my friends are really keen on Japanese food, so we could go together once it gets up and running. But, my youth group's just started a club called Hot Chefs. It starts this Friday evening so I'll be going there in the meantime.

**Interviewer:** That's good to hear, Jez. Thanks for talking to me.

- 4 The students work in pairs and discuss the three questions, ensuring that they give three sentence answers. Alternatively, ask the students to disagree with everything their partner says in order to practise disagreeing for the speaking exam. Elicit contrasting opinions during feedback and elicit good expressions to disagree on the board.

## Grammar too and enough

- 1 The students work individually to complete 1-4. Support the students who struggle by providing them with the listening script from the previous section and asking them to find the answers in the text.

### Answers

1 enough      2 too much      3 too      4 too many

### Fast finishers

Go to page 168 and study the rules. They then prepare to teach them to the rest of the class.

- 2 The students work in pairs to complete 1-5. If possible, pair the students who struggle with the fast finishers from the previous exercise, who prepared to teach the grammar rules. Otherwise refer all the students to page 168.

### Answers

1 too many; enough      2 enough      3 too  
4 too      5 too much; enough

- 3 The students work individually to choose the correct option in 1-7 and then check with their partner. Allow them to check their answers using page 168, before doing whole class feedback.

### Answers

1 there wasn't enough food      2 not very  
3 enough money      4 fresh enough  
5 much too long      6 very      7 much too

### Fast finishers

Make sentences about their diet using "too", "too many", "too much", "enough" and "very". For example: I eat too much chocolate, I don't drink enough water. Have students write them on the board as further examples for other students.



- 4 Point out to the students that this exercise is similar to Reading and Use of English part 4. Give the students five minutes to complete this task. Support the students who struggled by giving them one extra word they need to use for each gap.

#### Answers

- 1 is too expensive for      2 enough sugar to  
3 have run out of      4 wasn't warm enough for

#### Fast finishers

Look back at the various types of holidays on page 31 and make sentences about them. For example: "Beach holidays are not active enough for me". Have the students write them on the board as further examples for other students.

#### Extension activity

Write as many names of countries on the board as there are students in the class. Ask each student to choose a country and to work individually for homework to research the typical diet of the country they chose. During the next lesson, the students mingle and discuss the national diets they researched, using the target grammar of the unit. (For example: "The Italian diet is quite healthy. They sometimes eat too many carbohydrates but they definitely also eat enough vegetables. In some parts of Italy they eat too much fatty food like sausages and cured meats, but...")

## Reading and Use of English Part 1

#### Background information

Whilst some types of sushi are eaten with chopsticks, a lot should be picked up by hand and eaten in one bite, and all should be dipped in soy sauce fish-side down to avoid the piece falling apart. Wasabi paste can be added straight onto the sushi piece, but ginger should only be eaten between one piece and the next to cleanse the palate.

#### Lead in

Put the students into small teams and ask them to brainstorm as many foreign dishes as they can in two minutes. The team with the most dishes wins. Elicit a few ingredients from some of the dishes.

#### Exam Information

Ask the students what they remember about Use of English Part 1 from page 20. Then ask them to read the information on page 45.

Exam  
advice

- 1 Encourage the students to cover the options below the text before reading. Allow three minutes for the students to read the text and elicit where exactly the answers are in the text.

#### Answers

- 1 True      2 False      3 False      4 False

- 2 Allow the students ten minutes to complete this task. Allow them to check their answers in pairs. If possible, delay whole class feedback and instead monitor the students individually, pointing out to them their incorrect answers, so as to give them a chance to correct them themselves.

#### Answers

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

#### Fast finishers

Work in pairs to establish why the incorrect options are incorrect. Elicit their ideas during feedback.

Put the students in groups and give them a ping pong ball or another object they can throw without hurting anyone. One student asks one of the questions in 3 and passes the ball to another student. The student who catches the ball has to reply using three full sentences. If he/she does so he/she wins a point. He/she then passes the ball to another student who must first agree or disagree with the previous student, and then also answer with three full sentences.

#### Extension activity

Ask students to write an article for a university newsletter aimed at new international students. Ask the students in groups to brainstorm what a foreigner might need to know about the food culture and the conventions in their country (for example "Do not order a cappuccino in Italy after dinner."). Elicit as many ideas as possible on the board and ask the students to use some of these ideas to write the article for homework.

## Speaking Part 4

### Exam information

The students read the information. Ask the following comprehension questions:

What will be the topic of this part? (related to part 3)

Do you have to listen to each other? (Yes, they need to agree and disagree.)

What do you have to show the examiners you can do? (Express and justify opinions, agree and disagree.)

### Exam advice

### Lead in

Ask the students in pairs to discuss how often they eat fast food, what type of fast foods they enjoy and whether they think fast food is good or bad for them. Elicit a few reasons from different pairs.

- 1 Give the students 30 seconds to read the text quickly and compare their opinions with those of Martyna and Miguel. After this, allow four minutes to match the phrases in bold with the definitions a-g. Encourage the use of a good monolingual dictionary. For this activity you may want to discourage the use of translation software.

### Answers

balanced diet – b	live on – f	junk food – d
cut down on – c	dairy products – e	fat – a
lifestyle – g		

### Fast finishers

Test each other. Student A reads a phrase and student B repeats the definition, and vice versa.

- 2 The students work individually to fill the gaps and then check their answers in pairs. Play the recording once and then check students' answers.

### Answers

1 in other words	2 because	3 On the other hand
4 then	5 but	6 which
7 what		

### Audio script 15:

**Examiner:** Do you think fast food is bad for you?

**Marina:** I think it depends. I think the most important thing is to have a balanced diet, in other words you eat a variety of vegetables, meat, cereals and so on. I'm not sure it

matters so much how long it takes to prepare, because I think fast food is just food which is prepared quickly. On the other hand, if you just live on, what's it called, junk food, for instance hamburgers and pizzas and things like that, then you probably need to cut down on those and have a more balanced diet.

**Examiner:** And Pablo, what do you think?

**Pablo:** I agree with Marina. I think it's fine to eat fast food occasionally, but you have to balance it with other things like fresh fruit, and vegetables which are in season, and cut down on dairy products and fat. Also, I think that what you eat is only one part of a healthy lifestyle.

- 3 Ask the students to use different colour markers, if possible, to underline the expressions in the script. Allow the students to check answers in pairs before whole class feedback.

### Answers

1 in other words	2 because
3 for instance, like	4 but, on the other hand

### 4 Pronunciation

#### Lead in

To stress the importance of grouping words and pausing, you may want to read the explanation in the pronunciation box with the incorrect pronunciation, for example:

"When we / speak we say words in / groups which form a meaning / together almost / like one word and we / pause slightly between these groups / of words"

Elicit that the way you read the sentence sounded wrong and that it made comprehension much more difficult.

- 4.1 Play the recording and allow the students to check in pairs where they marked the pauses in the script. Play the recording again and check the answers with the class. Alternatively, first allow the students in pairs to try and predict where the pauses will be, and then play the recording.

### Audio script 16:

Well, / the important thing is not eating, / it's spending time together / so that they can talk about / what they've been doing during the day. / They get the chance to / exchange opinions / and make plans as well, / because everyone can contribute / and that's what makes a rich, meaningful family life. /

**Answers**

Miguel: Well, / the important thing is not eating, / it's spending time together / so that they can talk about / what they've been doing during the day. / They get the chance to / exchange opinions / and make plans as well, / because everyone can contribute / and that's what makes a / rich, / meaningful family life. / Children learn ideas and attitudes from their parents, / while parents keep up to date with their children / and what they're thinking and doing.

- 4.2 Encourage the students to clap their hands when a pause occurs. Allow them to try reading the answer at least three times. Drill the whole script sentence by sentence, calling on different groups of students (for example: "everyone", "only the girls", "only the boys", "only this table", "only this half of the class") and encouraging everyone to clap.
- 5 The students work individually to write their answer to one of the questions in 5. If you spot an incorrect pause while monitoring, read the sentence to the student as he/she marked it and elicit that it is not correct.
- 6 The students work in pairs to ask and answer the questions in 5. Encourage them to continue clapping when pauses occur. Elicit a few answers from different pairs during feedback.

**Extension activity**

Put the students in groups of three. Two students are the candidates, and one is the examiner. The examiner asks the students the questions Martyna and Miguel answered and takes notes to give the candidates feedback at the end of the task. The students swap roles and repeat twice.

**Writing Part 2****A review****Lead in**

The students play in groups of four or five. Each student chooses a famous restaurant or fast food chain and writes it down, but does not tell the other students. The students must ask each other questions to guess the restaurant or fast food chain (for example: How much does it cost to eat there? What type of food do they serve? What's the decor like?). Alternatively you may want to allow only yes/no questions such as "is it expensive?". The student who guesses the most answers wins.

**Exam information**

The students read the exam information. Ask the students in groups to brainstorm the different types of reviews that might be found on the internet (restaurants, products, films, books, hotels, etc). Ask the students why someone might read / write reviews online. Elicit a few ideas from different groups.

Exam  
advice

review of restaurant / café / snack bar, what the place is like, what the food is like, whether everyone in the family would enjoy eating there.

- 2 The students work in pairs to discuss question 1. Ask the fast finishers to brainstorm language that might be used to talk about a-j in a review. Elicit the students' answers to 1, then ask the students to read the text and tick the information a-j that it contains.

1 Students' own answers  
2 a, b, c, d, f, h, i

**Fast finishers**

Underline the language in the text used to talk about a, b, c, d, f, h and i.

- 3 The students work in pairs to fill the table with the adjectives given. Encourage the use of a dictionary if the students struggle with the vocabulary. Copy the table on the board and ask the students to walk to the board and write the adjectives in the table.

**Answers**

*the waiters/the service:* helpful, wonderful  
*the food:* delicious, fresh, refreshing, satisfying, tasty, wonderful  
*the price:* reasonable  
*the restaurant in general:* elegant, welcoming

- 4 The students work alone to fit the adjectives given in the table, then check their answers in pairs. Encourage the use of a dictionary. During feedback, write the adjectives in the table on the board, drilling pronunciation when needed.

**Answers**

*the waiters / the service:* (a bit) slow, exceptional, satisfactory, rude  
*the food:* attractive, colourful, poor, exceptional, limited, original, satisfactory  
*the price:* competitive, expensive  
*the restaurant in general:* attractive, colourful, cosy, exceptional, exclusive, original, old-fashioned, upbeat

### Fast finishers

Decide which adjectives in 3 and 4 can be transformed into adverbs and how. They then work on making sentences with the adjectives and adverbs (for example: The food is delicious / The food is deliciously cooked). Elicit these during feedback.

- 5 Allow 30 seconds for the students to complete this task and elicit the answers on the board.

#### Answers

school magazine, review of restaurant, café or snack bar, what it is like, whether you recommend it

- 6 As in the previous units, demonstrate the planning process on the board, planning the content, paragraphs, grammar and vocabulary in your review. (If possible choose a restaurant the students are familiar with, such as the school canteen or a fast food chain). Allow the students five minutes to write their plan.
- 7 Encourage the students to give each other feedback on 1) how interesting the review sounds; 2) whether they need more information about the place; 3) the grammar and vocabulary they could use; and 4) format.
- 8 If the students write the review in class, allow 30 minutes (the candidates have 1 hour 20 minutes for both tasks, but here the students have already written their plan, so they will need less time). Encourage the students to use the grammar and vocabulary of the unit and to hand in their plan as well as the review itself.

## Vocabulary

### Describing a restaurant

delicious	attractive	rude
elegant	colourful	satisfactory
fresh	competitive	(a bit) slow
helpful	cosy	upbeat
modern	exceptional	
reasonable	exclusive	
refreshing	expensive	
satisfying	limited	
tasty	old-fashioned	
wonderful	original	
welcoming	poor	

## Vocabulary activity 1

The students work in groups of six or eight (an even number if possible), and each group is split into two teams. Give each group 26 small pieces of paper and give them two minutes to copy the vocabulary on page 49 on the pieces of paper (one word per piece of paper). The students place the pieces of paper in a pile face down on the desk. Student A picks up a piece of paper, reads the word in secret and has one minute to describe it so his/her teammates can guess the word. Only his/her teammates can guess the word and win a point. After the team guesses the correct word, student A can describe another word until the minute is up. Students are only allowed to skip one word in each round.

## Vocabulary and grammar review Unit 3

### Vocabulary

#### 1

1 journey	2 trip	3 travel	4 way
5 journey	6 way	7 trip	8 journey

### Grammar

#### 2

1 while I was visiting	2 I had lost
3 used to go to school	4 she was still going to
5 had never met	6 used to be more

### Word formation

#### 3

1 considerable	2 luxurious	3 dramatic	4 identify
5 delighted	6 tackling	7 equipment	8 satisfaction

## Vocabulary and grammar review Unit 4

### Vocabulary

#### 1

1 meal	2 food	3 dish	4 food
5 dish	6 food/meals	7 meal	8 food

### Grammar

#### 2

1 too hot (for us) to
2 slowly enough for us to
3 was so full (that)
4 such an effort
5 cook well enough
6 such a long time / so much time

### Word formation

#### 3

1 convenience	2 increasingly	3 combination
4 organisations / organizations		5 contribution
6 balanced	7 disappearance	8 choice



## Unit objectives

**Listening Part 1:** multiple choice. Identifying incorrect options

**Reading and Use of English Part 7:** multiple matching. Locating ideas in the texts

**Reading and Use of English Part 3:** word formation. Transforming verbs into nouns and nouns into verbs

**Speaking Part 1:** interview. Expanding and linking ideas

**Writing Part 2:** set text. Structuring the text and linking ideas

**Vocabulary:** easily confused phrasal verbs and education vocabulary

**Grammar:** zero, first and second conditionals. Talking about hypotheses

per group will have to come up with an additional question). The students within the group work in pairs and swap partners until they have asked their question to every group member, like in a survey. Elicit the survey results during feedback, together with the extra sixth questions each group came up with, and the answers.

## Extension

Students work in groups of four or five and think of a subject not taught in their school, but which they think should be taught (for example, cooking, carpentry or how to run a business). The groups present their ideas, including A) what the subject is, B) how it could be taught in an interesting way and C) how the students would benefit from studying this subject (students can refer to page 35 in unit 3 to revise useful language for the last point). The class votes for the best new subject.

## Starting off

## Lead in

The students play in groups of four. Student A chooses a picture on page 52 in secret and acts out what he/she thinks the people in the picture are saying (for example "I hope I added enough flour!"). The other students must guess which picture Student A is acting out (in the example above, the students studying in the library). The student who guesses first wins a point and acts out the next picture. Elicit some examples from different groups during feedback and drill idiomatic expressions where possible.

- 1 The students work in groups of three. Encourage the students to answer the questions in groups following the Speaking Part 3 format, which they can review on page 35. You may want to ask each group to nominate a "grammar police officer" who is in charge of correcting mistakes with the comparatives and superlatives.
- 2 The students work in pairs to ask and answer the questions. Encourage the students to expand their answers (minimum three sentences per answer) and to ask each other follow up questions (at least one per question). Alternatively, divide the class into groups of six students. Each student in the group is responsible for one of the discussion questions (one student

## Listening Part 1

- 1 The students work in pairs to match the vocabulary with the definitions and then check their answers in pairs before whole class feedback. Challenge more confident students to cover the definitions and work in pairs to come up for a definition for each item of vocabulary before checking their ideas against the definitions in 1.

## Answers

1 h 2 d 3 b 4 a 5 i 6 e 7 f 8 c 9 g

## Fast finishers

Write a sentence or paragraph using as many of the words and phrases as possible. The student who uses the most wins. Elicit these paragraphs during feedback.

## Exam advice

The students read the information. Then ask them to circle the words "read" (x2) and "listen" (x1) in the exam advice. Elicit that reading is very important in the listening test, because a candidate might understand everything he/she hears, but without reading the questions and options properly the task is very difficult.

Exam  
advice

- 2 Allow the students 40 seconds to read only the questions (and not the options) in 1-8 and underline the key points. The students close the books at the end of the 40 seconds and work in pairs to remember all the questions. The pair who remembers the most wins. Elicit the questions from the class and write them on the board. Encourage the students to work in pairs and ask each other similar questions and use the vocabulary in 1 to answer (for example: "Have you ever had a problem with an essay?". "Yes, I couldn't find a black pen at the time, so I wrote it in purple. The teacher marked my essay really strictly!").

#### Answers

*Suggested underlining*

- 2 Why  
3 What reason  
4 Why; good idea  
5 What advice; father  
6 What does he like most  
7 What reason  
8 What is his opinion

- 3 The students listen to the recording and try to choose the correct option for each question. Encourage the students to take notes of the key words they hear next to the options. Allow the students to check in pairs before playing the recording again. Support the students who are struggling, by asking the stronger students to raise their hands during the second listening, when they hear the correct answer. Challenge the stronger students to listen for reasons why the incorrect options are incorrect and elicit their ideas during feedback.

#### Answers

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

#### Audio script 17:

- Narrator:** One. You hear a girl complaining about a problem she has had at school.
- Boy:** Did you manage to hand in your essay on time?
- Girl:** Not quite. I know we needed to have everything finished by 9 o'clock this morning but I'm always bad at meeting deadlines. Last night, I went to bed just before I'd finished everything, and I thought I could wake up and complete all the tasks. Unfortunately, it took longer than I thought and I ended up being five minutes late. Apparently, my score might be capped at 40%, meaning that this would be the highest mark I could get even if my work was really good. I hope my tutor isn't too strict about the time.
- Narrator:** Two. You hear a boy admitting he copied his friend's work.
- Girl:** Have you ever copied another student's work?

**Boy:** If I'm honest, I have. I'm not proud of it, and I didn't get away with it, so I definitely wouldn't recommend it. I wasn't interested in the topic. I just wanted to do enough to get a pass and I kept on putting it off. A friend of mine helped me by showing me her work and I just thought I'd copy her. Big mistake – my teacher asked me a few questions about it after she handed it back to me and within a few minutes, it became obvious I hadn't researched the topic and that this wasn't my work.

**Narrator:** Three. You hear a girl talking about her preference for coursework over exams.

**Teacher M:** What's more effective? Taking exams or doing coursework? Who'd like to answer?

**Girl:** For me, it has to be coursework. When you sit an exam, there are all sorts of other factors involved – not just how well you know the subject. Different learners respond differently to stressful situations and an exam is stressful. For them, it's difficult to live up to their potential ability if they suffer from anxiety or can't deal with pressure well. Coursework is fairer and allows students to demonstrate their talents. It's not just a memory test.

**Narrator:** Four. You hear a boy talking about learning a new language.

**Girl:** Are you thinking of learning a new language?

**Boy:** Perhaps next year. I think it's a really good way to improve your job prospects. If I could speak more than three languages, I'm sure I would be able to find a great job in the future. I always like taking on new challenges, no matter how difficult they are. Some experts have pointed out that there is a link between intelligence and ability to learn new languages. I'm not sure if I believe it, but I know it could be good for me to learn another language while I'm at school.

**Narrator:** Five. You hear a girl talking to her father about choosing a future course.

**Girl:** So, Dad – what course do you think I should study next year at college?

**Dad:** Well, that's completely up to you. You should definitely choose something you're interested in, but there are other things to consider.

**Girl:** Such as?

**Dad:** Look at the course requirements – what do you need to do to get admission onto the course, and what will you need to do when you're on the actual course? The last thing you want is to drop out after just a few months and have to start again somewhere else.

**Narrator:** Six. You hear a boy talking to a friend about his favourite subject at school.

**Girl:** What's your favourite subject at school?

**Boy:** I'd say it has to be science. I really enjoy it when we have to solve problems that the teacher gives us. Last week, we had to design something out of paper that could hold 10 kilograms. The key was to think about what shapes were the strongest. I'd researched this a lot the week before and I created tubes out of paper and these turned out to be the best structures to use for this exercise. Next week, we need to design something that stops an egg breaking when we drop it.



**Narrator:** Seven. You hear a girl talking about why students should have to do homework.

**Teacher M:** Should school children really have to do homework?

**Girl:** Well, it's a good way to check students have understood what they were taught in class. You can catch up with anything you didn't do in class, and you have a bit more time to really understand the main teaching points. Also, the feedback you get when your homework is handed back can be really valuable. It can help you to get through the course and end up with a higher mark than you would have got otherwise.

**Narrator:** Eight. You hear a boy talking about doing group projects at school.

**Girl:** Do you like doing group projects?

**Boy:** In general, yes, but it does depend on who you're working with. Group work allows you to learn from each other and share the workload evenly. It's something I really enjoy doing most of the time, but sometimes people can try to get away with not putting in as much effort as other members of the group do. They try to get out of doing the tasks they have been allocated, or they just make excuses for why they haven't done what was asked of them. That can be really annoying.

### Extension

Give the students five minutes in groups of four or five to brainstorm all the techniques they know for cheating in an exam/assignment. Elicit the groups' ideas and award a point for each original idea that only one group thought of. Alternatively, ask the students in groups of three to choose a cheating technique and organise a "workshop" where they will teach other students how to use the technique. One student in each group stays seated at his/her desk, waiting for members of the other groups to arrive to the workshop, while the other two walk around the room and take part in other workshops. The two students who moved around then have to report to the student who remained seated during the activity. Encourage some discussion of the negative aspects of cheating.

## Vocabulary

### Phrasal verbs.

#### Lead in

Hand out the transcript of the Listening Part 1 recording in the previous section. The students work in pairs. The first pair to circle all the vocabulary in 1 in the texts wins. Alternatively, read to the class the sections of the listening where the vocabulary is used, in random order, and ask the students to listen and number the vocabulary in the order they hear it.

- 1 The students work alone to match the phrasal verbs with the definitions. Encourage them to use the script to infer the meaning of the phrasal verbs from the context. Discourage the students from using translation software for this activity.

#### Answers

1 g 2 a 3 i 4 e 5 f 6 b 7 d 8 h 9 j 10 c

#### Fast finishers

Students test each other. Student A covers the phrasal verbs and student B covers the definitions. Alternatively, student A reads the first half of a phrasal verb and student B must complete it.

- 2 Students work alone to complete 1-6 and then check their answers in pairs, referring back to the script if necessary. Challenge the stronger students to not use the definitions in the previous exercise, and support the students who struggle by allowing them to use the definitions and encouraging to refer back to the script if possible.

#### Answers

1 put off	2 gets away with	3 handed (it) back
4 live up to	5 pointed out	6 get out of

#### Fast finishers

Students work in pairs and orally make sentences using the phrasal verbs. Instead of saying the phrasal verb, they say "beep". Their partner has to guess the correct phrasal verb. Elicit some of these during feedback.

- 3 Write "find out", "get to know", "know", "learn", "teach", "study", "attend", "join", "take part" and "assist" on the board. The students in small groups discuss why a lot of exam candidates often make mistakes with these words. Elicit the students' ideas and allow them five minutes in pairs to choose the correct options in 1-8.

#### Possible answers:

Some might be false friends (for example "assist" in English versus "assistere" in Italian)

Some might be translated with the same word in the students' own language

#### Answers

1 study	2 found out	3 learn
4 attend	5 getting to know	6 take part
7 join	8 taught	

### Fast finishers

Students work in pairs and make oral sentences using the ten words in 3. Some sentences should be correct and others deliberately incorrect. Their partner must spot and correct the incorrect ones to win a point.

## Grammar

### zero, first and second conditionals

#### Lead in

The students work in groups of four to make a list of as many university subjects as possible and discuss the real life applications of those subjects (for example "If you study mathematics you can become a software engineer."). Elicit a few ideas from different groups.

- 1 The students work alone to match a-c to 1-6 and then check their answers with a partner. During feedback elicit the tenses required in each type of conditional.

#### Answers

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

### Fast finishers

Go to page 168 and read about the verb tenses necessary to use conditionals, getting ready to teach these to the other students.

#### Extension

Ask the students in groups of three to brainstorm more example sentences matching a, b and c. The sentences could be about sports teams, which is a topic that lends itself well to hypotheses (for example: "If England won the World Cup, I would be overjoyed."). Ask the students to write them randomly on the board. The students in groups then have to match the other pairs' sentences with a, b and c.

- 2 Using one of the examples in 1, elicit that the "if" clause can be placed both before or after the main clause and that the meaning does not change. The students work alone to match 1-8 to a-h. Support the students who are struggling by referring them to page 168 and by circling all the instances of "if" and "unless" on the page.

#### Answers

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

### Fast finishers

Work in pairs to transform the sentences, so that they use a different type of conditional (for example "I won't mention your name unless you want me to. -> I wouldn't mention your name unless you wanted me to"). They then discuss how the meaning changed (in the previous example, the speaker thinks it less likely that their interlocutor wants his/her name mentioned). Elicit their ideas during feedback.

- 3 The students work alone to complete 1-6 and then check with their partner. For an extra challenge, have the student work in pairs. Student A reads the sentence out loud, replacing the gap with a "beep". Student B must repeat the sentence, completing it with the correct verb.

#### Answers

1 said	2 lived; would cycle	3 do; will be
4 have	5 have; ask	6 stopped; would be

- 4 Point out to the students that this activity is similar to Reading and Use of English part 4. The students work alone to complete the sentences in 1-6 and then check their answers in pairs. Support the students who struggle, by giving them the first word of each answer or the number of words required.

#### Answers

1 you assist (us) with	2 if you join
3 would take part in	4 will have to put off
5 will not improve unless	6 I get over my cold

- 5 The students work in pairs to ask and answer the questions. Encourage three-sentence answers. Alternatively, the students work in groups of three. Students A and B ask and answer the first question and student C is a member of the "grammar police" in charge of interrupting the students when he/she hears a mistake with the conditionals. The students swap roles and continue to the next question.

#### Extension

The students work in pairs to script an interview with a famous young person (for example Daniel Radcliffe or a young local celebrity). The interview must contain a lot of "if" questions and answers. The pairs act out their interviews in front of the whole class and the class votes on the most interesting or funniest one. Challenge the stronger students to use a range of phrasal verbs, both from this unit and from pages 9 and 21. You may want to record/video the interviews for more detailed analysis outside of class.



## Reading and Use of English Part 7

### Lead in

The students work in groups of four or five and have 40 seconds to look at the potential benefits of school trips on page 35 again. The students close the books and have two minutes in their group to write down as many expressions from page 35 as they can remember. The group with the most correct phrases wins.

- 1 The students work in pairs to answer the questions. Encourage the students to use the phrases revised in the lead in and correct each other's second conditional mistakes in the last question.

### Exam advice

The students read the advice. Ask these questions to check their understanding:

- 1 What must you read first? (the questions, not the texts)
- 2 Should you read all the texts in one go? (no, students should read one text, find the answers and then move to the next text).

Exam  
advice

- 2 The students work alone to underline the key information in the questions. Elicit what they underlined and write only the underlined information on the board. The students close their books. Elicit the full questions using the information on the board as prompts. Point out to the students that it's important for them to remember the questions, so they can locate the information in the texts more quickly.

### Answers

*Suggested underlining*

- 1 took part in a summer course organised by their school?
- 2 had the summer course recommended to them by a family member?
- 3 decided that they would like to work in this area in the future?
- 4 learned a lot from another student?
- 5 felt better prepared for an exam after the summer course?
- 6 had to work harder than they thought they would?
- 7 studied with students of the same gender?
- 8 received praise for their work on the course?
- 9 made a good friend on their course?
- 10 learned about different careers they could follow?

- 3 Give the students one minute to read A on their own. Elicit the answers which can be found here (2,4 and 9) and ask the students to underline the answers in

the text and write the question number next to the underlined sentence or phrase. Explain that doing so will allow them, at the end of the task, to quickly guess where the answers they didn't find might be (because they will probably be in a text with less underlining than the others).

### Answers

1 B 2 A 3 D 4 A 5 C 6 B 7 C 8 D 9 A 10 C

- 4 The students work in groups to brainstorm ideas. Elicit and drill the sentence starter "If I were you, I'd..." to give advice. Each group nominates a student who will report on the group's ideas to the class.

### Possible answers

He could take a language summer course like Xiao in a Spanish-speaking country to improve his level in the language. He could do a summer course specialising in history. He could do something that involves working with children.

### Extension

The students work in groups of three outside of class to design a summer course/camp for youngsters their age. The students should decide where the course is, how long it is, how many people usually go and how the course would benefit the students. During the following session, the students give a presentation to the rest of the class, pretending to be staff working on the course. The rest of the class is parents, who want to find more information about the different courses available for their children. Allow the groups to discuss each presentation and encourage them to write questions for each team. Elicit these during feedback and highlight useful vocabulary on the board.

## Reading and Use of English Part 3

### Lead in

Books closed. Tell the students you are going to read a few sentences and the first team to spot the mistakes wins. Read: "I'm 16 years old and would like to spend the summer doing something a bit different. I am application to university next year and would like to do something that will look good on my apply form". Elicit that the mistakes are "application" and "apply" because they are the wrong parts of speech, and point out that exam candidates often make mistakes like these.

- 1 Allow the students to work in pairs to transform the verbs into nouns. If the students need support, feed them one word-ending at a time (-sion; -se; -ss; -ison; -ence; -ment; -ance; -ce; -ance; -ledge)

**Answers**

- 2 intend – intention
- 3 respond – response
- 4 lose – loss
- 5 compare – comparison
- 6 exist – existence
- 7 demand – demand
- 8 develop – development
- 9 perform – performance
- 10 advise – advice
- 11 appear – appearance
- 12 know – knowledge

**Fast finishers**

Think of alternative/additional forms of the verbs, for example “comparable”, “intentional” etc. Elicit these during feedback.

- 2 The students work in pairs to transform the nouns into verbs. Encourage the use of a good quality monolingual dictionary if the students struggle.

**Answers**

- 2 assess – assessment
- 3 feel – feeling
- 4 involve – involvement
- 5 investigate – investigation
- 6 confuse – confusion
- 7 prefer – preference
- 8 approve – approval

**Fast finishers**

Brainstorm more nouns with the same endings as the nouns provided in the exercise (for example: agreement, establishment, requirement) and write these on the board. After feedback, ask the class to transform these nouns into verbs for extra practice.

**Exam advice**

The students read the exam advice. Ask these questions to check their understanding:

- 1 How many times should you read the whole text? (twice, once before filling the gaps and once after)
- 2 Will you only need to change the grammar of the word? (no, sometimes also the meaning, for example by making the opposite).

**Exam advice**

- 3 Ask the students to cover the words in capitals to the right of the text. Allow the students one minute to read the text quickly and check in pairs what they understood of the text. Then allow six minutes for the students to fill the gaps with the correct word on their own. The students then check their answers with their partner. For extra support, allow the students to check their answers using the internet. Searching the internet for “dependant” or “performt”, for example, will cause the search engine to ask “did you mean dependent?” or “did you mean performance?”. This is also a good strategy to check spelling and word formation for writing homework.

**Answers**

- 1 dependent (adjective)
- 2 performance (noun)
- 3 compared (verb)
- 4 successful (adjective)
- 5 relaxing (adjective)
- 6 loss (noun)
- 7 motivation (noun)
- 8 encouraging (adjective)

**Fast finishers**

Work together to brainstorm other possible transformations of the words in capital (for example “feel” - “feelings” - “feeling” - “felt” - “feels”)

- 4 The students work in groups of four to brainstorm at least five ideas. The groups write their ideas in a spider diagram similar to the ones provided in Speaking part 3 (see page 35 for an example). The groups then swap spider diagrams and perform a Speaking part 3 task using their classmates’ spider diagrams. Challenge the stronger students to use comparatives and superlatives, which they can revise on page 19.

## Speaking Part 1

**Lead in**

Ask the students in pairs to brainstorm what they remember of the Speaking Part 1 task. (They can use page 15 to refresh their memory.). Elicit that in this part of the test, the candidates are asked questions about themselves and about familiar topics. Ask the students to brainstorm two questions about education that they might be asked in the exam (you may want to disallow the questions in exercise 3 below). Allow the students to mingle to ask and answer each other’s questions, encouraging three-sentence answers.

### Exam advice

The students read the exam advice. Ask the students to ask you what your favourite subject was in school. Answer: "I really like geography now". Elicit that this answer is not relevant as it does not answer the question. Then answer "English". Elicit that this answer is not good enough, because you don't give any reasons. You may also want to draw the students' attention to the fact that Part 1 questions are personal questions that touch on a wide range of topics. These topics are the ones covered in the book so for extra practice between activities, the students can go to the contents page at the beginning of the book and ask each other questions about the different topics found there.

Exam  
advice

- 1 The students work in pairs to fill the gaps in the script. Allow the students to check with another pair if they are not sure. For extra support, write the answers on the board in random order for the students to choose from (or ask the fast finishers to write them on the board for you). Play the recording to check the students' answers.

#### Answers

1 because 2 if 3 when 4 who 5 but 6 so

### Audio script 18:

**Teacher:** Nicola, what's your favourite subject at school?

**Nicola:** I find physics fascinating. That's because I enjoy all science subjects a lot and if I can get high enough marks in my final exams, I'll study engineering when I go to university. Also, I've got three good friends in my class, who I enjoy doing experiments with in the lab.

**Teacher:** And you, Alex, how do you think you'll use English in the future?

**Alex:** Well, I think English is absolutely vital now, especially if you want to travel. You can get by without it, but it will be difficult to get a good job, even if you stay in your home country. I'm hoping to study at an American university in the future, so I will definitely need to have a high level of English to do that.

**Teacher:** Thank you. Nicola, can you ...

- 2 Allow the students two minutes in pairs to answer questions 1-4. During feedback, elicit the following guidelines on the board and encourage the students to write them down in their notebooks:

- 1 - give three examples or reasons
- 2 - combine your ideas and reasons
- 3 - sound interested and enthusiastic

### Answers

- 1 three (She enjoys all science subjects, would like to study engineering at university, enjoys doing experiments with her friends.)
- 2 three (travel, getting a good job, studying abroad)
- 3 Candidates receive marks based on their ability to manage grammar and longer units of discourse. Candidates also achieve a higher score for longer, more complex sentences.
- 4 It creates a good, positive impression.

- 3 Give the students one minute to think about their answers to questions 1 and 2. Students then work in pairs to answer the questions. Ask the student who is listening to give feedback to his/her partner based on whether he/she followed the guidelines you wrote on the board in exercise 2.

### 4 Pronunciation

#### Lead in

The students work in teams of three. Write the words "a record" and "to record" on the board. Ask the students to check the correct pronunciation of the words using a dictionary or their phones if available ("a record" 0o ; "to record" o0). Elicit that the word stress is different because one word is a noun and the other is a verb.

- 4.1 The students work alone to decide which syllable is stressed and then check in pairs before listening to the recording. Play some background music without lyrics if possible, as this will make the students feel more comfortable reading the sentences out loud trying out different stress patterns.

#### Answers

necessary – necessity

### Audio script 19:

**Speaker:** necessary ... necessity

- 4.2 / 4.3 The students work alone to decide which syllables are stressed, check their answers with their partner and listen to the recording. Alternatively, you may want to turn this activity into a game. The students play in groups of four or five. Give each group ten strips of blank paper. These are the team's "chips". Give the students ten seconds in their team to decide which syllables are stressed in the first pair of words. Elicit their answers and ask the teams to "bet" a number of strips of paper, depending on how confident they are with their answers (discourage them from



betting all of their chips). Play the recording of only the first pair and award each team who guessed correctly a number of chips equal to the number they bet. Continue with each pair of words. The team with the most chips at the end wins. At the end of the activity, elicit that when words end in -tion or -ity the stress falls on the last syllable before the suffix.

#### 4.2 Answers

satisfying / satisfactory / educate / education  
exam / examination explain / explanation  
possible / possibility / prefer / preference

#### Audio script 20:

**Speaker:** satisfying / satisfactory  
educate / education  
exam / examination  
explain / explanation  
possible / possibility  
prefer / preference

- 4.3 The students take turns to read the words out loud. In order to ensure the students practise without feeling self-conscious, you may want to play some music to create background noise.
- 5 Allow the students two minutes of thinking-time and encourage them to write down some useful vocabulary they will use and the stress of each word. If you spot a mistake with word stress, read the words as the student marked them and elicit that the stress doesn't sound right.
- 6 The students work in pairs to answer the questions in 5. Encourage them to interrupt and correct each other when necessary and to give feedback to their partner using the guidelines from exercise 2.
- 7 You may want to extend this activity by asking the students in pairs to pretend they are famous book/ film characters who go to school (such as a magic school, for example). The students ask and answer each other's questions, staying in character. Elicit a few characters and examples from the class during feedback. Then allow the students three minutes to think about their own real answers. The students work in pairs to answer the questions. Encourage the students to give feedback to their partner using the guidelines from exercise 2.

## Writing Part 2

### The set text

The set texts change every two years and can be found online on the Cambridge website. If the set texts are not part of your curriculum we recommend skipping this writing section so as to avoid the students thinking they can write about any books they have read.

#### Exam info

After the students read the exam information, ask them: "How can you get zero points in this task?" (by writing about a book other than the set text).

- 1 The students read the writing question and the essay plan. They then close the book and work in pairs to reconstruct the essay plan from memory.
- 2 Give the students six minutes to read both essays. The students discuss their answers in pairs. Elicit a few ideas and encourage full justifications from a few pairs in the class.

#### Suggested answer

The second essay is better than the first because the writer gives specific examples from the book justifying their opinion of the character. The first essay starts off quite well, but doesn't give any specific examples about the character's role in the story. The essay then becomes vague and moves away from the book almost entirely.

- 3 The students work in pairs. Student A reads the teacher's comments A and student B the teacher's comments B. The students summarise the comments to each other and decide together which essay to match them with.

#### Answers

a – essay 2

b – essay 1

- 4 Point out to the students that this activity is good practice for them, but that they must not forget that they will not be able to write about any book other than the set text in the exam. Give the students eight minutes to write their introduction. Collect the students' texts, making sure that they are anonymous. Stick these to the walls of the classroom and ask the students to move around the class in pairs and discuss the introductions. Elicit a few pieces of positive feedback from the class, using some of the introductions as good examples.



- 5 The students work in pairs to fill the gaps in the essay. Encourage the students to use a good quality dictionary for support.

**Answers**

- |                             |                  |               |
|-----------------------------|------------------|---------------|
| 1 although                  | 2 For example    | 3 As a result |
| 4 like / for example        | 5 such as / like |               |
| 6 For all the above reasons |                  |               |

**Fast finishers**

Work on brainstorming more phrases that could fit in the gaps (for example (1) "even though"). Elicit these during feedback.

- 6 Ask the students to hand in their essay plan as well as the essay itself. Challenge the stronger students to use some of the phrasal verbs on page 53 and a range of past tenses from Unit 1.

## Vocabulary

### Education

tutor	admission	course
research (verb)	pass (noun)	requirement
learner	sit (an exam)	job prospects
mark (verb)		

### Phrasal verbs

drop out	put (sth) off
live up to sth	get through sth
hand (sth) back	get out of doing sth
get away with sth	take on
point out	catch up with sth

### Vocabulary activity 1 - Education

Students prepare in pairs. Each pair must invent a story using all the vocabulary 1-9, or as much of it as possible. The students should memorise the story. Each pair then plays against another pair. Pair one tells their story, but replaces all the words 1-9 with the word "banana" (for example "I am going to BANANA an exam tomorrow and I really hope I BANANA it because it would be really good for my BANANA!" -> "I am going to sit an exam tomorrow and I really hope I pass it because it would be really good for my job prospects!"). The pair listening must guess which phrases 1-9 should replace each banana. The pair who guesses the most "bananas" wins.

### Vocabulary activity 2 - Phrasal Verbs

The students work in groups of four. Each group writes the phrasal verbs 1-11 on pieces of paper. Student A draws a piece of paper, keeps it secret and must talk for one full minute, about anything, and use the phrase on the piece of paper. The other students win a point if they guess which word student A had to use. Student A wins three points if nobody guesses correctly, so he/she must use it naturally and use as many other phrasal verbs from 1-11 as possible in order to mislead the other students.

# 6 My first job

## Unit objectives

**Listening Part 3:** multiple choice. Recognising synonyms and paraphrases.

**Reading and Use of English Part 5:** multiple choice. Locating the answers in the text.

**Speaking part 2:** the long turn. Talking about the two pictures simultaneously.

**Reading and Use of English part 2:** open cloze. Identifying the type of word needed.

**Writing part 2:** a letter or email. Identifying the task requirements.

**Grammar:** countable and uncountable nouns; articles (a, an, the and zero article).

**Vocabulary:** easily confused words related to the world of work; collocations with work and job

## Starting off

- 1 The students work in pairs to explain why they would like to do one of the jobs in the pictures and to guess which job their partner is referring to. Provide support for less confident students by encouraging a pair of stronger students to perform a model dialogue in front of the class. Additionally, if necessary, write a few ideas on the board as prompts:

*I'd really like to do that job, because it's so.....*

*I think that job would be very.....*

*In my opinion, it would be fantastic to have that job, because....*

Encourage three-sentence answers by imposing the rule that if a student guesses before three sentences are given they do not score a point. During feedback elicit key vocabulary to describe the pictures.

## Extension

The students to talk in pairs about all the pictures and interact like in a Speaking Part 3 task. The question is "A foreign friend of yours would like a part-time job where he can practise the language. Which of these jobs would you recommend?". Go around and monitor the pair work and offer support where needed and challenge the stronger students to use comparatives and superlatives, which they can review on page 19.

## Listening Part 3

### Lead in

Tell the students about a job you had before becoming a teacher. This can be the truth or a lie. Encourage the students to ask you questions about the job to decide if it's the truth or a lie. Write their questions on the board to provide support for the rest of the activity.

Is it true that you had the job before going to university?

I don't believe that you earned £150 a day.

I don't think you worked in a circus.

Did you really ... ?

It can't be true that you ... !

The students then play in groups of four. Each student says what job they have done in the past. The other students ask questions to decide if the student is telling the truth or lying. Students win one point for each correct guess and three points if they can fool the other students.

Suggest a few questions to provide support for weaker students.

Yes/No questions:

Did you work in an office/on a building site etc.

Was the job well-paid?

Or open questions:

Where did you work?

What was your salary?

### Exam advice

The students read the exam advice. Elicit that words which are similar in meaning are synonyms. Write the word "important" on the board. Give the students one minute in small groups to brainstorm as many synonyms of "important" as possible ("vital", "essential", "significant", "crucial" etc.). Elicit that in the exam they will often hear synonyms and not the exact word that can be found in the question. Give weaker students the opportunity to find synonyms of other parts of speech, if appropriate: nouns, adverbs and verbs.

Exam  
advice

- 1 The students work alone to choose the correct option before checking their answers with a partner. For an extra challenge, ask the students to come up with two more options for each sentence 1-3, one correct and one incorrect. The students swap their sentences with their partner and choose the correct one in each.

#### Answers

1 a 2 b 3 a

- 2 Ask the students to cover exercise 3. Point out that in the exam they will not have to match pictures to the speakers, but that it is a good practice exercise. If possible, have students listen to the recording only once as it will be played again in exercise 3. During feedback elicit the keywords the students heard.

#### Answers

1 C 2 B 3 E 4 A 5 D

#### Audio script 21:

**Speaker 1:** I've got a job in a department store on Saturdays – I'm on the first floor, in the men's clothing. One of my friends works there too but I hardly ever see him because he's upstairs on the third floor. The work isn't exciting but at least it's not difficult. It isn't a very well paid job, but then lots of weekend jobs aren't. But at least it gives me a bit of cash to spend when I go out with my mates. Mind you, I don't have much time to party because I have school work to do as well. In the future, I'd like to try to find a better paid job so that I can save for driving lessons. I can't wait to learn to drive! It'll be great fun.

**Speaker 2:** I've recently started cleaning cars in our local area. Mum and Dad said that although it would be a good idea to get a job, I didn't have to do it, but I want to buy my own guitar instead of borrowing my brother's all the time! So, I need to try to get the money together for it somehow! The job isn't as easy as it sounds. Cars get really dirty – especially in summer! It's actually hard, physical work – I didn't expect that when I started! Another thing is that I have to get up really early on Saturday mornings, which I don't like. But one good thing is that is that I'm spending a lot less time on the internet at weekends!

**Speaker 3:** My mum and dad were against the idea of me working at first. I think they were worried that my homework would suffer. But it's turned out fine – I just do a couple of hours in the café on Saturday mornings. One of my mates was already working there when I started, which was great. We always have a good laugh together – she tells really funny jokes. I wouldn't see much of her otherwise as we go to different schools. The money's not too bad and the job's quite varied so I can't say I ever get bored. I feel I'm learning a lot by working there – I'm learning stuff they don't teach us in school – although I don't have any particular career in mind yet. But one thing's for sure – I certainly won't be working in a café when I grow up! It's far too tiring!

**Speaker 4:** Well, to be honest I thought it was going to be really straightforward when I first started. After all, we've got a dog at home and I love being outdoors. But, there's a whole lot more to the job than people imagine – especially when you've got three of them to look after! On one occasion I had four – I'll never do that again! They belong to our neighbour next door – she works at the weekends and so I take them to the park for a long walk and then drop them off back at her house. Their owner is really nice and she's paying me well over the usual rate because she knows they need a lot of looking after – they've certainly got a lot more energy than me, that's for sure! But it's great having the opportunity to spend time out and about in the fresh air and earning money at the same time! So, I'm definitely not complaining!

**Speaker 5:** I help some of my parents' friends with their computers. I gave my mum a hand with her computer at home, and then one of her friends asked if I could do the same with his! And it just went on from there, really. I didn't really have to actively look for work! Mum wasn't keen on the idea at first because she thought it would take up far too much of my time and that I wouldn't get all my homework done. If anything though, I think I'm organising my time better now. There's even the possibility that I'll be asked to design a website soon – one of our neighbours has just started his own hairdressing business. It would be a great opportunity to learn a new skill and be paid at the same time – particularly as I'd like to work with computers when I leave school. I just wish people paid me better though.

- 3 Give the students four minutes to work in pairs and brainstorm synonyms they might hear in the recording that will indicate each answer A-H. Play the recording, allow the students to check in pairs and play the recording again if necessary. Support the students who are struggling by asking the stronger students to raise their hand when they hear the answers. Hand out the script for the students to check their own answers. During feedback elicit why some answers may have seemed correct but were not.

#### Answers

1 A 2 F 3 B 4 H 5 E

- 4 Encourage the students to use second conditionals to answer the questions in groups. They can revise this on page 54. Go around and monitor and support where necessary.

#### Extension

For homework, the students use their smartphones, if possible, to record themselves giving a one-minute talk similar to those in the listening exercise. Their talk should match one of the options A-H on page 62, and include a few distractors. During the next session the students work in groups and swap phones to match each other's recordings with the correct option A-H.

## Vocabulary

### work and job; possibility, occasion and opportunity; fun and funny

#### Lead in

Write on the board: "I have a funny work with a lot of occasions to meet new people". Ask the students to find the three mistakes in the sentence and correct them ("I have a fun job with a lot of opportunities to meet new people"). Point out that exam candidates often make mistakes with these words.

#### Extension

Ask students to make a list of other words, which they regularly have or used to have problems with. The students mingle and find classmates who have/had similar issues and they become "correction buddies", so everytime one hears the other make that specific mistake they must correct each other.

- 1 The students work alone to choose the correct option in 1-9 and then check their answers in pairs. Allow the students who struggle to work in pairs and use the script of the listening exercise in the previous page for support.

#### Answers

1 job	2 job; jobs	3 fun
4 work	5 funny	6 work
7 occasion	8 opportunity	9 possibility

- 2 The students work alone to choose the correct option in 1-8 and then check their answers in pairs. Allow the stronger students, who finish early, to support the ones who struggle.

#### Answers

1 funny	2 fun	3 possibility	4 occasions
5 opportunity	6 job	7 work	8 jobs

#### Fast finishers

The students write a paragraph using the target words about the picture on the page (for example "This teenager's *job* is to teach children how to swim. It must be hard *work* because..."). Encourage them to share their paragraphs with less confident students to provide further ideas.

- 3 The students work in pairs to fit the vocabulary in the diagram. Alternatively, support the students by using a kinaesthetic approach. Each pair takes 21 small pieces of paper and write one phrase from three on each piece of paper. The students then recreate the diagram on their desk. Encourage the use of a good quality monolingual dictionary. If the students wish to use translation software, encourage them to translate the complete collocation (for example "hard work", not only "hard") as it will improve the accuracy of the translation. Monitor and make corrections as necessary, then give the students one minute to write the correct answers on the diagram in their books.

#### Answers

2 badly paid	4 challenging	5 demanding
6 tiring	7 tough	9 office
11 manual	13 holiday	14 part-time
15 permanent	16 temporary	17 weekend
19 pleasant	20 responsible	21 worthwhile

#### Fast finishers

Students brainstorm more collocations and add them to the diagram. Elicit these during feedback and ask the students to write them on the board. Model these orally and then ask the class to practise them in pairs by making example sentences. Elicit these on the board.

- 4 Students categorise the words into opinions or facts (using the pieces of paper if possible). The students then take turns to describe the jobs 1-4 using three adjectives each. Encourage the students to disagree with each other on the opinion adjectives so as to practise disagreeing in Speaking Part 3.
- 5 Encourage students to fully justify their answers and to treat the list they receive from the other pair as a Speaking Part 3 task. Each pair chooses the best job from their list and write it on the board. The class votes for the best job.

#### Extension

The students for homework find a picture of a very unusual job on the internet. If possible, they print these and bring them to class. The photos are collected in a pile and each pair of students picks two random pictures from the pile. The students then perform a Speaking Part 2 task, comparing the two pictures and saying why the people in the pictures might have chosen these careers.



**Extension**

Students play the game of 'ping pong':

A Ping: The person in my photo is in an office.

B Pong: My person is working in a hotel.

A Ping: My person is wearing a smart uniform.

B Pong: In my photo the person is wearing jeans and a sweater.

**Reading and Use of English Part 5**

- 1 The students work in groups to brainstorm advantages and disadvantages of working at weekends. Have them write their ideas on a mind map. Alternatively, the students work in groups of three to do a roleplay between a teenager who wants a weekend job and two parents who think it's a bad idea. During feedback elicit the arguments the teenagers and the parents brought forward.

**Suggested answers**

Advantages: you have time to work as you are not at school; you can earn money, meet new people, learn new skills, do something different

Disadvantages: less free time, difficult to get homework done, possibly tiring

- 2 Ask the students to cover all the text except for the first paragraph. Allow 30 seconds only for this activity. During feedback, elicit the key phrases in the text ("a mate...there was an opening... I joined her").

**Answer**

A

**Exam advice**

The students read the exam advice. Ask them why it's important to read the text before the options and elicit that it's because the options can be misleading. Provide some examples of misleading options to support weaker students.

Exam  
advice

- 3 Ask the students to cover exercise 4. The students work alone to find the answer to question 1, underline it and then check in pairs. They complete the exercise checking each answer with their partner before moving to the next one. Allow ten minutes and withhold feedback at this stage.

- 4 The students work in pairs to match the answers they underlined in the text with the options given. Support the students who struggle by pointing out synonyms found in the options and in the text (such as "might expect" in the second paragraph and "thought it might be" in 2D).

**Answers**

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

**Fast finishers**

Students work in pairs to establish why the incorrect options are incorrect (for example: "She assumed finding a job would be easy." is incorrect because she says that her friends with jobs are "lucky", which implies it is not an easy thing to do). Elicit the students' ideas during feedback.

- 5 The students answer the questions in pairs. You may want to make this into a game where students score one point each time they use a correct collocation from page 63.

**Extension activity**

Ask the students to interview one of their parents, or someone else they know well, about their job. The students then write an article for a school magazine for homework about that job, omitting the job title. All the students write the job title they wrote about on the board randomly. The students in class work in groups of five or more and quickly read all their group's articles to match the job titles on the board to the articles. ?

This may require them to look for job titles in a dictionary, as they are usually quite difficult. Or more realistically, the students write the job title +two distractors on three pieces of paper for students to choose the best match.

(e.g. tree surgeon + gardener and farmer)

**Speaking Part 2****Lead in**

You may want to have the students repeat the speaking task on page 24 in order to refresh their memory of the exam format, consolidate their understanding of the task requirements and remind them of the useful self-assessment table on the same page.

1 The students work in pairs to brainstorm what similarities and differences they might mention in this speaking task. Elicit their ideas on the board to be used later.

2 The students work in small groups. After checking the meaning of the phrases together and discussing which picture they best fit with, the students brainstorm sentences which use the vocabulary to describe what is happening in the pictures. Student A makes a sentence using "involve", then chooses the phrase the next student must make a sentence with. Elicit an example for each phrase during feedback.

#### Exam info

After the students read the exam advice, point out to them that being interrupted by the examiner with a "thank you" is not negative, so long as they have already answered the printed question and compared the two pictures.

Exam advice

3 The students listen to the recording and tick the phrases in 2 when they hear them. Challenge the stronger students by asking them to also check the speakers' ideas against the ideas you elicited and wrote on the board at the end of 1. Play the recording only once if possible.

#### Answers

a B b B c B d 2 e 1 f 2 g 2 h 1 i 2

#### Audio script 22:

**Examiner:** Here are your photographs. They show young people doing jobs. I'd like you to compare the photographs and say what you think the people are learning from doing these two types of work.

**Bruno:** Well, OK, so firstly I can say that both photos show young people, perhaps teenagers, working. Er, both the jobs in the photos involve working in situations where they need good skills in dealing with people in the correct way. I'm sure neither of them is very well-paid. Anyway, the first photo shows a girl serving young people in a restaurant, whereas in the second photo a boy is working with children and coaching them to play football. The girl's job may be full-time, whereas the boy's is probably part-time. I think both can learn a lot from these jobs. The girl can learn how to keep customers happy, while the boy has to keep children in order. The girl has to learn to work efficiently under pressure. On the other hand, the boy has to learn to keep cool. He'll probably learn not just to deal with children, but also their parents.

**Examiner:** Thank you. Sofia, which of these jobs would you prefer to do?

**Sofia:** I'd prefer to coach children than work in a restaurant because really I enjoy being in the fresh air more than being indoors. And I like kids.

**Examiner:** Thank you.

4 The students discuss the two options in pairs. After feedback, you may want to extend this activity and check their understanding of the two strategies by having the students in pairs perform the speaking task using strategy A instead of B.

#### Answers

b

5 The students listen to the recording and tick the sentence stems when they hear them. Support the students who struggle with listening by asking the stronger students to raise their hand when they hear the sentences. Play the recording again and ask the students to stand up when they hear the sentence stems. Such physical activity helps consolidate learning and can also be fun.

#### Answers

He uses all the phrases except *While the girl in the first photo ...*, *And another thing in the second photo is ...*

#### Extension

The students work in pairs to describe two of the pictures on page 62. Student A says a sentence starting with "Both photos show...", student B says the next sentence starting with "Both the jobs in the photos involve...", etc. The students compare the two pictures using all the sentence stems in 5.

#### 6 Pronunciation

##### Lead-in

Write on the board: I don't want to go to school, I want to go to \_\_\_\_\_! Elicit a few ideas to complete the sentence and fill the gap with the most popular idea. Ask the students to guess where the sentence stress in this sentence might be (refer them to page 25 if they do not remember what sentence stress is). Elicit that the stressed words will be "school" and the word in the gap because they are contrasting information.

6.1 The students work in pairs to guess the stressed words in the sentence. Encourage them to try reading the sentence out loud to check their ideas.

**Answers**

First photo: girl – young people, restaurant  
 Second photo: boy – children

- 6.2 The students listen and check their answers. Play the recording multiple times and encourage the students to raise their hands when the words are stressed (like in unit 2).

**Audio script 23:**

Anyway, the first photo shows a girl serving young people in a restaurant, whereas in the second photo a boy is working with children.

**Answers**

Anyway, the first photo shows a girl serving young people in a restaurant, whereas in the second photo, a boy is working with children.

- 6.3 The students work in pairs to establish which words are stressed. Play the recording, check the students' answers and then play the recording again encouraging the students to raise both hands when they hear the stressed words.

**Audio script 24 (see answers below)****Answers**

The girl's job may be full-time, / whereas the boy's is probably part-time.  
 The girl can learn how to keep customers happy, / while the boy has to keep children in order.  
 He'll probably learn not just to deal with children, / but also their parents.  
 I'd prefer to coach children than work in a restaurant / because I really enjoy being in the fresh air more than being indoors.

- 7 Give the students five minutes to write their sentences. Ask them to write the sentences twice on two separate pieces of paper: once with the stress marked and once without. If you spot a mistake with sentence stress, read the sentence to them as they have marked it and elicit that it sounds wrong. When the students are ready, student A gives his/her copy of the sentences, unmarked, to student B and reads them out. Student B must listen and underline the words he/she thinks student A stresses. The students then compare what Student A meant to stress and what he/she actually did stress.
- 8 Student A performs the speaking task while student B listens and keeps time. Ask student B to also pay attention to which strategy student A uses (A or B in exercise 4) and to give feedback.

- 9 Student B performs the speaking task while student A listens and keeps time. Ask student A to also pay attention to which strategy student B uses (A or B in exercise 4) and to give feedback.

**Extension**

You may want to ask the students to do task 9 again in writing for homework, using as many sentence starters and vocabulary of the unit and book as possible. Ask the students to make sure their texts take one minute to read out loud.

**Grammar****Countable and uncountable nouns****Lead in**

The students work in teams of four to write as long a shopping list as possible in three minutes. The team with the most items in their list wins. Ask the students to write the items up on the board and give a further three minutes for the teams to sort the items into countable and uncountable (items will probably include milk, coffee, bread etc.). Teams win one point for each item they have categorised correctly. You could make this activity kinaesthetic to support weaker students by having the vocabulary written on individual cards, which students have to put into the above categories.

- 1 The students work alone to choose the correct option in 1-8. Encourage the use of a good monolingual dictionary, most of which clearly indicate if a noun is countable or uncountable.

**Answers**

1 information	2 some advice	3 a job
4 accommodation was	5 furniture	6 damage
7 much luggage	8 music	

**Fast finishers**

Students go to page 169 and get ready to teach the grammar rules to the rest of the students.

- 2 The students look at page 169 for three minutes (or get help from the fast finishers above) and work in pairs to find the uncountable nouns in 1-8. They then use page 165 again to check their answers.

**Answers**

- 1 accommodation, luggage, staff
- 2 advice, information knowledge, news
- 3 damage, transport, traffic
- 4 air conditioning, furniture
- 5 food, music
- 6 homework, work
- 7 equipment, machinery
- 8 cash, money, wealth
- 9 fun stuff

**Fast finishers**

Work in pairs to describe the picture on page 68 using nouns from exercise 2. Elicit their ideas during feedback.

- 3 The students work alone to complete 1-6 and then check their answers in pairs. Allow the students to check page 165 before whole class feedback.

**Answers**

- |             |          |                  |
|-------------|----------|------------------|
| 1 piece/bit | 2 number | 3 piece/bit      |
| 4 piece/bit | 5 deal   | 6 number; amount |

**Extension**

The students work in groups of four to script a dialogue between the four members of the band in the picture on page 68. The students must use as many uncountable words as possible, some of them correctly and some of them incorrectly. Go around the class and offer support to weaker groups and challenge to others, as appropriate. The groups perform the dialogues for the whole class and the other groups must identify the mistakes in their dialogues. Teams win one point for each mistake they identify.

**Articles**

- 4 The students work together to match 1-6 to A-F. They then write together one more example for each rule A-F. The pairs swap their new sentences with another pair, who checks that they are correct. Elicit some of these during feedback.

**Answers**

2 c 3 f 4 d 5 e 6 a

- 5 Point out that this exercise is similar to Use of English Part 2. Remind the students that it is a good idea in the exam to read the text quickly before trying to fill the gaps. Give the students 40 seconds to read the text and answer question 5.

**Answers**

A

- 6 The students work alone to fill the gaps in the text and then check their answers with a partner. Support the students who are struggling by referring them to page 170.

**Answers**

- |       |      |       |       |        |      |
|-------|------|-------|-------|--------|------|
| 1 the | 2 -  | 3 a   | 4 the | 5 a    | 6 a  |
| 7 a   | 8 -  | 9 the | 10 -  | 11 the | 12 - |
| 13 -  | 14 - | 15 a  | 16 -  |        |      |

**Fast finishers**

Students go back to exercise 2 on page 53. Student A reads sentence 1 and replaces the articles with a "beep". Student B has to repeat the sentence completing it with the correct articles. The students take turns working on the rest of the exercise.

- 7 Encourage three-sentence answers and the use of the collocations on page 63. Challenge the stronger students to use also the phrasal verbs on page 9. Elicit their responses and review the phrasal verbs with the whole class.

**Extension**

Tell the students that correct use of the articles is very important when writing a story in Writing Part 2 as they are often used to indicate whether an object or character is new or known. Ask the students for homework to write a story. The story should end with: "...I will never babysit again!". For less confident students, elicit some possible examples for support.

**Reading and Use of English Part 2****Exam advice**

The students read the advice. Stress to the students that they should only write one word, not a phrase, and that it will always be a function word (pronouns, auxiliary verbs, articles, determiners etc.) not a content word (nouns, verbs, adjectives etc.). Provide a few examples of each category for weaker students.

Exam  
advice



**Lead in**

Give the students three minutes in groups of four to brainstorm volunteering activities and benefits of volunteering. Give the students 30 seconds to read the text and check their ideas against the text.

- 1 2 The students work alone to fill the gaps in the text. After five minutes, allow the students to use exercise 2 (either for support for students who are struggling, or for fast finishers to check their answers).

**Answers**

1 which/that	2 not	3 might/could/can
4 only	5 such	6 out
7 something	8 Give	

- 3 The students work in groups of three and perform the task as a Speaking Part 3 task. Student A and B speak, while student C is the examiner and gives feedback at the end.

**Expansion**

The students work in pairs to write a short text about volunteering using the make and do collocations on page 14. They delete "make" and "do" from the text, leaving a gap instead. You may want to collect these paragraphs, photocopy them for the class and set them as homework.

**Writing Part 2****A letter or an email.****Exam advice**

The students read the exam information. Point out to the students that not replying to all the required points in this part of the exam will make them lose points even if their email is very good.

- 1 The students read the instructions alone and check in pairs the three points they must write about.

**Answers**

the weekend jobs teenagers do in my country, problems they have, how people find part-time jobs

- 2 The students discuss the three points in pairs and then join another pair to compare their ideas. Elicit a few ideas from the class and write them up on the board.

- 3 The students work alone to write a plan for their emails. Collect the plans, stick them on the walls and ask students in pairs to walk around the room discussing how effective each plan is. Do whole class feedback focusing on the features of the good examples. Allow the students to collect their plans and redo them if they wish to.

- 4 The students discuss in pairs questions 1 and 2 after reading Pablo's email. During feedback stress the importance of "topic sentences", which indicate the topic of the paragraph at the beginning of it.

**Answers**

1 He begins with *It's good ...*, which indicates that he is answering the email and being friendly. He ends with *I hope ... and good luck with ...*, which rounds off the email in a friendly way. In the exam, both these sentences would make the email sound more authentic.  
2 The first sentence of the paragraphs tells us the subject of the paragraph.

- 5 The students work alone to find and correct the spelling mistakes before checking in pairs. If the students struggle, support them by telling them there are two mistakes in paragraph one, five in paragraph two and one in paragraph three.

**Answers**

restaurants	restaurants	neighbours	neighbours
studying	studying	wich	which
payed	paid	usefull	useful
becaus	because	especialy	especially

- 6 Encourage the students to use a good quality dictionary. Alternatively, Googling a misspelled word will often result in the search engine saying "Did you mean...?", which is a quick trick to check a word's spelling. Write the words up on the board and ask the students to go and correct the words on the board when they are ready.

**Answers**

*Corrected spelling:* comfortable, grateful, beginning, prefer, definitely, easily, advertisement

- 7 Allow the students five minutes to read the question and write a plan. If a student finishes before the five minutes are up, encourage him/her to plan vocabulary and collocations that they will use in the email, as this is a good use of time in the exam also.

**Answers**

describe a part-time job you or a friend have done, say what you/they learned from it, describe any problems you/they had

- 8 Allow the students 30 minutes to complete the task. Collect both the plans and the texts. You may want to turn away texts which contain no corrections as these have probably not been proofread. Encourage the students to check them again before handing them in.

#### Sample answer

Hi Bob,

It's nice to hear from you again.

I have a part-time job in my uncle's café. I work there every Saturday afternoon for four hours, when it gets particularly busy because everyone's in town doing their shopping. I help in the kitchen, preparing salads and snacks and doing the washing-up. During the holidays, my uncle sometimes calls me and asks if I can come in for a few extra hours if a staff member is off sick or there are just a lot of customers that day.

It's good work experience for me because I'm learning how to work quickly under pressure in a small kitchen, which isn't always easy, and how to get on with different kinds of people.

I don't really have any difficulties except when I have to rush so much that I break a glass or a plate, but luckily my uncle doesn't get angry about things like that. I suppose it's difficult when I've got a lot of homework to do as well, but I usually manage.

I hope this information is useful and good luck with your project!

Louise

#### Extension

Tell the students that twenty years have passed and that they are meeting again at a high school reunion. Give the students five minutes to think about the last twenty years and make a few brief notes. For weaker students provide a few prompts: What did they study after high school? What job do they do now? Are they married? Do they have children? Do they like their job? What are their future ambitions?

When the students are ready, ask them to mingle and start conversations with "[name]! Long time no see! What have you been up to?". Monitor the conversations and take notes of any useful language the students need to explain their jobs, and elicit this during feedback.

## Vocabulary

### Collocations with work and job

badly paid	skilled	pleasant
challenging	well paid	responsible
demanding	holiday	temporary
fascinating	manual	tiring
full time	office	tough
hard	part-time	weekend
outdoor	permanent	worthwhile

### Spelling

accommodation	environment	prefer
embarrassing	necessary	received
opportunity	experience	recommend
comfortable	beginning	which
convenient	communicate	easily
grateful	excellent	course
believe	forward	advertisement

### Vocabulary activity 1 - collocations

The students play in groups of four. Student A chooses a collocation and says "I want a ... job" (for example "I want a well-paid job"). Student B says "If I were you, I'd become a ...!" (for example "If I were you, I'd become a doctor!"). Student C says "If I were you, I'd become a ...!" using a different profession. Students B, C and D continue like this until one student can't come up with a profession that matches the collocation, and loses. The other two students win a point. A different student chooses the next collocation and the game starts again.

### Vocabulary activity 2 - Spelling

The students play in pairs. They draw a table on a big piece of paper, five columns by four rows. The aim of the game is to write four (correctly spelled) words in cells in a row, column or diagonally adjacent. Student A starts and chooses which cell he/she wants to write his/her first word in. Student B chooses a word from page 71. Student A must write that word in the cell he/she chooses. If the spelling is correct, student A wins that cell. If the word is spelled incorrectly, student A does not win any cell this round. The students take turns until one of the students wins.

## Vocabulary and grammar review Unit 5

### Vocabulary

#### 1

- 1 get away with
- 2 live up to; dropped out
- 3 gets out of
- 4 catch up with; got through
- 5 handed back; pointed out

#### 2

- |                     |          |             |
|---------------------|----------|-------------|
| 1 learn             | 2 study  | 3 teaching  |
| 4 join; got to know | 5 attend | 6 take part |

### Grammar

#### 3

- 1 harder, he would / he'd
- 2 to school, you will become
- 3 she would not / wouldn't attend
- 4 look after my book
- 5 knew the answer, I would
- 6 he wasn't / was not so tired

### Word formation

#### 4

- |               |              |              |
|---------------|--------------|--------------|
| 1 preference  | 2 knowledge  | 3 behaviour  |
| 4 comparison  | 5 activities | 6 assistance |
| 7 measurement | 8 ability    |              |

## Vocabulary and grammar review Unit 6

### Vocabulary

#### 1

- |            |               |         |               |
|------------|---------------|---------|---------------|
| 1 occasion | 2 work        | 3 job   | 4 occasion    |
| 5 fun      | 6 opportunity | 7 funny | 8 possibility |

### Grammar

#### 2

- 1 had such / so much fun on
- 2 have/get/take the/an opportunity to speak
- 3 have the possibility of going
- 4 was much better than
- 5 with a good/great deal of
- 6 on one occasion

#### 3

- |             |             |          |
|-------------|-------------|----------|
| 1 deal      | 2 bit/piece | 3 amount |
| 4 bit/piece | 5 number    |          |

#### 4

- 1 - 2 a 3 the 4 a 5 - 6 a 7 - 8 a 9 the 10 a 11 a 12 -  
13 a 14 an 15 the 16 an 17 -

# 7 High adventure

## Unit objectives

**Listening Part 4:** identifying key-words

**Reading and use of English Part 4:** sentence transformations

**Speaking Part 3:** discussion

**Writing Part 2:** An article

**Grammar:** infinitive + verb + ing

**Vocabulary:** verb collocations with adventure activities; look, see and watch; listen and hear

**Pronunciation:** intonation.

## Starting off

### Lead in

The students work in groups of three for two minutes to brainstorm adventurous/extreme sports and activities and make a group list of their ideas. A mind map collated on the board might be a useful prompt for the following communicative activity for less confident students. The students mingle and ask students from other groups "Have you ever...?" using their list of activities (for example: "Have you ever been snorkelling?"). Challenge the students to reply using the correct tenses, which they can revise in unit 2.

- 1 The students work in pairs to match the vocabulary to the pictures. During feedback, ask questions which will generate more language related to the activities (for example "What do you need to bring on a camping trip?" - a tent, a sleeping bag, etc. "Why do people go rock climbing?" - to get a thrill, to get fitter etc.).

### Answers

<b>A</b> rock climbing	<b>B</b> camping	<b>C</b> parachuting
<b>D</b> volunteering	<b>E</b> mountain biking	<b>F</b> hiking

- 2 The students work in groups to answer the questions. Students score one point for each comparative or superlative used correctly.

### Fast finishers

Students work in pairs and 'discuss' the activities, for example:

S1 I think that camping is pretty boring.

S2 Yes, I agree. It's not very comfortable to sleep on the ground in a tent.

S1 In my opinion, the most fun activity is hiking. What do you think?

## Listening Part 2

### Exam advice

Books closed. Write this on the board: "It's important to 1)\_\_\_\_\_ at the sentences before listening, and to get an idea of the 2)\_\_\_\_\_ you need in each gap and what type of 3)\_\_\_\_\_ you need to listen for". Students copy this on a piece of paper. Give students in pairs 30 seconds to brainstorm what could go in the gaps. Read the Exam advice to the students, allow them to check their answers in pairs and then read again. The students open their books and check their answers in the Exam advice.

Exam  
advice

### Answers

1 look

2 information

3 word(s)

### Background

The Duke of Edinburgh Award is a very popular programme for British teenagers and it involves learning skills, volunteering, going on expeditions and doing physical activities. Students are often encouraged to take part in the programme because it looks good on their university application and it is thought to make the teenagers more mature and responsible.

### Lead in

Write "Duke of Edinburgh Award" on the board. Give the students four minutes in groups of four to use their smartphones to search for "Duke of Edinburgh Award" on the internet. Then students discuss what they found out about it. Elicit some information from different groups. Ask the students if anything similar exists in their country.



- 1 Allow the students three minutes to look at the gaps in the text and encourage them to write the type of information that could fit in each gap. (You may try to elicit orally a few examples of types of information, before students start, if appropriate.) The students check their ideas in pairs. You may want to prepare some cards with the answers (below) and ask the students to match these to the gaps, as this will support the students who struggle with this activity.

#### Answers

##### Suggested answers

- 1 a task or activity
- 2 a time or place
- 3 the name of a type of award
- 4 a place
- 5 an adjective
- 6 a person / people
- 7 an activity
- 8 a type of skill
- 9 an adjective (feeling)
- 10 an adjective (describing 'rules')

- 2 The students listen to the recording and try to fill the gaps in the text. If the recording needs to be played a third time, provide the students with a copy of the script. This will help the students who are struggling and be of benefit also for the students who already have the answers.

#### Answers

- |              |              |                 |
|--------------|--------------|-----------------|
| 1 expedition | 2 1956       | 3 silver        |
| 4 park       | 5 satisfying | 6 (best) friend |
| 7 hiking     | 8 first aid  | 9 independent   |
| 10 safety    |              |                 |

#### Audio script 25:

**James:** ... so I'm going to talk to you about an award that I achieved last year called the Duke of Edinburgh Award as my part of the project. To get this award, you have to complete a series of four activities. These include volunteering, a physical activity, developing and practising a new skill, and going on an expedition, usually as part of a team. Many young people sign up for the Duke of Edinburgh Award, partly because our teachers really push us to do it, but also because it looks impressive on your university application form, and because it's usually a lot of fun, especially when you do it with a group of friends.

The Duke of Edinburgh Award scheme was founded in 1956. It began in the UK, but young people can now take part in similar schemes in 144 other countries around the world. There are three different levels of award that you can achieve – gold, silver and bronze. The level you take will depend on your age and on the amount of time that you have available to complete all 4 of the activities. The gold award takes the longest to complete – you need to spend 12 months on 2 of the activities, 6 months on one and 3 nights on the expedition. I decided to do the silver award, as I was about to turn 15.

For the volunteering part, I decided to volunteer at a park in my city. My work included planting trees and clearing the paths so that people could go jogging and cycling there. It was hard work, especially when the weather was cold, but I enjoyed spending time outside and found it very satisfying to do hard physical work. For the physical activity, I decided to focus on mountain biking. I had done a bit of mountain biking before with my older brother on family holidays, but I wanted a bigger challenge, so I arranged to go on a series of longer bike rides with my best friend. These were more challenging than any of the rides I had been on before, but I loved the adrenaline rush that I got from cycling downhill fast.

For me, the highlight of the Duke of Edinburgh Award was taking part in the expedition. Me and a group of school friends planned to go hiking and camping for three days in the highlands of Scotland. Before we went on our expedition, we had to learn some basic skills to prepare for the trip. These included first aid skills, how to cook meals on a camping stove, and how to read maps.

It was a challenging trip, and I don't think we were fully prepared for how tough it would be. I particularly remember unzipping the tent on the first morning and seeing two feet of snow, and thinking 'how are we going to pack our tent away now?', but the feeling of being completely independent and managing to keep going in challenging conditions really made it all worthwhile.

There are many benefits of doing a Duke of Edinburgh Award. It is a really good way to really challenge yourself and to learn how to be responsible. For example, when I was volunteering, I had to take it seriously and make sure that I paid attention to the health and safety regulations – no playing the fool. Taking part in the activities has made me feel a lot more confident about coping in challenging situations. I would probably be prepared to take on an even bigger challenge in the future.

- 3 The students work in groups of three. Encourage them to brainstorm at least three advantages and three difficulties, and elicit a few ideas from different groups in the class.

#### Extension

The students work in groups of four to design a Duke of Edinburgh program for teenagers in their city. Encourage the students to research at home the volunteering opportunities in their area. The students then present their ideas to the class and the best programme is voted for. You may want to film the students' presentations to give more detailed feedback.

## Vocabulary

### Verb collocations with adventure activities.

#### Lead in

Write in the centre of the board the word "keeping fit". Elicit some forms of exercise, for example "jogging" and write them in a mind map on the board. The students in groups talk about all the activities like in a Speaking Part 3 task. Ask each group to use one smartphone, if available, to record the conversation. After exercises 1 and 2, the students listen to the recording in their group and correct the mistakes they made with the collocations.

- 1 The students work independently to complete 1-5 and then check their answers with a partner. Support the students who struggle by giving them the answers in the wrong order, perhaps on cards for them to match with the correct gap.

#### Answers

1 go      2 done      3 go      4 taking part in      5 go

#### Fast finishers

Students work in pairs. Student A mimes an activity in 1-5 and student B has to guess the activity and say the full collocation.

- 2 The students work independently to complete 1-3 and then check their answers with a partner. Support the students who struggle by allowing them to use the table below for reference.

#### Answers

1 organise/hold; compete / take part  
2 go; doing/taking  
3 play; do; go

#### Fast finishers

Discuss whether they agree or disagree with the statements 1-3, trying to use as many collocations as possible.

#### Extension

Play 'hot seat' for further practice in a fun context: Have a group of seven students come to the front of the class. One student sits on a chair, which is the 'hot seat' and the others stand around him/her. They say activities quickly and at random and the person in the 'hot seat' has to immediately repeat the activity with the correct collocation. Use a bell to indicate a correct answer and a buzzer to indicate a mistake.

- 3 The students work in groups of three or four to plan their expeditions. You may want to set this task for homework and have the groups present their ideas during the following session. Encourage the students to use the second conditional when presenting their ideas. You may need to support weaker students, by orally eliciting some possible answers to the questions before they work on the task.

#### Extension

The students work independently after class to research a real extreme sports event (such as an ultramarathon or a triathlon). The students write an article for the school's magazine recommending the event. The students should revise the format and requirements of articles in Writing Task 2 in unit 3. Alternatively, students could make a class presentation and invite questions and comments.

## Reading and Use of English Part 6

#### Lead in

You may want to start with a quiz about Romania. The students work in pairs and go online for four minutes and find out information about Romania (population, capital city, etc). They then work together to write two questions for the rest of the class and read them out loud. The pair with the most correct answers win.

- 1 Ask the students to cover the whole text save for the title and subheading. The students read these and discuss in pairs what the text might be about. Elicit a few ideas from different pairs. Alternatively, you may want to ask the students to work in pairs to form questions they think they will read the answers to in the text. Elicit five or six of these and write them on the board, ready for exercise 2.

#### Possible answers:

What other exciting destinations does "School Challenge" send students to?  
What happened when she was trekking in the mountains?  
What type of project did she take part in?  
What animals did she help at the wild animal sanctuary?

- 2 Ask the students to cover page 77. Allow the students four minutes to read the text quickly. If the students created their own comprehension questions in 1, they read the text and discuss their answers. Check their answers as a class.

**Exam information**

The students read the advice and then close their books. Working in pairs they try and remember all four pieces of advice. During feedback, elicit more cohesive devices that could give them useful clues (this, that, that way, also, even, etc).

exam  
advice

- 3 The students work alone to fit six of the sentences A-G in the gaps. After seven minutes, allow them to check in pairs. Alternatively, if you want to support the students further before they work alone, elicit which words around the gaps in the text and in A-G give clues as to what is missing (for example: 1 - "we" is a clue because the text so far is in the first person singular).

**Answers**

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

**Fast finishers**

The students write an extra sentence to fit somewhere in the text. They should use a cohesive device such as a pronoun or a linker to ensure that the sentence fits perfectly in the text. Elicit these during feedback and ask the class to find its location for extra practice.

- 4 The students work in pairs and imagine they have visited an exotic country on holiday. They write five sentences (leaving a blank line between sentences, as they'll need to cut them up later) and make them into a coherent text, using pronouns and linking devices. For example:

"I went to Hollywood and saw some stars" + "I went to the Universal Studios and saw a lot of film sets and props" = "I went to Hollywood and saw some stars. I had so much fun there that I decided to find out more about Hollywood films, so I went to the Universal studios, where I saw lots of films sets and props. They were amazing..."

When the pairs have finished their texts, ask them to cut their sentences up and give the to another pair. The pair must now reconstruct their classmates' text.

**Grammar****infinitive + verb + ing****Lead in**

Write on the board:

"We arranged a variety of events."

"\_\_\_?"

"To raise/for raising the money for the expedition."

Elicit that the word missing is "why" and the correct option is "to raise". Elicit that we use the infinitive to say why we do something. Give the students in pairs three minutes to brainstorm other rules they may know about the uses of the infinitive and -ing forms. Have them then feedback their ideas to the class. Finally, ask them to check their ideas against the rules 1-10 in exercise 1.

- 1 You may want to quickly go through sentences a-j and elicit whether these use the infinitive or an -ing form. After this, the students work in pairs to match the sentences a-k to the rules 1-10. During feedback, elicit more student-generated examples for each rule.

**Answers**

a7 b3 c6 d6 f1 g8 h3 i6 j4

**Fast finishers**

The students work on the text on page 76. They find more examples of infinitives and -ing forms and label them 1-10 according to which rule they follow. Elicit their ideas during feedback.

- 2 The students work alone to complete the sentences 1-8 and then check their answers in pairs. Alternatively, place a single open copy of the book in a corner of the classroom. The students work in teams of four. Student A runs to the open book, reads sentence 1, completes it in his head and memorises it. He/she then runs back to the team and dictates it - complete - to his/her teammates. The team discusses the grammar if there are doubts. Once the sentence is written down, student A sits down and student B repeats with sentence 2 and so on. The first team to have copied and completed sentences 1-8 correctly wins.

**Answers**

2 run	3 to hold	4 Training	5 to get
6 injuring	7 pushing	8 go	

- 3 The students work independently to choose the correct option. Challenge them to not use the rules 1-10 on the previous page until they have finished. Elicit the correct answers during whole class feedback. You may want to drill the pronunciation and intonation of the questions with the whole class.

#### Answers

1 to do      2 to learn      3 doing      4 taking part in

- 4 The students work in pairs to ask and answer the questions in 3. Encourage them to use this as an opportunity to practise the second conditional, which they can revise on page 168.

- 5 The students work alone to correct the mistakes in 1-10 and then check their answers with a partner. Alternatively, for an extra challenge, student A reads the sentences 1-5 and student B has to correct the mistakes he/she hears. The students then swap with sentences 6-10.

#### Answers

1 running to run      2 spending to spend      3 to-live living  
4 to-run running      5 correct      6 take taking  
7 to-win in winning  
8 to-sit-and-read (with) sitting and reading      9 correct  
10 ride riding / for to

#### Fast finishers

The students look at the picture on page 78 and make sentences to answer the question "How did this person get to this moment?". The students then add some deliberate grammar mistakes to their answers. Elicit these in feedback to give the rest of the class extra practice.

#### Extension

The students work in six teams, if possible. Each team chooses a different picture on page 74. The teams write the script of an interview with the people in the pictures. They try to use an infinitive and an -ing form for each of the rules 1-10. The teams perform the dialogues and the students listen and try to put the rules 1-10 in the order they hear them in the dialogues.

## Reading and use of English Part 4

#### Exam advice

- Use the word given in CAPITALS without changing it.
- Count the words you use. Contractions (isn't, don't, etc.) count as two words.
- Read both sentences again at the end to check that they mean the same.

Exam  
advice

- 1 The students work alone to choose the correct option in 1 and 2. They then work in small groups and decide why the other options are incorrect. While they discuss, write on the board "too many words", "doesn't use the word given" and "changes the word given". During feedback, ask the students to match the common mistakes on the board to each incorrect option in 1 and 2.

#### Answers

1  
A too many words  
B correct  
C *suggest* is not followed by the infinitive, and option C doesn't use the word given without changing it  
D doesn't use the word given  
2  
A correct  
B too many words  
C changes the word given  
D doesn't use the word given

- 2 The students work alone to complete the sentences 1-3. Challenge the stronger students by asking them to use a piece of paper to cover the hints below the questions and reveal them one by one as needed.

1 (in order / so as) to get ready  
2 could not / couldn't help feeling  
3 are not allowed to use / are not permitted to use / mustn't use / may not use

#### Fast finishers

The students come up with deliberately incorrect answers for 1-3. Elicit these during feedback and ask the class why they are incorrect.



- 3 4 The students work alone to complete 1-6. After six minutes allow the students to use the clues in 4 for support. Support the students who are struggling by giving them another given word for them to use in 1-6.

#### Answers

- |                             |                                   |
|-----------------------------|-----------------------------------|
| 1 taking part in            | 2 succeeded in winning            |
| 3 to give her a ring / call | 4 more expensive to hire          |
| 5 to lose his temper with   | 6 had no difficulty (in) learning |

#### Fast finishers

The students make a further Use of English Part 4 question using phrasal verbs on page xx and write this on the board. After feedback, ask the class to answer the question on the board for extra practice.

## Listening Part 4

#### Lead in

Give three minutes to the students in groups of four to search on the internet the preparation that is needed before doing a parachute jump. The students discuss what they have discovered. Elicit a few ideas from different groups and write key ideas/vocabulary on the board.

#### Exam advice

The students read the exam advice, then close their books. The students work in pairs to rewrite the three pieces of advice from memory.

Exam  
advice

- 1 The students work in pairs to ask and answer the questions. Ask the students to continue speaking for two minutes and time them. Remind them that it is good practice to think about the possible content of a text before reading or listening to it in the exam.
- 2 Give the students one minute to read the questions and ask them to underline the key words. At the end of the minute, check the students' books to see what they read/underlined. Did they read all the questions before the options? Stress to the students that reading the options is beneficial, but reading the questions is essential.

#### Answers

##### Suggested answers

- 1 initial opinion of extreme sports
- 2 Why / want / parachute jump
- 3 Why / go to New Zealand for her jump
- 4 Why / choose Adrenaline Sky Tours
- 5 think about before jumping
- 6 feel most afraid during jump
- 7 most important advice / do a jump for first time

- 3 The students listen to the recording and choose the best option A-C. Support the students who are struggling by asking the stronger students to raise their hand when they hear the answers. Challenge the stronger students to catch exactly why each incorrect answer is incorrect, and elicit their ideas during feedback.

#### Answers

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

#### Audio script 26:

**Interviewer:** So, Emily, why did you decide to do a parachute jump? It sounds like an extremely risky sport to try.

**Emily:** Well, to be honest, extreme sports are not really something that I have ever really wanted to try – I had never really seen the appeal of taking unnecessary risks, and I was absolutely terrified by the thought of jumping out of a plane.

**Interviewer:** So, what made you change your mind?

**Emily:** Well, I was writing an article for our college newspaper about extreme sports, and I ended up interviewing a girl who had done a sponsored parachute jump for charity. She managed to raise a lot of money for a really good cause. I was so inspired by her story, that I decided to sign up for a sponsored jump too, to raise money to support our local hospital.

**Interviewer:** What a wonderful thing to do. And where did you do your jump?

**Emily:** I actually travelled all the way to New Zealand. Of course, it would have cost a lot less to have stayed in the UK, but it has always been my dream to visit New Zealand, and I had seen some amazing video clips of people doing adventure sports there. It has a reputation as the home of extreme sports and there were plenty of companies to choose from. So, I decided to make an adventure out of it.

**Interviewer:** So, tell me how you prepared for your parachute jump.

**Emily:** Well, first of all, I had to try and get as many people to sponsor me as possible. Fortunately, my friends and family were very generous with their donations. Obviously, I had to find a skydiving company. I eventually chose a company a company called Adrenaline Sky Tours, where the instructor jumps with you, which was really important for me because I wasn't keen on the idea of jumping out of the plane on my own. They offered a reasonable price for the jump, but safety was my main priority. Most of the reviews that I read recommended this company, so this also helped me feel confident with my choice.

**Interviewer:** And how did you feel just before you jumped out of the plane.

**Emily:** Well, surprisingly, I felt more relaxed than I thought I would. I listened carefully to the advice that my instructor, Dave, gave me. He told me not to look at the plane door, but to close my eyes and imagine a relaxing scene. I imagined lying on the beautiful beach that I had visited with my friend the day before. Amazingly, it worked... The next thing I knew, the door of the plane had opened and Dave had jumped out, taking me with him.

**Interviewer:** And what happened next?

**Emily:** Well there were a few terrifying seconds while I waited for my parachute to open, but it finally did and there I was floating in the air. Then I heard my instructor, Dave, telling me to look at the view. I didn't want to look down, but when I finally did, I understood why skydiving is such a popular sport. The view of the valley below was the most incredible thing I have ever seen. I felt so free, watching the clouds drift past as I slowly floated down to earth. Of course, having Dave there to reassure me made everything a lot less scary. We had a nice, smooth landing and I felt so energised by the experience that I wanted to get back in the plane and do it all over again.

**Interviewer:** So, would you recommend skydiving?

**Emily:** Yes, definitely. I think that it's vital that you take the time to research companies properly. Of course, I would also recommend jumping with an instructor if it's your first time. When it comes to doing the jump you should try to stay focused and relaxed. If you think too much about what you are about to do, you may get scared and change your mind.

**Interviewer:** Thank you Emily.

**Emily:** My pleasure.

### Extension

Ask the students to research for homework Felix Baumgartner, the man who did a parachute jump 39km from Earth. The students in pairs write a short text about him, together with a multiple choice question to accompany it. The pairs give their script and their multiple choice question to another pair to read and answer. Alternatively, students could do a presentation to the class and invite questions and comments.

## Vocabulary

### look, see and watch; listen and hear

#### Lead in

Draw a pair of eyes and an ear on the board. Ask the students in teams of four to brainstorm as many verbs related to these as possible in one minute. Elicit these on the board and award one point for each verb. Encourage the use of a dictionary or thesaurus, if needed.

#### Possible answers:

watch, see, look, listen, hear, eavesdrop, peek, stare, glare, wink, blink, etc.

- 1 The students work alone to complete 1-5 and then check their answers in pairs. Ask the students to find these sentences in the listening script to check their answers.

#### Answers

1 seen	2 listened	3 look at
4 heard	5 watching	

- 2 The students work alone to choose the correct options in 1-8 and then check their answers in pairs. Alternatively, write the sentences 1-8, without any options given, on separate pieces of paper. Scatter these around the classroom. Divide the students into five groups: group 1 is "watch", group 2 is "see", group 3 is "look at", group 4 is "hear" and group 5 is "listen to". The students move around the classroom to find the sentences and collect the ones they think should be completed using their team's verb. The first team to collect all their sentences wins. Continue until all the teams have all their sentences.

#### Answers

1 looked at	2 watching	3 hear
4 looking at	5 see	6 watching
7 hear	8 listening to	

### Extension

Ask the students for homework to write a horror story. Point out that horror stories are often scary because of the noises and images that they use. The students should use as many instances of "look", "see", "watch", "hear" and "listen" as possible. During the next session, stick the stories on the walls and ask the students to walk around the class to read all of them. Which one is the scariest? Finally, you might ask for volunteers to read their stories out loud to the class in their 'scariest' voices!

## Speaking Part 3

### Exam advice

Copy the table below on the board and ask the students to read the exam advice to complete it.

	<i>You must</i>	<i>You can but don't have to</i>
Part 1	(Answer: make suggestions Ask opinions Respond to ideas)	(Answer: Talk about all options)
Part 2	(Answer: Discuss options chosen Give reasons Respond to partner)	(Answer: Agree)

- 1 The students go back to pages 37-38 and look at the work done then. You may want to ask the students to perform the task on page 37 again to consolidate the task format. The students then perform the task on page 81, recording themselves with their smartphones, if possible.
- 2 The students use the checklist to self-evaluate their performance. If the students were able to record themselves in 1, ask them to listen to the recording to tick 1-5 in the checklist. (1,2 and 3 are good; 4 and 5 are bad).
- 3 The students listen to the recording and use the checklist to decide how Miguel and Irene performed the task. During feedback, ask the students what they thought Miguel and Irene did better than them, and possibly what they could improve on.

### Answers

Miguel and Irene did 1, 2, and 3.

### Audio script 27:

**Examiner:** I'd like you to imagine that the head of your school is interested in getting students to do more sport. Here are some ideas. Talk to each other about how each of them might encourage students to do more sport. You have some time to look at the task.

**Irene:** So, shall I start? How do you think a visit to the national athletics championship would encourage students to do more sport?

**Miguel:** Um well, perhaps seeing elite athletes doing their sports will inspire students to take up the sport and imitate them.

**Irene:** Yes, and I imagine students would see how fantastic these people look and how much they enjoy the activity.

**Miguel:** Maybe, but it might only interest some of the students, but not others. And what about a talk by a professional

footballer? I suppose that might be interesting because he'll probably describe what life's really like for a footballer and how – what's the word? – how glamorous he is.

**Irene:** I suppose so, but I don't think it would encourage me to start playing football myself. There are lots of people like me who aren't really interested in football at all.

**Miguel:** Yes, I see what you mean. And what about the next one – a weekend doing adventure sports? That's just the sort of thing I'd enjoy, and I think lots of students would get interested in adventure sports if they tried them.

**Irene:** That's a good point, and it could be a good, fun weekend, but do you really think many people are going to get involved in adventure sports as a result? They're quite expensive, you know, and you can't do them every day, not living in a big city.

**Miguel:** That's true – but you can always go to one of those sports centres with a ... a climbing wall, I think it's called.

**Irene:** Maybe, but I don't think it's the same as going to the mountains to do these things, and not everyone can afford to do that. Now what about a school sports day? To me, that just sounds – mm, what's the word? – childish. We used to do sports days at primary school.

**Miguel:** Well, perhaps this could be organised in a more adult way – you know, with some serious sports for people who were interested and less serious activities for other people. That way everyone could get involved.

**Irene:** Yes, good idea, and people could be organised into teams and it could all be made quite competitive and enjoyable at the same time. When I think about it, it could be really successful.

**Miguel:** You're right. And the idea of free membership of a sports club is also a great idea. Hm. Lots of students would be interested in that.

**Irene:** Yes, but I think that would mainly interest people who already do sports, so I'm not sure it would encourage other people to start.

**Miguel:** No ... unless it was also a social club at the same time. I think that would be extremely effective.

**Examiner:** Thank you.

- 4 Divide the class into four groups. Group one is "suggesting ideas", group two is "asking your partner's opinions", group three is "agreeing" and group four "disagreeing". Play the audio again and ask the students to stand up (quietly) when they hear a phrase whose function matches their group's (for example, when the students hear "How do you think...?", group two should stand up).

### Answers

*suggesting ideas:* Well, perhaps ... I imagine students would see ... What about ...? I suppose that might be ...

*asking your partner's opinion:* How do you think ...?

Do you really think ...? What about ...?

*agreeing:* Yes, and ... Yes, I see what you mean.

That's true. Yes, good idea. You're right.

*disagreeing:* Maybe, but ... I suppose so, but ... Yes, but ... Do you really think ...?

## 5 Pronunciation

### Lead in

Read to the students the following extract, acting very disinterested, bored and unenthusiastic. Make no eye contact, and perhaps play with your watch or a bracelet. After reading the passage to the students, elicit why a candidate who speaks like this might lose points in the exam.

Yes, good idea, and people could be organised into teams and it could all be made quite competitive and enjoyable at the same time.

- 5.1 The students listen to the extract and mark the rising and falling on the script. During feedback, if there is a mistake, read the sentence as incorrectly marked by the students and elicit that this sounds wrong.

### Audio script 28:

**Miguel:** Well, perhaps this could be organised in a more adult way, you know, with some serious sports for people who were interested and less serious activities for other people. That way everyone could get involved.

**Irene:** Yes, good idea, and people could be organised into teams and it could all be made quite competitive and enjoyable at the same time. When I think about it, it could be really successful.

- 5.2 The students work in pairs to read the extracts out loud. If the students produce an intonation different from what they intend (for example, if they want to go down but they find themselves going up), point out to them that the trick is to start low, if they want to go up, and start high, if they want to go low.

- 6 Draw the students' attention again to exercise 6 on page 37. The students use the good strategies highlighted in the exercise while performing the Speaking Part 3 on page 82.

- 7 8 The students use a timer if possible to time their responses to exercises 7 and 8. You may want the students to work in groups of three, where two students perform the task and another is the "examiner", who uses the checklist on page 81 for exercise 7 and the checklist of strategies on page 37 for the second part of the task. The examiner gives the two students feedback and the students swap roles and repeat twice.

## Writing Part 2

### An article

### Exam advice

The students read the exam advice. In groups they then discuss what would happen if they didn't follow the advice given. Elicit their ideas.

Exam advice

### Possible answers:

- 1) they might miss some and lose marks because they didn't address each point required
- 2) their article might lose points because it is disorganised
- 3) they might write the article in an inappropriate style and register
- 4) they will lose points because their article is not cohesive

### Lead in

The students mingle trying to form groups of students who like the same sport or physical activity (for example: "I like, tennis, and you?", "No, I don't, but I like going to the gym...", "Me too, let's go find someone else who likes going to the gym"). Once the students are in their groups, ask them to brainstorm why their physical activity is the best way to get fit. Elicit a few ideas from each group.

- 1 The students read the task instructions and underline the key points, then check their answers with a partner.

### Answers

You are writing for the readers of a school magazine. Main points to deal with: a sporting activity or form of exercise you enjoy, how you started, why you would recommend it to other people

- 2 The students in pairs discuss their ideas for the article. If you used the lead in above, allow the students to go back into their groups to brainstorm ideas together.
- 3 Give the students four minutes to read the article and underline the reasons the writer likes climbing.

### Answers

She enjoys getting out of the city, spending time in the countryside, she likes the fact that it is possible to do it outdoors or indoors, that you don't need a lot of equipment, and that you can do it in all seasons.



- 4 The students match the paragraph headings 1-3 to the paragraphs. Elicit that each paragraph starts with a "topic sentence", which sets out the topic of the whole paragraph.

**Answers**

1 paragraph 2      2 paragraph 1      3 paragraph 3

- 5 The students work alone to complete the sentences 1-6 with although, however and despite. Allow the students who struggle to use page 168 for support.

**Answers**

1 Although      2 Despite      3 Although  
4 despite      5 Despite      6 However

**Fast finishers**

The students rewrite the sentences 1-6 making the necessary changes to fit a different linker. For example: "The swimming pool is quite far from where I live. However, I try to go there three times a week". Elicit these during feedback.

- 6 The students work alone to complete 1-6 and then check with a partner. Encourage the use of a good quality dictionary. Alternatively, ask the students to look at the vocabulary first, covering 1-7. They find the vocabulary in the text and guess their meaning before attempting the exercise.

**Answers**

1 competitive      2 experienced      3 injured  
4 beginners      5 instructor      6 tournament  
7 equipment

- 7 Allow 30 minutes for this task. Ask the students to highlight the structures and vocabulary from this unit (or previous ones) they have used in the article. Collect the article and the plan. Reject articles with no signs of self-correction.

## Vocabulary

### Collocations

hold / organise / compete in / enter / take part in	a race / a competition / a tournament / a championship
do / take	exercise
go	jogging / cycling / skiing / swimming / hiking
play	football / golf / basketball
do	sports / athletics / gymnastics / judo / weightlifting / mountain biking

### Vocabulary activity 1

The students play in pairs. The aim of the game is to ask questions only, without ever saying anything that is not a question. Student A asks a question using a collocation (for example: Do you like doing exercise?). Student B must not answer the question, but reply with another question using a collocation (For example: Do you often go jogging?). Whenever a student makes a mistake with a collocation or forgets to ask a question they lose a point. The students with the most points at the end wins. Alternatively, do the same activity as a 'Mexican Wave' around the classroom. One student stands up and asks a question and then quickly sits down. The next student stands up quickly and asks another question and then sits down, and so on round the class.

### Vocabulary activity 2

Ask the students to write one question using each of the five verbs look, watch, hear, see and listen (for example: What can you see when you look out your bedroom window?). The students then mingle and ask each other their questions. When they have a doubt (for example: When I look out of the window do I see a tree or do I look at a tree?) they make a quick note of it. At the end of the activity, elicit the students' doubts on the board and give the students in groups time to discuss these. Elicit some ideas before clarifying the students' doubts.

# 8 Dream of the stars

## Unit objectives

**Reading and use of English part 7:** multiple matching. Extracting key information from the questions.

**Reading and use of English part 1:** multiple-choice cloze. How to identify the correct answer using meaning and grammatical differences.

**Listening part 2:** sentence completion. Identifying the type of information needed to complete the gaps.

**Speaking part 4:** discussion. Giving a balanced answer and using language to speak in general.

**Writing part 1:** compulsory essay. Generating ideas for the essay; writing a balanced essay; expressing an opinion;

**Pronunciation:** using appropriate pauses to sound more natural

**Grammar:** prepositions of place "in", "on" and "at"; reported speech;

**Vocabulary:** collocations with career, job, experience and ambition; vocabulary related to theatre; reporting verbs;

## Starting off

### Lead-in

Write "entertainment" on the board and elicit cinema, theatre, sports, concerts, etc. The students work in small groups to brainstorm jobs in these industries (actor, director, athlete etc). Elicit ideas from different groups.

- 1 The students work independently to match the pictures to the speakers 1-4. After feedback, point out that keywords are very important in the exam. Ask the students to underline the keywords and write these on the board, dealing with any problems with pronunciation.

### Answers

1 D 2 A 3 C 4 B

- 2 The students work in pairs to discuss what job they would like to do in the film or theatre industry. You may want to extend this activity by asking the students in pairs to guess what job two students in another pair would like to do. The students then merge into a group of four and discuss their guesses.

## Reading and Use of English part 7

### Exam advice

Half the class reads the first piece of advice only and the other half the second piece of advice only. Ask the students to walk around the room until you say "stop!". When you do, students should find the closest student who read a different piece of advice. The pairs share the advice.

Exam advice

- 1 Ensure the time limit for this task is adhered to and stress that they will not have more than two minutes to scan the text in the exam. Suggest that they start by reading only the first sentence from each text before going into more detail.
- 2 Ensure that the students cover the text on page x at this stage, so they are not tempted to start the activity before they have underlined the important information in the questions. They should not do this in the exam either. Ensure that the students do underline key words, and if you have a projector you may want to use this to do feedback.

### Possible underlining:

- 1 prefers / theatre / film
- 2 teaching
- 3 likes / learning / from colleagues
- 4 intended / work / different area
- 5 turn down / invitations
- 6 important / good first impression
- 7 complains / length of time / find work
- 8 important / ready / accept negative comments
- 9 enjoys / unpredictable nature / work
- 10 people / wrong idea / their work

### Fast finishers

start brainstorming synonyms for the key words in the questions. This is a useful strategy in the exam as the information in the extracts will seldom use the same wording as in the questions.

- 3 Students read section A and answer any of the questions that they can. Remind the students that this part of the exam is best dealt with section by section rather than by taking in all four texts at once. After a few minutes, students who are struggling with the task could be given the answers and be asked to locate them in the text. Give students six minutes to complete the rest of the activity. After three or four minutes, consider giving the students who are struggling the answers for them to locate within the texts.

#### Answers

1 C 2 A 3 D 4 C 5 B 6 C 7 A 8 B 9 D 10 C

#### Fast finishers

Write additional matching questions for their partner.

- 4 The students work in groups to discuss the four jobs described in the texts. Encourage the students to recycle the second conditional and point out that justifying one's opinions is very important in the speaking paper of the exam.

#### Extension idea

Many celebrities had conventional jobs before they reached fame (Star Wars' Harrison Ford, for example, was a carpenter for 15 years before becoming an actor). Ask the students to research a famous entertainer and their previous jobs. They should prepare a short presentation about their celebrity's previous job compared to their current one, and how they think their old job helped them in their current career, if at all. The students give their presentations but do not reveal the name of their celebrity. Can the other students guess who they are referring to?

## Vocabulary

### verb collocations with ambition, career and job.

#### Lead in

Write the words *ambition* (n), *career* (n), *experience* (n), *job* (n), *achieve* (v), *gain* (v), *offer* (v), *pursue* (v) and *turn down* (v) on the board, jumbled up. If needed, clarify the pronunciation of *pursue* (/pɜːsuː/). Ask the students to categorise these into nouns and adjectives and then give them two minutes in teams to write down three sentences three using as many of the words as possible. Award one point for each word used correctly and write the correct collocations elicited on the board.

- 1 Students complete the extracts. Allow students who struggle with the vocabulary to work in pairs.

1 pursue; 2 achieving; 3 gain; 4 offered; 5 turn it down

- 2 Students complete Exercise 2 by completing the collocations. After checking the answers get the students to work in pairs and take it in turn to test their partner by reading one verb from any of the lists 1-4 and asking their partner for the collocating noun (e.g. Turn down? A job). This can also be played as a whole class game in teams.

1 experience; 2 a job; 3 a career; 4 an ambition

- 3 Encourage the students to cover exercise 2 for the first two minutes while they attempt Exercise 3. Allow students who struggle with the vocabulary to work in pairs.

1 build; 2 achieve; 3 gain; 4 find; 5 build; 6 offer; 7 fulfil

#### Fast finishers

keep exercise 2 covered and write a synonym for the correct answers in the text (e.g. *I'd like to - pursue - a career*). They uncover exercise 2 and check their answers.

- 4 If you think the students are unlikely to know what they want to do when they get older, prepare a few strips of paper with professions on them and have each student draw one of them at random. The students now decide whether to use the career on their strip of paper or a career they actually want to pursue. They try to convince their partner that they are talking about their real ambition, and their partner must ask questions to guess if this is true or not.

## People and the theatre

- 5 Point out that in Reading and Use of English part 1, the meaning of the words given is often very similar but that there are small differences the students should know to complete the task correctly. The students look at the eight words in the exercise and discuss what the differences might be before completing the exercise in pairs or individually. Students go to page 85 to check their answers.

1 audience; 2 performance; 3 stage; 4 acting.

- 6 The students work independently to complete the sentences 1-8 and then check their answers in pairs. Challenge the stronger students to cover exercise 5 during the activity.

#### Answers

1 the public	2 play	3 acting
4 performance	5 audience	6 scene
7 stage	8 spectators	

#### Fast finishers

write extra sentences using the vocabulary and leaving a gap for their partner to fill with the correct word from the list.

## Grammar

### at, in and on to express location

- 1 Point out that it is important to be able to use these prepositions accurately at this level. Students work in pairs to complete the exercise before referring back to the reading on page 85 to look for the correct answers.

#### Fast finishers

Turn to page 172 and read the language reference section. They prepare to "teach" the rules to those students who are still working on exercise 1.

1 at; at    2 in    3 at    4 in    5 at; on

- 2 If some students finished faster and read the rules on page 172, pair them with students who didn't, and let the stronger students teach the rules to the ones who struggle. If not, ask all the students to read the language reference section on page 172. Allow the weaker students to work in pairs on exercise 2, using page 172 for support.

1 in    2 on    3 at    4 in    5 at; at; at  
6 on    7 in; on    8 at    9 on    10 in; in

#### Extension activity

Students in pairs script a short dialogue using as many examples of the prepositions as possible. The dialogue might be between two strangers who meet for the first time on a train in an exotic country and talk about their travels so far and their plans after the train journey. The pairs read out their dialogues and the other pairs must listen and count the prepositions they hear.

## Listening Part 2

#### Lead in

Books closed. Give the students one minute in teams to brainstorm as many sports as possible. They will win one point for each sport only their team write down. Elicit some unusual sports from the students' lists. Do they know how they are played?

#### Exam advice

Before the students read the advice, write this on the board: "My favourite sport is \_\_\_\_". Now read this to the class: "I really like tennis and football, although I think the best is volleyball. Sometimes I play water polo and badminton, too". Allow the students to check their answers in pairs (the correct answer is "volleyball") and then ask them to read the exam advice. Did they fall into any of your traps? Did they write down the first sport they heard? Did they spell the word correctly?

Exam  
advice

- 1 Give the students one minute to read the sentences and locate the correct question.

#### Answer

A number only: Question 3

Allow the students to work in pairs to complete the rest of the exercise.

#### Answers

a number only – 3	a person – 2
a material – 4	a place [plural] – 7
a sport – 1	countable noun [plural] – 8, 10
uncountable noun – 9	adjective – 6
period of time: 5	

#### Fast finishers

start discussing what they think the answers might be, for example 1) *football, tennis, basketball*.

- 2 Students listen and try to complete the exercise. After the first listening, monitor the students checking their answers in pairs before playing the audio again. If the students are struggling, ask them to listen again and raise their hands when they think they hear the correct answers, so as to support weaker students. During feedback, draw the students' attention to the distractors in the audio and elicit why these are not correct.



1 basketball; 2 dad - not "parents"; 3 20/twenty - not "300";  
4 plastic; 5 15 minutes/fifteen minutes - not "5"; 6 boring;  
7 beaches; 8 a sail /sails; 9 experience; 10 photographs/  
photos - not "information"

### Audio script 29:

**Narrator** You will hear a girl called Clara giving a talk to the students in her year about a project she has done.

**Clara** Hi everyone. As you know, my name's Clara and I want to talk to you all about a project I've done on sports competitions. I had actually planned to talk about some sports that we do in PE like basketball. But when I told my parents, they said it would be a bit boring because most people knew all about the usual ball sports already. They suggested asking my teacher if I could choose something completely different. Then dad said how about talking about some less well-known sports instead. I agreed that would be a whole lot more interesting so I decided to go with that. Now, who hasn't heard of the game of quidditch from the famous Harry Potter films and books? The players fly around on broomsticks and they look like they're all having the best time ever! Well, I've discovered there's a real life version of the game which is played on the ground. It's called land quidditch and, like the fictional version, it's played in two teams of seven and it's getting more and more popular around the world. So much so, that there are now more than 300 teams in over 20 countries! All the competitors have a short wooden stick, and this represents the broomstick. They have to keep the stick between their legs throughout the game, which is a lot more difficult than it sounds. Anyway, the aim of the game is basically to score the most points before the end of the match. A team can score ten points by getting the ball through one of the other team's three hoops. The hoops are usually made of plastic, and actually the sticks can be too – which doesn't seem quite right to me. When I told mum about it, she said that running around on grass with a stick between her legs wasn't exactly her idea of a good time. So, I don't think I'll be able to persuade her join a team any time soon! Now, what happens if you put hockey together with water polo and diving? Well, you get octopush. Basically, it's a game of hockey at the bottom of a swimming pool! Two teams of six players try to push a heavy puck into a goal at either end. The pool should be 25 metres long and 12 metres wide. The competition's played in two halves lasting 15 minutes each and there's a break of 5 minutes in between them. You need to be pretty strong to play it as you have to stay under the water before coming up to take in deep breaths of air. And then you have to go right back down again. I'm not sure I could hold my breath for such a long time! When I mentioned it to mum and dad, they told me that it didn't sound like the most interesting spectator sport in the world. And I can't really argue with that – It must be pretty boring to watch. I mean, what's the point if you can't actually see what's happening? Finally I'm going to talk about 'land yachting' and 'kite bugging'. These sports mostly take place on beaches where you can get strong currents of wind. The land yachts look a bit like canoes on wheels and have sails attached to them, whereas, instead of sails, the kite buggies are driven across the sand powered by a huge kite, held by the pilot. Most land yachting competitors come from a sailing background but you don't actually need a lot of experience to do it. I asked dad whether he fancied taking part in a race, but he said he wouldn't even

consider it! Now, I read a couple of books about the subject to prepare for my talk. The first one is called 'Sports with a difference' and it contains plenty of information about some very unusual sports that are played in different parts of the world. The other one, 'Out of the ordinary' includes some excellent photos, so I'd say have a look at that one if you're interested. Now, we don't actually have that book in school but the library has promised to get a copy. Now does anyone have any questions?

- 3 Students can work in small groups to answer the questions or put the students in groups of four or five and give them a tennis ball (or another soft object they can throw without hurting anyone). Point out that in the Speaking part of the exam it is very important that the candidates listen to each other and agree, disagree and build on each other's arguments. One student answers question 1 and passes the ball to another student in the group, who must comment on their classmate's opinion before they give their own.

## Grammar

### Reported speech

#### Lead in

Books closed. What can the students remember about Clara's parents and what they said to her? Elicit some answers and use these to gauge the students' pre-existing knowledge of reported speech.

- 1 Students work individually and check in pairs. Elicit that when speech is reported, the tense usually goes one step back in time and "will" turns into "would". The students can check this on page 174.

#### Answers

1 a 2 b 3 b

- 2 Point out that these verbs often come up in the Reading and Use of English part 4. Ask the students check the meaning of the verbs before completing the exercise. During feedback, encourage the students to read the sentences convincingly, e.g. reading C apologetically or G accusingly.

#### Answers

2 a 3 f 4 e 5 c 6 g 7 d 8 h 9 j 10 i

### Fast finishers

Cover the verbs on the left and test each other by reading one of the sentences and remembering the verb that goes with it. They can also start making up their own sentences orally and decide the verb that corresponds to them.

- 3 Point out that this exercise is similar to Reading and Use of English part 4 and that contractions count as two words in this part of the test. Allow weaker students to work in pairs and gradually feed them more words from the answers they are missing every minute or so.

#### Answers

- 1 he didn't / did not intend to
- 2 she would be back
- 3 would arrive in/on
- 4 wasn't / was not allowed to borrow
- 5 had made several mistakes
- 6 had found the play

### Fast finishers

Think of additional alternatives, e.g. *Mark denied that he would join the hockey team; Mark told me he would never join the hockey team; Mark said to me that he wasn't interested in joining the hockey team.* Elicit these alternatives during feedback.

- 4 The students discuss the options in exercise 4 before checking the language reference section on page 174 to complete the exercise. Point out that it is these specific structures that they will need in Use of English part 4.

#### Answers

- 1 to even consider
- 2 to persuade her to join
- 3 to get

- 5 Allow students who are unfamiliar with these structures to work in pairs and use page 174 for support.

#### Answers

- |                             |               |
|-----------------------------|---------------|
| 1 stealing / she had stolen | 2 lying       |
| 3 to buy                    | 4 breaking    |
| 5 to visit                  | 6 to lend     |
| 7 to phone                  | 8 installing  |
| 9 to send                   | 10 not to use |

### Fast finishers

Transform the indirect speech in exercise 5 into direct speech, paying attention to the tenses of the verbs.

### Extension idea

Books closed. Students work in groups of three or four. Place one book outside the classroom and open it on page X, covering the verbs in exercise 2. One student from each team runs to the book and memorises one sentence from exercise 2, runs back to his/her team and repeats it from memory. The team must turn it into reported speech using the correct reporting verb. The team that correctly transforms all the 10 (or 5) sentences first wins.

## Reading and Use of English part 1

### Lead in

Brainstorm film genres with the class (*comedies, romcoms, historical* etc.). Elicit "action movies". Ask a few students whether they like action movies, eliciting positive and negative answers and encourage students to justify their answer, as they will need to do so in the speaking exam. Write "stunt person" on the board and elicit that it is a person in action movies who shoots the dangerous scenes instead of the actors.

### Exam advice

Ask the students to read the advice and ask them: What happens if you don't do these things? (1. You will not activate the topic vocabulary in your brain before trying the task. 2. You will select the wrong answer. 3. More than one answer will look correct. 4. You will leave the answer blank: try to avoid this. 5. You will not be able to correct your mistakes)

Exam  
advice

- 1 The students work in pairs to discuss the two statements, justifying their answers.
- 2 The students cover the options on page x so that they are not tempted to start the activity without reading the text first. They should also avoid trying to answer the questions before reading the text in the exam.

#### Answers

- 1 True; 2 False

- 3 4 Demonstrate how to successfully complete the activity by using question 0 as an example. Read the text before the gap. Why is the answer “manage”? Guide the class to the conclusion that the text after the gap is crucial. It gives meaning and grammatical information, such that “manage” is the only verb that can be followed by “to”. Allow the weaker students to work in pairs and use exercise 4 simultaneously for support.

#### Answers

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

#### Fast finishers

Check their answers using exercise 4 and, if time, rewrite some of the text so the incorrect answers fit, for example: *have you ever watched a film and wondered how the actors succeed in performing...*

- 5 Encourage students to use language from the text and to expand and justify their answers. Ask the students to rehearse their 10-15 second answers before eliciting a few in front of the whole class.

#### Extension idea

Ask the students to act out an interview with a stunt person using phrases from exercise 3. Without scripting the dialogue, they must write down the phrases from the text that they will use in their interview (stress that these must be phrases, for example *manage to perform*, not only *manage*). The pairs perform the dialogue and other pairs identify the phrases they used.

## Speaking part 4

#### Lead in

Books closed. Ask the students if they have ever studied dance, drama or music in school. Did they like it? Encourage students to justify their answers. Now ask the students the examiner's question in exercise 1: 'Do you think schools should teach subjects such as dance, drama or music?' Elicit contrasting opinions if possible.

#### Exam advice

After the students read the advice, remind them that if they don't give reasons for their answers their answers will be too short and they won't be able to showcase their vocabulary and grammar to the examiner.

Exam  
advice

- 1 The students listen to and read Antonia's and Peter's answers. If you used the lead in above, The students listen to check if their ideas are similar to the candidates'. The students underline the answers to question 1. Once the answers are on the board, drill their pronunciation, indicating word and sentence stress where appropriate.

#### Audio script 30:

**Examiner:** Do you think schools should teach subjects such as dance, drama or music?

**Tania:** Well, I think generally speaking, schools should teach these subjects to small children so that they can find out if they like them. I think these subjects help children to learn how to express themselves. But I don't think generally it's so important for older children or teenagers to do these subjects because they tend to have lots of other things to study. So, on the whole, I guess these subjects should be voluntary, not compulsory, as children get older.

**Examiner:** Peter, do you agree with Tania?

**Peter:** Generally, yes, but I feel it's a pity when students don't have time for the subjects they enjoy.

#### Answers

generally speaking, generally, they tend to have, on the whole

- 2 The students can work in pairs or small groups to answer questions 1 - 3. For number 2, encourage the students to use a visual aid such as a two column table with + and - on the top rows and write the corresponding positive/negative arguments underneath them. This will help them visualise their arguments during the speaking exam and plan effectively during the writing exam.

#### Answers

1 She talks about teaching young children these subjects and then balances it with her views on older children and teenagers.

2 For young children - to discover if they like the subjects and to learn self-expression.

For older children and teenagers - because they have so many other subjects to study.

3 b

- 3 Students should work alone. Encourage them to make a new + and - table to brainstorm arguments for their answer. Ensure every student has at least one idea in each column, and allow students who are struggling to work together. When rehearsing their answers with their partner, the partner must give feedback on how balanced the answer was.

#### 4 Pronunciation

Demonstrate the pauses in the example given by clapping your hands where the pauses occur. Drill the example below, once whilst speaking and clapping yourself and once only clapping. Encourage the students to clap as well.

The family had a small shop / just round the corner from where we live, / and one day my aunt was working there on her own.

- 4.1 The students work in pairs. Encourage them to clap when they think pauses occur. Withhold feedback until after 4.2.

##### Answers

**Tania:** Well, / I think generally speaking / schools should teach these subjects to small children / so that they can find out / if they like them. / I think these subjects / help children to learn / how to express themselves. But I don't think generally it's so important for older children / or teenagers / to do these subjects / because they tend to have lots of other things to study. / So, / on the whole, / I guess these subjects should be / voluntary, not compulsory, / as children get older.

**Examiner:** Peter, do you agree with Tania?

**Peter:** Generally, yes, but / I feel it's a pity when students don't have time / for the subjects they enjoy.

- 4.2 Play the recording once and allow time for the pairs to adjust their answers. Play again and ask the students to clap during the recording. Repeat if necessary.
- 4.3 Students work in pairs. Allow time to rehearse in pairs before asking a few pairs to read their answers aloud. Encourage the whole class to clap when a pause should occur.
- 5 Students can do this as a simple matching exercise, or they can be split into five groups, each responsible for finding the phrases that match one question only (group 1 question 1, group 2 question 2 etc.). Write the phrases A-N on strips of paper and stick them around the classroom (make 2 strips with phrases d, e and n as they match with two questions). The groups move around the classroom and collect the phrases relevant to their question. The students stick their phrases on the board under their question number. Correct as necessary.

##### Suggested answers

- 1 a compulsory/voluntary activity, develop their musical abilities, develop their artistic expression, develop their musical knowledge
- 2 develop their artistic expression, work in a team
- 3 interrupt a film with advertisements, when the film is released
- 4 a celebrity, avoid/cause a scandal, disturb/protect someone's privacy, the media, a tabloid (newspaper)
- 5 help society develop, make people aware of problems

- 6 If time is an issue, each student works on one question only, using a + and - table and planning where they will use general language and pauses. After eliciting one student's answer, ask another student if they agree. Point out that in the exam they must listen to their partner's answer because they might be asked to comment on it.

## Writing Part 1

### An essay

#### Lead in

Books closed. The students work in groups for three minutes to make a list of facts they remember about the Writing paper. Elicit the format and its salient features (*Part 1 is compulsory, it is an essay, it must be written in formal language, it must be divided into paragraphs etc.*).

#### Exam advice

Read the statements below and ask the students to discuss in pairs whether these statements are true or false. The students then read the exam advice to check their answers.

1. It's a good idea to start each paragraph with a short sentence that identifies the main idea of the paragraph (True)
2. It doesn't matter how many contrasting arguments you have in your essay (false)
3. Your opinion is not important in the essay (False).

Exam  
advice

- 1 Students have thirty seconds to underline the key points in question 1. Students close their books and work in pairs to rewrite the question. After feedback, stress that underlining the key words is very useful in the exam.

##### Answers

The advantages and disadvantages of being famous as a film star: the media attention, your lifestyle, your own idea



- 2 In small groups students create a + and - table with at least two advantages and two disadvantages. If the students struggle, turn this into a game. Tell the students you have written three advantages and three disadvantages on a piece of paper. Give the students four minutes in teams to guess what you wrote, writing down as many arguments as possible. The team which guesses the most arguments from your piece of paper wins, and any extra arguments are discussed.
- 3 Before students plan their essay ensure that they do not write lengthy sentences but simple phrases to represent ideas. Support the students who are struggling by drawing a plan template on their notebooks, with paragraph numbers and lines for each main idea.

### Fast finishers

Work in pairs to look back at the unit vocabulary and plan where they could use this in their essay.

- 4 Allow the students five minutes to write their opening paragraphs independently. The students then work in groups of four and pass around their paragraphs in a circle until everyone has read all the paragraphs. Encourage the students to discuss the paragraphs and compare them.
- 5 The students work in groups of four to think of the differences between their paragraphs and the one in exercise 5. Elicit advice such as make it shorter, add a general sentence, use more difficult vocabulary. Encourage the students to rewrite their paragraph.
- 6 Allow the students two minutes to read the essay. They then work through questions 1-7 in pairs. Let the students know whether you'll accept the use of dictionaries and/or translation software.

### Answers

- 1 Students' own answers  
 2 He gives the advantages, then the disadvantages, and then decides whether or not the advantages outweigh the disadvantages.  
 3 They introduce the paragraph.  
 4 They show the main ideas of each paragraph.  
 5 paragraph a: However  
 paragraph b: Firstly, Also, There is no doubt that, Finally  
 paragraph c: On the other hand, First, Next, Finally  
 paragraph d: To conclude, I think  
 6 paragraph d  
 7 Because the exam task asks you to say if you agree with the statement.

- 7 Encourage the students to leave a blank line between paragraphs. Once the students have finished, stick the students' essays on the wall and ask them in pairs to read and take notes on what they think about the essays (both good and bad), using no more than three words (well organised, messy, good vocabulary etc.). Now the students write these on the board leaving the essays anonymous. Discuss with the class any interesting comments (e.g. too long - so how many words do we need to write? How can we count them quickly? etc.). Draw attention to good examples from the essays on the wall.
- 8 If you set this activity for homework, stress that you will check their underlined key points and their plans as well as their essays. The students should spend 40 minutes on this task in total.

### Model answer

Becoming a famous musician or singer is a dream for many people of all ages around the world. However, these stars' fame comes with both benefits and drawbacks.

There are two main advantages to being famous for your music. Firstly, popular singers can make a living working with their passion and have the time and money to practise what they love and continue experimenting and learning. Fame can also of course be considered as a benefit, not only because of the money it brings but also because it gives the artists recognition for their work and their talent.

On the other hand, fame can also be a drawback. Many well-known musicians have no privacy and can't walk down the street without being surrounded by fans. It can lead to considerable stress. Finally, the constant travelling involved when they are on tour must also be exhausting.

To conclude, being a popular singer or musician is a very rewarding job which allows you to pursue your ambition, but it can also be tiring and stressful.

## Vocabulary

### Verb collocations

to gain/ get/ have/ lack	experience
to apply for / find / look for / offer / turn down	a job
to build /make / pursue / start out on	a career
achieve / fulfil / realise	an ambition

### People and the theatre

a play	a performance
acting	an audience

the public	spectators
a scene	a stage

### Reporting verbs

to persuade	to suggest
to agree	to refuse
to apologise	to accuse
to admit	to promise
to remind	to warn

### Vocabulary activity 1

Ask the students to make a word search grid using the verbs from the verb-noun collocations. Students need a small piece of squared paper. They randomly write the verbs horizontally or vertically, using one square for each letter. They then fill the blank squares left with random letters. The students give their word search to another student. Read out a noun. The student who finds all the collocating verbs in their word search first wins. Swap the word searches again and repeat with the other three nouns.

### Vocabulary activity 2

The students work in groups of four. One is theatre director, one an actor, one a theatre critic. The fourth student only listens. The three must talk about a play the day after its premiere. Each time before speaking they pick a random piece of paper with a reporting verb on it. Their next sentence must do what the reporting verb says. E.g. "accuse" -> *You ruined the play! You were distracted!.*

E.g. "promise" -> *I swear it will never happen again!*  
The student listening writes down the verbs they think is cued by the sentence. The students check at the end. Repeat the exercise with a different student listening. At the end the students who correctly identified the most reporting verbs wins.

## Vocabulary and grammar review Unit 7

### Word formation

- 1**  
 1 unpredictable  
 4 inexperienced  
 7 realistic
- 2 patience  
 5 simply  
 8 valuable
- 3 preparations  
 6 unwilling
- 2**  
 1 taking  
 4 changing  
 7 to finish  
 10 asking
- 2 to get  
 5 to wear  
 8 to become  
 11 working
- 3 to invite  
 6 finishing  
 9 helping  
 12 spending

### Grammar

- 3**  
 1 aren't / are not allowed to go  
 2 to avoid getting  
 3 can't bear windsurfing  
 4 you mind turning  
 5 you (may/could) risk having  
 6 no/little point (in) going

## Vocabulary and grammar review Unit 8

### Vocabulary

- 1**  
 1 C   2 B   3 A   4 C   5 A   6 D   7 C   8 B

### Grammar

- 2**  
 1 in  
 4 in  
 7 on
- 2 on  
 5 at  
 8 on; in
- 3 in  
 6 on  
 9 at      10 at
- 3**  
 1 refused to lend  
 2 apologised for being late  
 3 accused him of forgetting  
 4 to arrive at the cinema  
 5 us to bring our money  
 6 to drive us (all) / everyone

# 9 Secrets of the mind

## Unit objectives

**Reading and Use of English Part 5:** multiple choice. Predicting the content of the text before reading.

**Listening Part 1:** multiple choice. Finding the key words in the questions.

**Reading and Use of English Part 4:** Key word transformation. Avoiding common pitfalls.

**Speaking Part 2:** the long turn. Expressing speculations and using sentence stress effectively.

**Writing Part 2:** a story. Paragraphing and using a wide range of tenses.

**Grammar:** Modal verbs of speculation.

**Vocabulary:** easily confused words. *achieve*, *carry out* and *devote*; *stay*, *spend* and *pass*; *make*, *cause* and *have*.

## Starting off

### Lead in

If possible, show the class a picture of you on holiday where you look very happy. Students ask you questions about the picture and about why you were happy. Alternatively you may show the students pictures from the internet where people seem happy, such as a picture of a wedding, a couple with a new born baby or a football team winning a cup, and elicit why they might be happy. Students to find on their smartphones, if possible, a picture of themselves on holiday (or similar) where they look very happy. The students mingle and ask each other questions about the pictures.

- 1 The students work independently to match 1-8 to a-h and then check their answers with a partner. Alternatively, photocopy the exercise (as many copies as the number of your students) and cut up the phrases 1-8 and a-h. Hand each student one phrase. The students mingle and try to find the partner who has the other half of their phrase.

### Answers

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

- 2 The students work in groups of three and speak for four minutes about how important these things are, and choose together the two most important ones and the two least important ones. You may want to review the comparatives and superlatives during feedback. The class then votes on the most important one.
- 3 The students work in pairs to compare the pictures on page 96. Encourage the students to use language to express opinions and speculation. Write examples on the board as cues, if needed, such as "this could be...", "In my opinion this is...", "This is probably..." or "He/She is definitely..."..Encourage the students to time and give feedback to each other, using the table on page 24.

## Reading and Use of English Part 5

### Lead in

The students work in groups for three minutes to brainstorm electronic devices. Elicit these on the board in a mind map. Ask: "What if you didn't have a phone?" elicit a few responses, reviewing the second conditional structure (for example: "If I didn't have a phone, I wouldn't be able to make calls and send texts"). The students work in groups again. Student A secretly chooses one gadget from the board and says what would happen if he/she didn't have this gadget. The other students in the group try to guess which gadget he/she is talking about. The student who guesses can choose the next gadget.

### Exam advice

The students read the exam advice. Ask the class what the two instances of "it" refer to in "read the title of the text, as it will tell you what it will be about" (the title / the text).

Exam  
advice

- 1 The students read the title of the text and look at the picture. Elicit that this text is about a family who decided to ban the use of electronic devices for a month. Allow the students one minute in pairs to discuss why they might have decided to do this, and then give the students four minutes to read the text quickly and check their ideas.

### Answers

Susan Green was concerned that her family members were spending too much time using their mobile phones and that this was affecting their relationship as a family and their levels of happiness. She decided to try the experiment with her family after reading an article in a weekend newspaper about a similar experiment.

- 2 The students work in pairs to choose the correct options. Challenge the stronger students to identify why the other options are incorrect and elicit their ideas during feedback.

### Answers

1 D 2 C

- 3 The students work alone to choose the correct options. Support the students who struggle by highlighting on their books the paragraphs of the reading corresponding to each question.

### Answers

3 D 4 B 5 A 6 C

- 4 Students work in groups to discuss the question.

### Fast finishers

The students underline the answers in the text and check them with you. Ask them to go to the students who are struggling and underline the same sections of the text on their books to support them.

### Extension

Students research for homework the latest developments in Virtual Reality. During the following session, the students discuss in groups whether they think the impact of Virtual Reality on our social life will be positive or negative. You may want to turn this activity into a class discussion, and/or invite stronger students to give the class a presentation on the topic.

## Vocabulary

### achieve, carry out and devote

- 1 The students work alone to complete the sentences by checking the text on the previous page if necessary. Go around and monitor or support, as required.

### Answers

1 carry out 2 achieve 3 devote

- 2 The students work independently to complete 1-6 and then check their answers in pairs.

### Answers

1 achieved	2 carrying out	3 devote
4 devoted	5 carry out	6 carry out

### Fast finishers

The students add one sentence to each sentence 1-8 using the target vocabulary (for example: 1) My uncle achieved a lifelong ambition to visit New York. He carried out a lot of research on the best restaurants before going).

## stay, spend and pass; make, cause and have

- 3 The students work alone to choose the correct options in 1-6. Encourage the students again to use the internet when unsure about an answer. Challenge the stronger students by asking them to do the exercise orally: Student A reads the sentence without the options and student B repeats the sentence completing it with the correct verb.

### Answers

1 have	2 caused	3 spent	4 spent
5 stay			

- 4 The students work independently to complete the sentences 1-10 and then check their answers in pairs. Support the students who struggle by providing them with the number of instances each verb is needed (spend - 4; pass - 1; stay - 1; make 1/2; cause - 1; have - 1/2).

### Answers

1 spend	2 pass	3 stay
4 spend	5 have spent	6 causing
7 makes/made	8 have	9 made

### Fast finishers

The students script a short dialogue using as many instances of the target verbs as possible (for example "How do you pass the time when you're bored?" - "I usually stay home and watch TV, but it makes my mum angry!"). Elicit this dialogue during feedback, but ask the students to say "beep" instead of the verbs. Ask the rest of the class to fill the gaps for extra practice.



- 5 The students work in pairs to match the nouns to the verbs. Write the three verbs in a table on the board. When the students finish, ask them to walk to the board and fill the table with the correct nouns.

#### Answers

make: a change, an impact, an impression, trouble  
cause: an accident, a problem, trouble  
have: an effect, an impact, an impression, a problem

- 6 The students work independently to complete the sentences and then check with their partner. Support the students who struggle by allowing them to work in pairs. Also, go around and provide extra help to the pairs, if needed.

#### Answers

1 caused an accident  
2 made; impression  
3 caused; (any) trouble / problems / a problem  
4 have the impression  
5 makes / made / has made; change  
6 have; impact/effect

#### Fast finishers

The students discuss who might say the sentences in 7 and in what situation (for example 1 might be a young boy finding an excuse for being late to class). The students then choose the most interesting situation and orally construct a story around it. Elicit this during feedback.

#### Extension

The students work in pairs and research for homework a cutting-edge gadget that might become widely spread in the future. The students prepare a short presentation using the vocabulary on page 98. During the following session, arrange the classroom as a fair, if possible. Student A in each pair sets up at a desk with a picture of their gadget and talks to other students about it, whilst student B walks around the room listening to the presentations of the other gadgets at the other desks. Student A and B swap halfway through the activity. The best gadget is then voted for and the winning pair become the "entrepreneurs of the week".

## Listening Part 1

### Exam advice

The students read the exam advice. Ask:

- 1 If you hear the answer can you stop listening? (No, it might be a trick, so you need to listen to all of it.)
- 2 What words should you pay attention to? (most and most likely)
- 3 If you don't understand the first time what should you do? (Try and eliminate some incorrect answers).

- 1 The students work in groups and discuss the statements. Alternatively, the students close their books and stand up. Read the first statement and ask the students who agree to walk to the left side of the room, and those who disagree to walk to the right side of the room. Give the two groups three minutes to discuss their position, then give one of the two groups a ping pong ball. One student briefly explains one of the reasons why the group agrees/disagrees with the statement. The student then throws the ball to the other group and the student who catches it must explain one reason why they agree/disagree. Repeat three times and move on to the next statement.
- 2 Encourage the students to underline or circle the key words in the questions and check their ideas with a partner. Elicit the keywords on the board and ask the students to close their books. The students in pairs try to rewrite the questions from memory using the keywords.

#### Answers

##### Suggested answers

- 1 factor, most likely, determine, buy, supermarket
- 2 difference, surprises people, the most

- 3 The students listen and try to choose the correct option. Support the students who struggle by raising your hand when you hear the answer and provide the students with the script afterwards so that they can check their own answers.

#### Answers

1 C 2 B

### Audio script 31:

**Narrator:** One. You hear an expert talking about why we buy certain products.

**Dr Veysey:** Companies trying to sell their products have various ways of attracting consumers. Supermarkets use a range of tricks to get us to spend more. We're familiar with many of these, such as tempting discounts and attractive packaging. However, they also put their most expensive items at eye-level so that shoppers can't help but notice them, while placing their cheaper products

out of view on the lower shelves. This subtle trick has the greatest influence on our buying decisions, yet we often don't even notice it.

**Narrator:** Two. You hear a girl talking about her relationship with her twin sister.

**Sarah:** People assume that because Louisa and I are twins, we must be very similar. It seems funny to us because we can see how different we are. We don't even look the same any more. It must be because we got so tired of being dressed the same when we were younger. I don't think people expect us to like doing all the same things either. What they really can't believe is how we can act so differently around other people. They can't imagine that Louisa is confident and outgoing, while I'm pretty shy.

- 4 Give the students 30 seconds to look at the questions and options. Play the recording twice. Allow the students to check their answers in pairs and monitor how they performed. If some students have all the correct answers, move them to a fast finishers table and follow the idea below. Give the other students control over the CD player / PC you are using to play the recording. Allow them to work together and play, pause, rewind the recording as necessary, while discussing their ideas. Leave them to do this autonomously for about ten minutes before giving them the script to check their answers.

#### Answers

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

#### Fast finishers

Students in pairs choose one of the questions 1-8 and think of another conversation which would fit the question and options. They semi-script this and rehearse it, ensuring that there are distractors in the conversation. After feedback to exercise 4, ask the students to perform their conversations while the rest of the class chooses which option is correct.

#### Audio script 32:

**Narrator:** Three. You hear a psychologist talking about stress.

**Psychologist:** Stress levels in young people are on the rise. Several factors are influencing this trend, including pressure to perform well in exams and high expectations from family members. However, my research focuses on the pressure young people feel to behave like adults from a young age. This comes from several sources, including the need to spend more time studying, having too many scheduled leisure activities and the increasing number of adult products aimed at children, like make-up and mobile phones.

**Narrator:** Four. You hear two friends talking about a classmate.

**Helen:** Hi Will. Did you manage to speak to Nick?

**Will:** Not yet. He was in a terrible mood after we got our maths test back.

**Helen:** Oh really? I suppose he might have been disappointed with his result. I hope he's okay.

**Will:** Well, I guess he could have found this test more difficult. Oh, you know how stressed he always gets about marks. I'm sure he'll be fine. Anyway, I'll send him a message about the group project to see if we can all meet in the library tomorrow. Does that work for you?

**Narrator:** Five. You hear a psychologist talking about personality types.

**Psychologist:** Most people fall into one of two categories of personality type – introverts and extroverts. Introverts are private people who prefer spending time alone while extroverts enjoy being the centre of attention. Many people believe that personality type influences life choices, and this is partly true. For example, extroverts are likely to follow careers that involve working in large teams whereas introverts generally prefer roles involving attention to detail. However, there is no evidence that either personality type does better at school. And although people say that opposites attract, there is little evidence that people choose who to marry based on personality type.

**Narrator:** Six. You hear a girl talking to a boy about a dream.

**Boy:** Have you ever had a recurring dream – you know, a dream which repeats itself from time to time?

**Girl:** Yes, I have. I'm alone and I'm being chased by somebody. There is nobody around to help me and I find myself getting more out of breath the faster I run.

**Boy:** How scary. Do you think it means anything?

**Girl:** Well, the interpretations I've read are that I either feel threatened or under pressure. The first interpretation can't be true, but the second one may be, as I'm feeling under a lot of pressure to fit in at my new school. Lots of dreams have interesting interpretations. Dreaming of falling, for example, can be interpreted as a fear of failure.

**Narrator:** Seven. You overhear a girl talking about things which motivate people.

**Girl:** I've been trying to do more exercise lately, and I think I've been quite successful.

**Man:** That's great. So what have you done differently?

**Girl:** Well, I've started running in the mornings again. I used to find it difficult to motivate myself to get out of bed, but now I write down how far I want to run each time I go. I feel so satisfied when I reach my target that it encourages me to keep going.

**Man:** That's great. It must be lonely running on your own though.

**Girl:** Not really. There are plenty of other people running in the park, so it's actually quite sociable.

**Narrator:** Eight. You overhear a boy talking to a friend on his mobile.

**Joe:** Hi Emily

**Emily:** Oh hi Joe. How are you?

- Joe: Well, I've been better. I've got an essay to finish for tomorrow morning and I think I may be getting a cold.
- Emily: Poor you. I thought you seemed a bit irritable earlier.
- Joe: I just wanted to say sorry and let you know that it wasn't anything that you had done.
- Emily: That's fine. Did you still want to go to the cinema tonight or shall we go another time?
- Joe: No, I think we should still go. It will be a nice reward for when I've finished.

- 5 The students work in pairs to answer the questions. Encourage three-sentence answers and full justification, as well as expressions of agreement and disagreement.

### Extension

Ask the students to interview their parents, relatives or other adults they know about their school lives and the stress levels students felt when they were young. During the following lesson, the students work in groups to share what they have found out and to compare the experiences of the people they interviewed. The students then work in pairs to act out a roleplay between a strict adult and a lazy teenager. Ask the students to go back to page 31 to review the "used to" structure (for example: "When I was your age, we used to learn poetry by heart"). Pairs record a video of their roleplay and circulate their smartphone to the rest of the class. Vote on the funniest or most interesting roleplay.

## Grammar

### Modal verbs to express certainty and possibility

- 1 The students work in pairs through exercise 1. Support the students who struggle using intonation and gestures to indicate certainty in 1, certainty of negative in 2 and possibility in 3, 4, and 5.

#### Answers

1 must                      2 can't                      3, 4 and 5 may,  
might, could  
present: must, can't, may;  
past: might have, could have

- 2 The students work independently to correct the sentences 1-5. Support the students who are struggling by allowing them to use page 170 for reference. Where they are unsure, encourage them to replace "must" or "can't" with "surely" and "may/can/might" with "it's possible that", to see which meaning fits best.

#### Answers

1 may have must have  
2 mustn't be tired can't be tired  
3 can have may/might/could have  
4 can't must  
5 correct

### Fast finishers

The students take turns to make sentences using the phrasal verbs. Some sentences should be correct and some incorrect. Student A says one sentence and student B decides if it's correct and he/she corrects it if it isn't.

- 3 The students work alone to complete the sentences 1-6. Challenge the students to not use page 170, so they can assess how well they have understood the grammar point. Challenge the stronger students to do the exercise orally, and ask them to support the students who are struggling once they have finished.

#### Answers

1 must have worked  
2 must be  
3 must have had / must have been having  
4 may/might/could have had to; may/might/could have stopped  
5 can't be  
6 may/might/could rain

- 4 Point out to the students that this grammar point is crucial for Speaking Task 2 as they very often have to speculate on what is happening in the pictures. The students play "ping pong", taking turns to make sentences about the two pictures until one student runs out of ideas (for example, student A says "It might be this woman's birthday", student B says "The kids must have got her a present", and so forth).

### Extension

Ask the students to use their smartphones if possible to find a picture of themselves where they look particularly happy/sad/angry. A pair of students swap their smartphones with another pair and work with their partner to speculate about the two pictures they can see. The two pairs then work together and compare their speculations with the real stories behind the four pictures.

## Reading and Use of English Part 4

### Exam advice

After the students read the advice, elicit on the board the three things they should think about whilst completing this part of the text. Keep this in a corner of the board for later reference.

Exam  
advice

- 1 The students work independently for six minutes before working with a partner. Support the students who struggle by saying why two options are incorrect, without saying which ones.

### Answers

- 1 Answer b is correct. Answer a has more than five words. Answer c has a different meaning from the original sentence.
- 2 Answer c is correct. Answer a has more than five words and changes the form of 'finish'. Answer b has a different meaning.
- 3 Answer b is correct. Answers a and c use incorrect phrasal verbs.
- 4 Answer a is correct. Answer b has six words – the maximum is five. Answer c uses the present tense rather than the past.
- 5 Answer c is correct. Answer a needs to use the passive voice. Answer b has more than 5 words
- 6 Answer a is correct. Answer b uses the wrong verb form – we wouldn't use the continuous form here. Answer c uses the wrong verb tense – to report a verb in the past simple you need the past perfect.

### Fast finishers

The students think of a third way of saying the sentences 1-6: (for example: Paola didn't go to sleep until very late because she was watching a movie). Elicit these during feedback.

- 2 Give the students eight minutes for this activity. Allow them to check their answers in pairs and support the students who struggle by giving them the first word of each answer.

### Answers

- |                               |                             |
|-------------------------------|-----------------------------|
| 1 stand people leaving a mess | 2 advised his friend to try |
| 3 keep up with Sven           | 4 can't/cannot have been    |
| 5 did you spend reading       | 6 may have found            |

### Fast finishers

The students make Part 4 type questions using the sentences in exercise 3 on page 100. Elicit these after feedback for the rest of the class to complete.

Example:

Everyone in the class must have worked really hard because you all passed the Exam!

SEEM

\_\_\_\_\_ in the class worked very hard because you all passed the exam!

### Answers

It would seem that everyone

## Speaking Part 2

### Exam advice

The students read the exam advice. Elicit how long the long turn is (one minute) and how long they should spend comparing the pictures (30 seconds) and answering the question (30 seconds)

Exam  
advice

- 1 The students work in pairs and time each other to practise comparing the pictures for 30 seconds and answering the question for 30 seconds. They then work independently to complete Peter's answer with the phrases in the box and then compare their answers in pairs.
- 2 The students listen to Peter's answer and check their answers to exercise 1. Allow the students to check their answers in pairs before whole class feedback. You may want to extend this activity to do some "shadow reading", whereby the students read a text out loud together with the recording. Play the recording again three times. The students can start by whispering or even just moving their lips together with the recording, but should get more confident and read the text out loud by the third time the recording is played. This will help them with their rhythm, sentence stress, intonation and pausing, as well as their listening comprehension.

### Answers

- |               |             |                    |
|---------------|-------------|--------------------|
| 1 who appears | 2 could be  | 3 seems            |
| 4 looks as if | 5 perhaps   | 6 exactly what     |
| 7 must        | 8 different | 9 may have decided |
| 10 unlike     |             |                    |



### Audio script 33:

**Bruno:** The first photo shows a girl who appears to be painting a city scene. I think that she could be in Italy. She seems to be quite far away from the buildings she is painting and she looks as if she is happy with her painting so far. She may be doing a school art project or perhaps she is going to give it to somebody as a present.

The second photo shows another girl skateboarding. I'm not sure exactly what she is going to do, but it must be a jump or a trick because she seems to be concentrating very hard. Skateboarding is quite an unusual sport for girls and I think that this girl enjoys being a bit different. The girl in the first photograph may have decided to paint this scene because she finds it peaceful and relaxing. She looks quite calm, unlike the girl in the second photograph, who looks confident, but a bit tense.

- 3 The students work in pairs and play "ping pong". Student A makes a sentence about the first photo using sentence stem number 1, student B continues with sentence stem number 2 and so forth, until they use all the sentence stems. Then the pair starts again, but this time student B starts with sentence stem 1 and must repeat the same idea student A had expressed in the previous round. Can the students remember what the other said? Remind the students that it's important to listen to each other in the long turn, as they might be asked if they agree.

#### Answers

Possible answers

- 1 they are celebrating Halloween
- 2 happy and excited
- 3 scare people / knock on doors / get sweets
- 4 on a football field/pitch
- 5 celebrating winning the game
- 6 they're wearing their team kit
- 7 really happy

### Pronunciation: sentence stress (3)

- 4.1 The students predict which words will be stressed in the passage before listening to the two tracks to check their ideas. Allow the students to listen again after checking the sentence stress to get a better idea of what the difference might be between the two sentences. Elicit the answers with the class, using exaggerated pronunciation and gestures if needed.

#### Answers

**a:** skateboarding, exactly, must, seems

**b:** skateboarding, do, jump, trick

In A the speaker emphasises the fact that she's speculating, i.e. she isn't sure, while in B the boy is confident about what he is describing, and emphasises the different possible activities.

### Audio script 34:

**Narrator:** A.

**Girl:** The second photo shows another girl skateboarding. I'm not sure exactly what she's going to do, but it must be a jump or a trick because she seems to be concentrating very hard.

**Narrator:** B.

**Bruno:** The second photo shows another girl skateboarding. I'm not sure exactly what she is going to do, but it must be a jump or a trick because she seems to be concentrating very hard.

- 4.2 Student A reads one of the two versions of the text and student B tries to guess which one his/her partner is reading. You may want to demonstrate the activity before the students start working together, reading one of the two versions yourself and eliciting from the class which one you read.
- 4.3 The students work independently to underline the words and then read the text to a partner, who underlines the stressed words he/she hears. The students compare the words student A wanted to stress and the ones student B heard stressed. Student A tries again if necessary. The students swap and repeat before listening to the recording.

#### Answers

The boy (A) sounds more certain about what he is saying. The girl (B) sounds less certain and shows that she is speculating.

A: first, paint, peaceful, relaxing, calm, second, confident, tense

B: first, may, looks, unlike, second, looks, bit

### Audio script 35:

**Bruno:** The girl in the first photograph may have decided to paint this scene because she finds it peaceful and relaxing. She looks quite calm, unlike the girl in the second photograph who looks confident, but a bit tense.

**Girl:** The girl in the first photograph may have decided to paint this scene because she finds it peaceful and relaxing. She looks quite calm, unlike the girl in the second photograph who looks confident, but a bit tense.

- 5 Give the students ten seconds for this activity and elicit the answers with the whole class. You may need to clarify and drill the pronunciation of "quite" and contrast it with "quit" and "quiet".

#### Answers

quite, a bit

- 6 The students take three minutes to write down one complete sentence starting with one of the sentence stems 1-7 in exercise 3. The students should write two copies of their answer, one for themselves (where they

underline the words they mean to stress) and one for their partner (with no underlining). Student A reads their answer and student B underlines the words he/she hears stressed. The students compare the words underlined and repeat if necessary.

- 7 The students work in groups of four making sentences about the two pictures and using "a bit" and "quite" as appropriate. Elicit a few sentences from the class and help them expand their ideas using the grammar and vocabulary from the unit.

- 8 The students work in pairs. Student A performs task 1 and student B task 2. The student who is listening must time the partner (30 seconds / 30 seconds) and give feedback using the table below, which they can copy from the board.

	Yes	No
Your sentence stress was clear.		
You used good sentence starters.		
You used "a bit" and "quite".		
You used modal verbs to speculate.		

## Writing Part 2

### A story

- 1 Tell the students about a very special day in your life, perhaps avoiding examples such as weddings or graduation days as the students might not be able to relate to them. Demonstrate the activity in this way, allow the students one minute of silent thinking time and then ask them to share their stories in pairs, using pictures on their phones if they wish. Monitor the students' conversations and elicit interesting stories during feedback, providing the students with extra vocabulary.
- 2 The students read the task on page 104 and then work in pairs to brainstorm ideas for the task. Elicit a few ideas for each point during feedback and write these on the board, drawing the students' attention to the tenses necessary.
- 3 The students read the text and check their ideas about David's special day. After this, they work independently to predict where the boundaries of the three paragraphs might be, and then check in small groups.

#### Answers

Paragraph 2 begins: *Now, however, ...*

Paragraph 3 begins: *The tickets were VIP tickets, ...*

- 4 The students work independently to choose the correct tenses in the text. Support the students who struggle by allowing them to work in pairs and to use unit 3 and the language reference on page 179.

#### Answers

1 he'd entered

2 hadn't heard

3 had sold out

4 'd been listening

5 'd received

6 was listening

7 included

8 walked

9 spent

10 made

#### Fast finishers

The students go back to their original ideas about David's special day in exercise 2 and orally tell the story taking turns to make sentences and paying special attention to the tenses they use. Elicit a few of these stories during feedback and stop the students after each verb to check with the class if everyone agrees with the tense used.

- 5 Give the students two minutes of silent thinking time. The students should take notes of their ideas next to each point in 5, so that you can monitor the students' progress and ensure everyone has an idea.
- 6 The students work in groups of five, or as a whole class depending on the size of the class. The students sit in circles and take turns to tell their story. The students choose the best story of their group, which is then told to the rest of the class.
- 7 Allow the students 35 minutes for this task (as they will need to produce a plan as well). The students plan their stories, write them, check them for mistakes and tick the steps in 7 at the end. Collect the stories and the plans, but reject those with no signs of self-correction.

#### Sample answer

Barbara just couldn't stop smiling. She'd just received a text message from her cousin in Australia, inviting her to stay there during the summer holidays! Her cousin had also sent her a photograph of Barbara's aunt and uncle's new house, right by the beach. They'd been living in Australia for three years now, and Barbara hadn't seen Anna, her cousin, since they'd left. She really missed her, because before they moved abroad, Barbara and Anna had done almost everything together.

Barbara's parents were watching TV when she showed them the text. They laughed and told her they were going too, and they'd already bought the tickets, but had wanted it to be a surprise. There were only three weeks of term left, and Barbara spent them dreaming of Australia and seeing Anna again at last. Her mother took her shopping for presents to take with them for the family, and soon it was time for them to leave. The journey was exciting, but nothing like as exciting as the moment when she saw Anna and her family waiting for her in the arrivals hall at Sydney airport!

**Alternative**

You may want to modify exercises 5 to 7 by replacing them with an activity similar to a dictogloss. The students read the exam task in 5. Tell the students the story in the sample answer above and ask them to answer the three questions in 5 in pairs. Elicit the answers and ask the students to listen again to the story and make notes on other details they hear. Elicit their ideas. Once the students are clear on the elements of the story, give them 20 minutes to write the same story independently, or 30 minutes in pairs (collaborative writing, where one student only is writing but two students are composing the text, is time consuming but very effective). When the students finish writing, hand out the sample answer above and allow them to compare their text with it. Allow the students to look at the sample answer for three minutes, taking notes of good language they want to "steal". Take the sample answer away and give the students another five minutes to integrate the good language they "stole" into their text. Collect the stories for correction.

**Vocabulary activity 2**

The students work in groups of three and brainstorm what they would like to change in the school. They draft a students' union "manifesto" and elect a leader in their group. The students help the leader prepare a speech to be "elected" as students' representative, using the vocabulary of this unit and paying special attention to sentence stress. The leaders all give their speeches and at the end a students' representative is elected.

**Vocabulary**

achieve: an aim, an ambition, an objective, success  
 carry out: an improvement, an instruction, an order,  
 research, a test, a threat  
 devote: energy, one's life, time  
 make: a change, an impact, an impression, trouble  
 cause: an accident, a problem, trouble  
 have: an effect, an impact, an impression, a problem

**Vocabulary activity 1**

Prepare eight cards for each group of four students with names of famous people (you can use the names below or your own). Each student picks up one card and says a sentence to make the other students guess the famous person on his/her card. The sentence must contain a collocation with achieve, carry out, devote, make, cause or have (For example: This person devotes all his energy to running - Usain Bolt). When a student guesses a card, the student wins a point and picks up another card. When the group runs out of cards the students can continue playing choosing another famous person themselves.

Barack Obama	Queen Elizabeth	Marie Curie
Christopher Columbus	Bill Gates	Venus Williams
J K Rowling	Gandhi	

# 10 On the money

## Unit objectives

**Reading and use of English Part 2:** open cloze.  
Reading the text for gist before filling the gaps.

**Reading and use of English Part 5:** multiple choice.  
Identifying what cohesive devices refer to.

**Listening Part 4:** multiple choice. Identifying key information in the questions.

**Speaking Part 1:** interview. Useful strategies; linking sounds.

**Writing Part 2:** A review. Planning skills and linking words.

**Vocabulary:** *arrive, get* and *reach*; phrasal verbs.

**Grammar:** *as* and *like*; modals of ability.

## Starting off

### Lead-in

Find out which boy and girl in the class have their birthdays next. The students work in pairs and discuss whether that student would like any of the items in the pictures and choose the best present for him/her. Elicit a few ideas encouraging three-sentence answers. At the end of feedback, check with the student whether his/her classmates chose a good gift.

- 1 The students work in pairs to answer the questions. Encourage the use of the second conditional for items they do not usually buy (for example: "If I had to buy this, I would buy it in that shop in town near the station."). The students change partners to answer the questions again. Encourage the students to acknowledge each other's opinions and agree and disagree like in Speaking Part 3. Elicit a few responses from the class and take the opportunity, if appropriate, to quickly revise the past perfect (for example: "I saved my pocket money to buy a video game I had wanted for ages").

## Extension

Write the names of the students on pieces of paper and have each student randomly pick one. The students should not say the name of the student they drew. The students think for one minute about what they would buy that person for his/her birthday, and then tell the class what it is and why they think their secret student would like it. The class must guess who the secret student is. Provide some prompts on the board to support weaker students: This person is very keen on ... likes playing ... spends a lot of time doing ... so I think that ... would be an ideal present.

## Reading and Use of English Part 2

### Lead in

The students in groups brainstorm a list of "things you can buy". Write a few categories on the board such as "food", "homeware", "sports gear" and "entertainment" and allocate one to each group. After three minutes, the groups write their items on the board. The students in groups now discuss which of the items on the board they would buy online, and which in a shop. Elicit a few contrasting ideas if possible during feedback.

- 1 The students in pairs discuss the advantages and disadvantages of shopping online and their preferences. Encourage the students to come up with at least three positive and three negative points. If you think the students will struggle to come up with ideas, tell them you have written down three positive and three negative points on a secret piece of paper. Teams win one point for each argument they come up with that is the same as one of the ones you wrote down.

### Possible answers

Advantages of online shopping: convenient, cheaper, quick, can avoid crowds, private  
Disadvantages of online shopping: may incur costs when returning items, can't try items on before buying, less fun than shopping in a real shop

### Exam advice

The students read the advice and close their books. They then work in pairs to remember all four points in the exam advice box.

Exam  
advice



- 2 Allow the students 30 seconds to read the text, so as to avoid the temptation to start answering the questions before reading the text first. Elicit the answers and the students underline them in the text.

#### Answers

A; C

- 3 The students work independently for eight minutes to complete the text and check in pairs when they are ready. Support the students who struggle by eliciting from them the parts of speech needed in the gaps. Provide further support by writing the answers in jumbled order on the board once the fast finishers are done (or the fast finishers can do this for you).

#### Answers

1 least	2 what	3 up	4 lots
5 on	6 in	7 out	8 rather

#### Fast finishers

Students work in pairs. Student A reads a sentence of the text, "beeping" out a different function word from the original exercise (for example: "Some adults think \_\_\_ because teenagers spend so much time online, they probably also shop that way."). Student B must guess the function word. The students take turns with the rest of the text.

- 4 The students work in pairs to answer the questions. Alternatively, the students could roleplay an interview with a famous person. Student A is a journalist and student B a celebrity. Student A asks the questions and student B answers as he/she thinks the celebrity would. The students then choose a different celebrity and swap roles. Encourage volunteers to perform in front of the class, if there is time.

## Grammar

### as and like

- 1 The students work independently to answer 1-3. Allow the students who struggle to work in pairs and use page 163 for support. Challenge the stronger students to come up with extra example sentences for the rules on page 163. Elicit these during feedback to provide more examples and practice for the class.

#### Answers

1 a  
2 b, c and d  
3 In b as means that the writer is a teenager. In d like means that the woman is similar to a teenager, but isn't one.

- 2 The students work independently to complete 1-10. Allow the students who struggled in the previous exercise to check each sentence in pairs before moving to the next one. During feedback you may want to clarify and drill the pronunciation of "as" (with a /z/).

#### Answers

1 as	2 as	3 as	4 like	5 as
6 as; as	7 as	8 like	9 as; as	10 as

#### Fast finishers

The students work independently or in pairs to come up with a very short story, paragraph or poem containing the uses of as and like clarified in this unit. Elicit these during feedback and ask the class to vote for the most memorable text. The winning paragraph is written on a classroom poster as a class reminder of the grammar rules.

#### Extension

Ask the students to write "as" on ten pieces of paper and "like" on another ten and then mix them. The students play in groups of four. Student A randomly draws a piece of paper with "as" or "like" on it and must make a sentence about shopping using the word he/she drew. Student B must agree or disagree, draw another piece of paper and say a sentence using the word he/she drew, and so on.

## Reading and Use of English Part 5

- 1 Books closed. Write the title on the board. The students in pairs have two minutes to rewrite the title using different words but maintaining the same meaning (for example: "I threw away almost everything I had." or "I have almost nothing now."). Elicit these on the board and ask the students what they think the article is about. Elicit a few ideas and refer the students to the options A, B and C.
- 2 Ask the students to cover the second column of the text and page 109. Allow three minutes for the students to read the first two paragraphs and answer the question in exercise 1.

#### Answers

B

**Exam advice**

After the students read the exam advice, point out that some questions will refer to specific lines or words in the text, and that they can use this to help them locate the other answers between them.

Exam advice

- 3 Encourage the students to read the questions, but not the options, first. Tell them to locate the answer to each question and then match it with the best option, A,B,C or D. Support the students who struggle by circling the words in questions 2, 4 and 5 in the text.

**Answers**

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

**Fast finishers**

The students in pairs circle all the objects mentioned in the text and discuss what, if anything, they would have taken from Eva's flat.

- 4 Point out that a good strategy in this exercise is to reread the sentence in the text replacing the pronoun with one of the options to see if it sounds correct. For example: "I was surprised that they hadn't taken everything" sounds correct while "I was surprised that they hadn't taken the cupboards" doesn't. Allow the students to work in pairs. During feedback, ask the students to read the whole sentence replacing the pronoun with the correct option.

**Answers**

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

**Fast finishers**

Work in pairs on the reading text on page 107, circling all the pronouns and discussing what they refer to in the text.

- 5 Give the students two minutes of silence to think about their answers. The students work in groups of four or five and nominate an "examiner". The examiner chooses who to ask the questions to and asks the others, if they agree. The examiner awards one point to each student every time they answer with three sentences, and every time they acknowledge another student's opinion.

**Extension**

Students bring to school a few objects for the next session, if possible. The students should bring two things they could easily live without and two things they couldn't live without (these could also be things they have in their bags on the day). During the next session, the students lay out their four objects on the table. Students walk around the room in pairs discussing which objects they think are necessary and which aren't. You may want to follow this activity up with a class discussion on society and consumerism, if appropriate. In preparation for this, different groups could research an aspect of consumerism each (for example food waste, fast fashion, the environmental impact of plastic packaging) and give a brief presentation about it. After the presentation the students could hold a Questions and Answers session, which could turn into a class debate.

**Vocabulary****arrive, get, reach**

- 1 The students work in pairs to choose the correct options in 1-3. Challenge the stronger students to generate more examples. During feedback, elicit that usually arrive is followed by "at", get by "to" and reach by no preposition.

**Answers**

1 arrived

2 get

3 reach

- 2 The students work independently to complete the sentences 1-6. Support the students who struggle by asking them to circle the prepositions after the gaps.

**Answers**

1 reached

2 get

3 arrives

4 get

5 arrived

6 reach

**Fast finishers**

The students write three extra sentences using the target vocabulary. The sentences could start with "What time did you... yesterday?" The students in pairs read their sentences, "beeping" the verb. Their partner must repeat the sentence, completing it with the correct verb.

- 3 The students work in pairs to complete the sentences 1-6 with the adverbs in the box. Encourage the students to use a good quality monolingual dictionary, if necessary.

**Answers**

1 safe and sound	2 in time	3 on time
4 shortly	5 unannounced	6 finally

**Extension**

The students work in groups and share their personal experiences of bad journeys. If they have never had particularly bad journeys, they can invent a story and convince the other students that they are telling the truth. The students ask each other questions to decide if the others are telling the truth or lying. Provide a few useful phrases on the board to support the students, such as "Did you really...?", "Is it true that...?" or "I don't believe that...". Nominate one student in each group to be the "vocabulary police". The police is responsible for knocking on the table or making another noise when they hear a mistake with arrive, get or reach.

**Listening Part 4****Lead in**

The students discuss in pairs what they have bought in the last two weeks, perhaps with their pocket money. The students make a list and then decide what, if anything, they regret buying. Provide the students with some useful language on the board, such as "I don't think I should have bought...", "It wasn't really a good idea to buy..." or "I made a mistake buying...". Elicit a few ideas from the class.

**Exam advice**

The students read the advice. Elicit what two things they must be careful with: 1) they shouldn't choose the first option they hear a reference to, as the answer might be later, and 2) they must be careful when they hear the same words as in the options, as they could be distractors.

Exam advice

- 1 Write "Buy Nothing Day" on the board and elicit the students' ideas about the day. Ask the students to then choose two out of A, B, C and D.
- 2 The students listen to the first part of the interview to check their answers. Ask the students to raise their hand when they hear the answers.

**Answers**

A, D

**Audio script 36:**

**Interviewer:** When was the last time you went a whole day without buying anything? Well, today on 'Weekend Round Up', I'm talking to Martin Stein who actually did exactly that. So, Martin, what made you decide to spend a full day without spending any money?

**Martin:** Well, to be honest, it wasn't actually my idea at all. It was a classmate of mine's. She'd read about 'Buy Nothing Day' on the internet. Basically, it's a day of protest which is held every year against shopping and buying stuff. The idea behind it is to draw people's attention to the fact that we buy a lot of things that we don't actually need. I'd never heard of it before and nor had my mum and dad when I mentioned it to them. Anyway, when my mate suggested that we organise our own 'buy nothing day' event, I thought it could be a lot of fun. It wasn't exactly easy persuading other people to take part though – well, certainly not to begin with anyway! But it all worked out in the end. Between us we managed to get just about everyone in our class to join in.

- 3 Remind the students to read the questions first, and the options only if they have time. Give the students one minute to read 1-7 and underline the key information. Ask them to close their books and work in pairs. Can they remember all seven questions? Elicit what they remember and write the key words on the board.
- 4 The students listen and choose the best option for each question. Allow the students to check their answers in pairs before playing the recording again. Challenge the stronger students to write down the key words they hear in the text, and support the students who are struggling by raising your hand every time an option is referred to in the audio.

**Answers**

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

**Audio script 37:**

**Interviewer:** When was the last time you went a whole day without buying anything? Well, today on 'Weekend Round Up', I'm talking to Martin Stein who actually did exactly that. So, Martin, what made you decide to spend a full day without spending any money?

**Martin:** Well, to be honest, it wasn't actually my idea at all. It was a classmate of mine's. She'd read out about 'Buy Nothing Day' on the internet. Basically, it's a day of protest which is held every year against shopping and buying stuff. The idea behind it is to draw people's attention to the fact that we buy a lot of things that we don't actually need. I'd never heard of it before and nor had my mum and dad when I mentioned it to them. Anyway, when my mate suggested that we organise our own 'buy nothing day' event, I thought it could be a lot of fun. It wasn't exactly easy persuading other people to take part though – well, certainly not to begin with anyway! But in the end we managed to get just about everyone in our class to join in.



**Interviewer:** So, how did you go about organising it?

**Martin:** Well, we looked on the internet for ideas but to be honest there wasn't that much interesting there. And the few suggestions there were couldn't have been more boring. One of them was to just to spend the day at home instead of going shopping. What possible fun could there be in doing that? After all, we spend most weekends at home doing homework! Another was to spend the day doing a cross country run. Well, we do enough running around in PE, so none of us wanted to sign up for that. In the end, it was our maths teacher who suggested that we do a zombie walk.

**Interviewer:** A 'zombie walk' did you say?

**Martin:** Yes, the idea is you dress up as a zombie and wander round different shopping places in a big group. So, you can choose a big shopping centre or a supermarket to walk in or you can walk along a pavement past lots of shops and cafés. We all agreed that being outdoors would be more fun, and so we ended up doing that.

**Interviewer:** So, how did you go about preparing for the walk?

**Martin:** Well, we'd never done anything like it before. We'd all seen them in films of course, but that was about it. We tried libraries and magazines, but we found more useful information on websites because other people our age had done the same sort of thing and written about it. One idea we got that way was for each of us to wear matching white masks. We also agreed that we should carry empty containers like boxes and plastic bags and wear old clothes during the walk itself. And we decorated them in all sorts of different ways so that they would be as colourful as possible.

**Interviewer:** And I guess you had to spend lots of time practising your zombie moves?

**Martin:** Yes, that's right! Learning how to walk like a zombie is a lot more difficult than it looks. They don't actually walk in a straight line – and so we had to learn how to do the same. And they also spread their arms out and that's quite hard to do for long periods of time. It took me ages to get the hang of doing that. But I can do it pretty well now! And then we had to learn to use our heads – zombies don't usually hold them up – they keep them to one side – but most of us were able to do that without too much practice.

**Interviewer:** So how did the zombie walk go in the end?

**Martin:** It could have gone badly, but it went well. I was quite worried beforehand. But as soon as we started walking, I just concentrated on how I was moving. I think wearing a mask helped too as I couldn't really see whether the people watching us thought it was great or embarrassing! But it was great fun and over a hundred people came along to watch us. So, I suppose it couldn't have gone any better!

**Interviewer:** So do you think that you will do it again next year?

**Martin:** Well, I have got some plans to do some other campaigns to raise awareness about the issue before then, but I can't tell you about those yet. But I think that I would like to do something less trivial in appearance next time. Zombies are fun, but I think they might have distracted from the message.

- 5 The students discuss the questions in groups. You may want to extend this activity by asking the students to come up with another way of promoting "Buy Nothing Day". The students could work in groups outside of class and prepare a presentation about their initiative. The class watches the presentation and votes on the best initiative.

## Vocabulary Phrasal Verbs

### Lead in

The students in pairs have two minutes to circle all the phrasal verbs in the Reading Part 5 text they can find. The pair that finds the most wins.

- 1 The students work independently for five minutes to match the phrasal verbs to the definitions. Allow the students to work or check their answers with a partner after five minutes. Support the students who struggle by asking the fast finishers to help them. Encourage the fast finishers not to give the answer, but to ask questions or give clues to guide their classmates to the answer.

### Answers

1 d 2 a 3 c 4 f 5 b 6 g 7 i 8 h 9 e

- 2 The students work independently to complete the sentences 1-9. Allow the students who struggled in the previous exercise to work in pairs. Challenge the stronger students to cover the definitions a-i in the previous exercise.

### Answers

1 came up with	2 trying (them) on	3 Help yourself to
4 set off	5 heading for	6 'll (will) get rid of
7 give (them) away	8 end up	9 turned (it) into

### Fast finishers

The students think of alternative words or phrases that might fit the gaps (for example: "Chantal had the brilliant idea of selling her old clothes in the market on Saturday.").

- 3 4 The students work independently to choose the correct option. After feedback, the students take turns to ask each other the questions in 3. Alternatively, challenge the students to take turns to read the questions, choosing the correct option as they go, and answering. Encourage three-sentence answers and elicit a few opinions from different pairs.



**Answers**

- 1 head for                      2 ended up                      3 trying them on  
4 got rid of                      5 give away

**Fast finishers**

Discuss together why the incorrect options are incorrect and help the students who are struggling.

- 3 The students make eight sentences using the modal verbs given. Alternatively, the students make four correct sentences and four incorrect sentences. Student A reads his/her first sentence out and student B must decide if the sentence is correct or incorrect. The students swap roles and continue.
- 4 Point out to the students that this exercise is similar in format to Reading and Use of English Part 4. The students work independently at first, then with a partner. Support the students who struggle by giving them one word they need to use for each answer.

**Answers**

- 1 couldn't come up with  
2 could have had  
3 couldn't get rid of  
4 Can/Could/May I help myself

**Fast finishers**

The students make extra Reading and Use of English Part 4 style questions using the grammar and vocabulary from the unit. Elicit these during feedback and use them as extra practice for the class.

**Extension**

The students play in teams of four. The game is in five rounds. You will give the students a sentence starter and they must write down as many possible endings as possible. The team with the most correct options wins the round.

Round 1: Can you...? (must be ability, not a request)

Round 2: Did you manage to...?

Round 3: You could have at least...!

Round 4: Finish your homework and then you can...

Round 5: When I was five I couldn't...

**Extension**

The students write a short text for homework using as many of the phrasal verbs as possible. During the next session, the students swap their texts with their partner. They must rewrite the text, replacing the phrasal verbs with other verbs. They then give the text to a third student, who reads the text and rewrites it, using phrasal verbs when possible. The first and third student compare their versions of the text to see if they used the phrasal verbs in the same way.

**Grammar****Modal verbs to express mobility.****Lead in**

The students discuss the questions below in pairs and record themselves using a smartphone, if possible. Use this recording as an extension activity at the end of the Grammar section for the students to correct their own mistakes with modal verbs of ability.

Could you do a Zombie walk in the streets?

Why do you think you did something that embarrassing?

What do you think was the most difficult thing about it?

The students read the sentences a-f and match them to 1-5. Support the students who struggle by allowing them to use page 170 for help, and challenge the fast finishers to come up with extra examples for the whole class. Elicit these during feedback. Point out to the students that "could" cannot be used to refer to ability on a specific occasion in the past.

**Answers**

- 1 e 2 b 3 c; a 4 d 5 f

The students work independently to choose the correct option. Allow the students who struggled in the previous exercise to work in pairs. Challenge the stronger students to cover exercise 1 until they have finished.

**Answers**

The best answers are given first.

- 1 managed to  
2 couldn't / wasn't able to  
3 could / was able to  
4 Can you  
5 could have played  
6 managed to / were able to

## Speaking Part 1

### Exam advice

The students read the exam advice. Show the students how they can practise independently. Working in teams, they turn the page to the contents section of the book at the beginning. The students look at the topics of the units in this book and take turns asking each other personal questions about the different topics. Encourage the students to use the grammar and vocabulary they can see is related to each unit. Tell the students that from now on if they are waiting for other students to finish an exercise they can go to the contents page and practise asking each other questions.

Exam  
advice

- 1 Demonstrate the first question on the board to show the students that they should not write full sentences, but only short notes. Allow the students three minutes of silent thinking time.
- 2 The students read the strategies 1-3 and then listen to the recording, matching the speakers to the strategies. Allow the students to check their answers in pairs before checking as a whole class.

### Answers

1 P 2 B 3 M

### Audio script 38:

**Examiner:** Pablo, are you ever given money by people in your family?

**Pablo:** Well, I have a lot of brothers and sisters, and my grandparents and my aunt and uncle live a long way away. My parents can't give us all money every week, but when we go and see my grandparents in the holidays, they give us some money to spend. I also get money from all my family on my birthday.

**Examiner:** And Marina, what do teenagers in your country typically spend their money on?

**Marina:** I think it really depends because teenagers are all different and so they spend their money in all sorts of ways. I guess some people spend more money on clothes and magazines, while others spend more on music and things like sports equipment. In general though, I think most teenagers spend money on things like going out to cafés or on cinema tickets.

**Examiner:** Pablo, do you have a favourite shop?

**Pablo:** Hmm, I'm not sure, because I don't go shopping much really. Umm, but there is one shop I really like. It's one of a chain of sports shops and what's cool about it is I can just wander round and see all the clothes and

equipment and stuff they sell ... I look at clothes and equipment I'd like to buy – when I can afford it, I mean.

**Examiner:** Marina. Is there anything you'd like to buy that you can't afford?

**Marina:** Of course! Lots of things! I mean, I don't have a lot of money. My parents give me an allowance, and other people in my family give me money for my birthday. At the moment, I'm saving up for a pair of jeans I'd really like – maybe I'll be able to get them in the sales!

- 3 The students work in silence to think about their answers to three questions in exercise 1. If you wish to extend this activity, ask the students to record themselves answering one of the questions using a smartphone. They can listen to the recording and record their answers again until they are happy with them. The students swap phones with their partner, who listens and chooses which strategy 1-3 their classmate used.

## Pronunciation

- 4 Write on the board: "I don't go shopping very often but next month I can't avoid it because I have no winter clothes". Circle all the Ts in the sentence. Ask the students to read the information in 4.1 and decide which Ts are silent.

### Answers

"I don't go shopping very often but next month I can't avoid it because I have no winter clothes."

- 4.1 The students listen to the sentences and cross the Ts they cannot hear. During feedback elicit why they are silent, referring back to the rules in 4.

### Audio script 39:

I saw them last week.

I couldn't find my trainers.

I like eating and talking.

I don't often buy clothes and shoes.

- 4.2 Play the recording once and the students follow with the text. Support the students if needed by playing it a second time and asking the students to whisper together with the audio. Play it a third time and the students read the text out loud chorally together with the audio. If appropriate, ask different students to read a sentence each for extra practice.

**Audio script 40:**

I think it really depends, because teenagers are all different and so they spend their money in all sorts of ways. I guess some people spend more money on clothes and magazines, while others spend more on music and things like sports equipment. In general though, I think most teenagers spend money on things like going out to cafés or cinema tickets.

- 4.3** The students take turns to practise the text in pairs. The student who listens must correct the student who is reading. Establish a fun, unobtrusive way to make corrections (for example, to correct an incorrect T the listener could do the "time-out" gesture, and to correct a missing link the gesture could be one of a link with two fingers).
- 4.4** The students work in pairs to mark the silent Ts and the linking between words in the answer given. Allow pairs to check with other pairs if needed before playing the recording more than once if necessary.

**Audio script 41 (see answer below)****Answers**

Hmm, I'm not sure, because I don't go shopping much really. Umm, but there is one shop I really like. It's one of a chain of sports shops and what's cool about it is I can just wander round and see all the clothes and equipment and stuff they sell ... I look at clothes and equipment I'd like to buy - when I can afford it, I mean.

- 5** The students listen to the recording and match the strategies on the previous page to the speakers. Play the recording again if necessary.

**Answers**

Pablo uses strategy 1; Marina uses strategy 2.

**Audio script 42:**

**Examiner:** Pablo, what sort of shops do you go to regularly?

**Pablo:** Well, umm ... I don't do a lot of shopping, at least not regularly, and my mum and dad do all the shopping for the family. ... There's a place where they sell snacks and takeaways that I like and I've been there a few times with my friends. And when I'm at my grandparents in the holidays, I go to the shops with them in their town. I go to food shops with my grandparents and to sports shops and music shops on my own.

**Examiner:** And Marina, what sort of shops do you go to regularly?

**Marina:** My dad and I love cooking together at the weekend, making these really exotic dishes. There are plenty of shops in the area which sell good vegetables, food from different parts of the world, and spices, so we often go to those shops together to get what we need. My dad's a great cook.

- 6** Encourage the students to use a good quality monolingual dictionary if needed to check the meaning of the phrases in the box. Turn this activity into a game, if appropriate, giving teams five minutes to match the words in the box to the questions. The teams that could match the most vocabulary to the most questions wins, but other teams can challenge the link. For example:

Team 1: Question 1 - bargain, brand, competitive...

Team 2: Competitive?

Team 1: Yes, I only go to shops with competitive prices!

Team 2: Oh ok.

It is quite likely that the students will find a link with every question, which is good practice.

- 7** The students work in pairs to answer the questions in 6. Encourage them to choose a strategy 1-3 before speaking and to check with their partner that they used it correctly.

**Extension**

The students in groups have three minutes to brainstorm as many questions as possible about the topics covered in Unit 10. Elicit a few questions on the board and the students answer these in pairs.

**Writing Part 2****Lead in**

The students work independently to make a list of presents they received for Christmas last year. In groups of four the students merge the list and discuss their differences and similarities in tastes.

**Exam advice**

The students read the exam advice and look back at their work on page xx to remind themselves of the format of a review.

**Exam advice**

- 1** The students read the task and underline the main points, then check with their partner. Elicit the main points on the board.

**Answers**

website for teenagers, something you have been given or bought recently, describing your purchase, whether you like it and why, if you would recommend it to other people

- 2 The students discuss in groups what they could review. If you used the lead in above, the students will already have a list of items to choose from and they can discuss these. The students do not have to choose the same item, although it would help them compare and self-assess their work.

- 3 Allow the students six minutes for this task, and monitor constantly, supporting the students who struggle when necessary. You may want to extend this activity by collecting the plans and sticking them on the walls around the classroom.

- 4 The students read the review and complete the plan. You may want to work together with the students to expand the plan on the board, if time permits.

#### Suggested answers

Paragraph 2: description of bike, features I like

Paragraph 3: a particular feature: gears

Paragraph 4: if I would recommend it and why

- 5 Point out to the students that linking words are very important in the exam. Discourage the use of translation software in this activity and stress that it is good practice to try and work out the meaning of unknown words from context. Support the students who struggle, especially with number 2 as it requires them to change the wording of the sentence given.

#### Answers

2 Apart from being very easy to use, this camera takes excellent pictures.

3 Although it's blue, which isn't my favourite colour, the camera still looks very smart.

4 It has a strong case, which is very important, because I am such a clumsy person that I would soon damage it while carrying it around.

5 It has a good instruction manual and what's more, it also comes with a DVD, which is very helpful.

- 6 Allow the students about 30 minutes for this task and collect both the students' reviews and their essays. You may want to extend this activity by telling the students you will collate all the reviews and turn them into a booklet for the school. Ask students to give each other feedback not on grammar or vocabulary but on content. The students rewrite their reviews in light of their peers' feedback and hand them in to you. Correct the students' language and collate the students' work into a booklet for everyone to read.

## Vocabulary

### Phrasal verbs

head for	come up with	turn into
give away	get rid of	end up
set off	try on	help yourself to

### Vocabulary activity 1

The students sit in a circle if possible and work collaboratively to tell a story. You start, saying "Rose thought she was never going to reach her destination". The student to your left continues the story with one sentence about Rose's journey. When a student makes a mistake with arrive / get or reach and another student notices, the incorrect student skips a turn and the student who corrected him/her gets an extra turn.

## Vocabulary and grammar review Unit 9

### Vocabulary

1			
1 spent	2 have	3 causes	4 pass
5 had	6 made	7 spent	

### Grammar

2		
1 may be	2 could just	3 might be doing it
4 very different	5 look	6 appear to
7 look as if	8 perhaps	9 both

3	
1 must have switched	2 can't have turned
3 may not have heard	4 could have left
5 might answer	6 might have forgotten
7 can't have forgotten	

## Vocabulary and grammar review Unit 10

### Vocabulary

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

### Grammar

2	
1 was not / wasn't able to finish	2 to set off
3 able to head for	4 could not / couldn't come up with
5 he would end up becoming	6 able to get rid of

3
1 as 2 as 3 as 4 as 5 like 6 as 7 as 8 Like 9 like 10 like



# 1 Medical matters

## Unit objectives

**Listening Part 3:** multiple matching. Vocabulary expansion

**Reading and Use of English Part 4:** key word transformation. Language expansion

**Reading and Use of English Part 3:** word formation. Adding prefixes to make opposites

**Speaking Part 2:** the long turn. Answering the follow up question.

**Writing Part 1:** an essay. Writing strong concluding paragraphs and topic sentences.

**Vocabulary:** idiomatic expressions. Inferring meaning from context

**Grammar:** relative pronouns and relative clauses. Defining and non-defining relative clauses

## Starting off

### Lead in

Write "health" in the middle of the board. Draw five arrows from the word "health" outward and write "people", "places", "bad health", "good health", "objects" at the end of each arrow. The students in groups have four minutes to brainstorm as many words related to health as possible. At the end of the four minutes, the students walk to the board and fill in the mind map (by writing, for example, doctor, nurse, and patient next to "people"). Correct spelling and check pronunciation as appropriate.

- 1 The students work in pairs to complete the sentences under each picture on page 118. Challenge the stronger students to do this without using the vocabulary box provided. Do not do whole class feedback at this stage as the answers will be checked in exercise 3.

### Answers

1 active 2 workout 3 catch; infection; get over  
4 check-up; treatment 5 illness 6 balanced diet; putting on

- 2 The students work in pairs and listen to Speaker A. Pause the recording for five seconds for the pairs to discuss. Play the rest of the recording, pausing

after each speaker. Allow the students one minute in groups to check their answers. Do not do whole class feedback at this stage, as the answers will be checked in exercise 3.

### Answers

B 4 C 6 D 1 E 5 F 3

### Audio script 43:

**Narrator:** Speaker A.

**Speaker A:** I love exercise and so does my Dad! We get up pretty early, about 6.30 and ...

**Narrator:** Speaker B.

**Speaker B:** I take my health pretty seriously. I think you have to.

**Narrator:** Speaker C.

**Speaker C:** I think I'm healthy, but then I take good care of myself because I believe that old saying: 'Everything in moderation'. So ...

**Narrator:** Speaker D.

**Speaker D:** I think I'm pretty healthy. I mean, I have a lovely life. I've been retired now for nearly 20 years on a nice pension, so no financial problems.

**Narrator:** Speaker E.

**Speaker E:** I'm just a naturally happy, relaxed person and I think that's a large part of the secret of good health.

**Narrator:** Speaker F.

**Speaker F:** Me, healthy? I should think so. I've never been stopped from doing anything I want to do because of an illness. Of course.

- 3 The students listen to the complete recording and check their answers to exercises 1 and 2. Play the recording more than once, if needed.

### Audio script 44:

**Narrator:** Speaker A.

**Speaker A:** I love exercise and so does my Dad! We get up pretty early, about 6.30 and / I do an hour's workout in the morning before school and in the evening I usually have time for a couple of hours' football, so I really think I'm very fit.

**Narrator:** Speaker B.

**Speaker B:** I take my health pretty seriously. I think you have to. / I visit the doctor regularly once a year for a check-up. Once or twice I've needed treatment for something she's found, but it's never been anything very serious.

**Narrator:** Speaker C.

**Speaker C:** I think I'm healthy, but then I take good care of myself because I believe that old saying: 'Everything in moderation'. So / I'm very careful to eat a balanced

diet – only a little meat and plenty of fresh fruit and vegetables – and I'm careful about not putting on weight, so I do a reasonable amount of exercise as well.

**Narrator:** Speaker D.

**Speaker D:** I think I'm pretty healthy. I mean, I have a lovely life. I've been retired now for nearly 20 years on a nice pension, so no financial problems. / Here I am, in my 80s, still quite active – I mean, I go shopping, visit my friends and go to the cinema when I want to. What more can you ask for?

**Narrator:** Speaker E.

**Speaker E:** I'm just a naturally happy, relaxed person and I think that's a large part of the secret of good health. / I never go to the doctor and in fact, I don't even know my doctor's name. I'm lucky: I've never had a day's illness in my life.

**Narrator:** Speaker F.

**Speaker F:** Me, healthy? I should think so. I've never been stopped from doing anything I want to do because of an illness. Of course, / I do catch the occasional cold or other infection. I'm a doctor, so I can't really avoid them, but I get over them pretty quickly and they don't usually stop me going to work.

- 4 The students work in pairs to answer the two questions. Elicit that the first question is a Speaking Part 1 type question and the second a Speaking Part 4 type question. Encourage three-sentence answers and elicit contrasting ideas in feedback, if possible.

## Listening Part 3

### Exam advice

The students read the advice. Elicit that to "think about the meaning of each option" they could brainstorm synonyms in their heads quickly (for example happy, pleased, delighted), as these will probably be used in the recording.

Exam  
advice

- 1 The students work in pairs to match 1-10 to a-j. Challenge the stronger students to cover 1-10 and guess a word for each definition, and then check their ideas against 1-10. During feedback, focus on pronunciation, as many of the words are quite tricky. Drill the vocabulary chorally and/or individually to check the students' pronunciation.

### Answers

1 c 2 e 3 d 4 j 5 b 6 a 7 h 8 f 9 g 10 i

### Fast finishers

The students use their smartphones to check/consolidate the pronunciation of 1-10. To do this they can use translation software which supports audio. The students could also check their pronunciation by selecting the option of oral translation on their devices: they say the word to the translation software and if it recognises it their pronunciation is discernible, and if not they should try again.

- 2 The students listen to the recording and tick the words as they hear them. Ask the students who usually struggle with listening to write the vocabulary in 1-10 from the previous exercise on cards and to order the vocabulary cards as they hear them in the recording.

### Answers

Speaker 1: bruise, prescription  
Speaker 2: injury, surgery  
Speaker 3: cure, symptoms  
Speaker 4: dose  
Speaker 5: scar, treat, examination

### Audio script 45:

**Speaker 1:** I hurt my neck last year playing hockey. I thought it was really serious because of the large bruise. I couldn't move my head easily and I knew this part of my body was very delicate. But the doctor who I saw at hospital told me she had seen this type of injury many times, and said that it wasn't that serious. She gave me a prescription of some strong medicine for the pain – at the time I thought I should ask for more, but in the end, it got better quickly and I didn't take any at all. Happily, I was back playing within a month.

**Speaker 2:** I fell off my bike a while back and broke my collarbone. I was taken to hospital in an ambulance and because of the nature of the injury, I was booked in for surgery the next day. But the next morning, it was cancelled – I was taken aback and thought that the lack of treatment would mean that I'd never be able to get back my range of movement and strength. I thought about getting another doctor's advice but in the end I just took the painkillers which I was given – I wish I had had more. Six months later, I was over the moon to find that I had made a full recovery.

**Speaker 3:** I went to see my local doctor to check that my protection against tropical diseases was up to date. I'm planning on going to Indonesia next week. I arrived late as I'd lost track of time and I was afraid that I'd missed my appointment. I knew that these diseases had really serious symptoms and could be difficult to cure, which meant I needed to be seen. Eventually, the doctor saw me, but not before I had been in the waiting room for hours. The doctor checked my records and luckily said I didn't need anything more as I'd travelled to India just two years earlier.

**Speaker 4:** I'm often ill and always coming down with something. I've been to many doctors, and all they give me are sick notes and medicine that doesn't seem to work. When the doctors diagnose what they think it is, it sounds reasonable to me, but I'm always doubtful, as no one has worked out what the problem is. They have tried to increase the dose of the medicine, but that never works either. It makes me feel like there's no point taking any medication at all. I decided to speak to another doctor who is an expert in these sorts of mysterious illnesses. Hopefully he will be able to get to the bottom of it.

**Speaker 5:** As a child, I had terrible problems with my skin. It looked like I had scars. I often felt a bit off-colour and wasn't sure if it was connected. Everyone said it'd improve as I got older, but it didn't really, so my parents made an appointment for me to be treated with some alternative medicine – I didn't want to go but I thought it was worth trying. After a quick examination, I was treated using some strange herbs, which I wasn't too keen on as the taste was pretty bad – and I was sure it wouldn't work. Unexpectedly, but very happily for me, my problems cleared up within two months. I'm pleased I didn't miss that appointment now.

3 You may wish to extend the preparation stage of this activity to train the students in listening for synonyms. Divide the sentences A-H and allocate them to the students in groups. The groups must rewrite the sentences using synonyms and paraphrase the content, without changing the meaning. The groups then take turns to read out their new sentences and the rest of the class has to match them to A-H. Play the recording. The students match A-H to speakers 1-5. Allow the students to check their answers in pairs before playing the recording again. After feedback, depending on how the students did, you may want to hand them the script and ask them to work in pairs and underline the answers and the distractors in two different colours.

4 The students work in pairs to answer the questions. Stress that although the first question could be answered with a short phrase, in the exam they are expected to expand it to at least two sentences.

#### Answers

1 H 2 E 3 A 4 F 5 D

#### Extension activity

Secretly allocate a letter between A and H from exercise 3 to pairs of students. The students must write a text similar to the listening extracts in exercise 3, matching to the letter you allocated to them. Encourage the students to mention not only the correct option in their text, but others as well, like in the exam. The students read their text and the rest of the class has to match it to A-H. The pairs win a point for

each other pair they 'fool' into choosing the incorrect option A-H. This activity involves collaborative writing, which is very useful but time consuming. You may want to set this activity for homework instead.

## Vocabulary

### Idiomatic expressions

#### Lead in

Write this sentence on the board: "Joe was supposed to do the dishes but his mum let him off the hook so he can come and play football now". Ask the students: "Was it Joe's responsibility to do the dishes today?" (yes). "Did he do them?" (no). Was his mum angry that he didn't do them?" (no, she gave him permission). Elicit that there is no real, physical "hook" anywhere, but that "to let someone off the hook" is an idiomatic phrase that means to allow someone to not complete a task they are responsible for.

1 Stress that in the exam there will most likely be idiomatic expressions the students have never seen and that it is of paramount importance that they can guess the meaning from context. The students work in pairs to match the highlighted expressions 1-6 to the definitions a-f. Disallow the use of dictionaries and translation software, until after students have guessed.

#### Answers

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

## Reading and Use of English Part 4

#### Lead in

Elicit a few names of famous scientists and doctors on the board (for example Marie Curie, Einstein). Allow the students in group to discuss what they know about these people and elicit a few ideas from the class. Elicit useful vocabulary such as *invent, research, discover, come up with*.

1 Allow the students one minute to read the text and then check their answers in pairs.

#### Answers

She has to research a famous person in medicine and do a piece of writing and give a presentation on him/her.



- 2 The students work in pairs to match 1-8 to a-m. Challenge the stronger students to cover a-m and come up with alternative phrases for 1-8, and then check their ideas against a-m. Support the students who struggle by giving them this clue: 1-4 go with a, e, d and i, and 5-8 go with c, f, g and m.

**Answers**

1 e 2 a 3 i 4 d 5 g 6 c 7 f 8 m

**Fast finishers**

The students look for other expressions in the text that they are unfamiliar with and try to infer their meaning from the context, as in exercise 1 in the vocabulary section. Elicit these during feedback.

- 3 The students work independently to complete 1-6. After six minutes, they check their answers in pairs. If you want to review the common mistakes made by candidates in this part of the text, give a few possible answers for number 1 and elicit why these are wrong (For example: *kept following* - changed the word given; *keep going with my plan to follow* - too many words; *if I keep following a* - repeats the words already present in the sentence).

**Answers**

- 1 keep following
- 2 hurt far more than / was far more painful than
- 3 succeeded in making
- 4 it is / it's unlikely (that)
- 5 led to the patient being
- 6 wears glasses apart from

- 4 The students work independently to write sentences using the vocabulary given. Extend this activity by asking the students to write two sentences for each phrase in the box, one with the vocabulary and one without (for example: *apart from me, everyone in this class has brown hair* - *I'm the only one who doesn't have brown hair in this class*). The students then delete the target vocabulary in the first sentence and hand this to their partner, who has to complete it with the target vocabulary. Elicit a few examples on the board. The students can also prepare their sentences for homework and swap them with their partners during the next lesson.

## Grammar

### Relative pronouns and relative clauses

- 1 The students work independently to fill the gaps in sentences 1-4. After three minutes, allow the students to check page 172 for support.

**Answers**

1 who/that 2 that/which 3 which 4 which

**Fast finishers**

The students work on page 172 and prepare to teach the difference between defining and non-defining relative clauses to the rest of the class. Allow them to help their classmates in groups after feedback.

- 2 The students work in pairs to decide which sentences contain relative clauses and which not. If possible, pair together the fast finishers of the previous exercise with the students who struggled most.

**Answers**

1 D 2 ND 3 D 4 D 5 ND 6 D 7 D

- 3 The students work in pairs to decide in which sentences that could be used. Support the students by pointing them to the section on page 172 which clarifies this rule. Draw the students' attention to the punctuation, if necessary.

**Answers**

Sentences 3, 4 and 6, because *who* and *which* are in defining relative clauses. (The substitution can't be made in non-defining clauses.)

- 4 The students work in pairs to decide where *who* and *which* could be omitted. Allow the students to use page 172 for support.

**Answers**

Sentences 3 and 4, because *who* and *which* are the object of defining relative clauses. (They can't be left out if they are in a non-defining clause or if they are the subject of a defining clause.)

- 5 The students work independently to join the sentences and then check their answers in pairs. Point out to the students that there may be more than one correct answer for each sentence.

**Answers**

- 2 He studied hard for his maths exam, which he found quite easy.
- 3 The man (who/that) they sold the car to is a taxi driver.
- 4 Could you give me the newspaper (which/that) you were reading earlier?
- 5 That white house over there is the house where I was born.
- 6 Where's the envelope (which/that) I put the money in?
- 7 Karen and Teresa, whose dog we're looking after, are on holiday in the Caribbean at the moment.
- 8 Every morning I go running in the park with Andy, whose sister you know.



### Extension activity

Ask the students in pairs to write down one fact about each student in the class. This can be a hobby, an achievement or a funny fact. The students now change pairs and play a game. Provide the students with two dice. If the dice add up to an even number, they must say a sentence using a defining clause, and if the dice add up to an odd number, they must use a non-defining clause. The sentences must be about a classmate, but the name should not be mentioned. Can the student guess who their partner is talking about?

For example:

Defining: *This is the person who got an A in yesterday's maths test.*

Non-defining: *This person, who goes swimming every day, is sitting next to the girl who's wearing a pink blouse???*

### Answers

1 unfasten	2 disappoint	3 misuse
4 untie	5 misspell	6 disappeared
7 undressed	8 misinformed	

### Fast finishers

The students brainstorm other words starting with the three prefixes and make a Reading and Use of English Part 3 question. Elicit these during feedback for extra practice for the whole class.

- 5 The students work in pairs to form the opposites of the words in the box. Alternatively, turn this activity into a game. Books closed. Read the first word to the class. The students in groups form the opposite of the word given, and bet a number of points (they start with ten) depending on how sure they are of their answer (1 if they are not sure at all, 9 if they are certain). If they are correct, they win as many points as they bet, and if they are incorrect they lose the points they bet. Continue with the rest of the words. The winning group is the one with the most points at the end.

### Answers

inability/disability, disagreement, disappear, unlikely, inexperienced, informal, unhappiness, unhelpful, dishonest, dislike/unlike, unlikely, impatient, unpredictable, unprepared, unreliable, dissatisfied/unsatisfied, misunderstand

## Reading and Use of English Part 3

### Lead in

Divide the students into five groups, if possible. Elicit one example of words starting with *un* (unhappy), *dis* (distrust), *in* (insane), *im* (impossible) and *mis* (misunderstood). Divide the students into groups. Group A brainstorms words starting with *un*, group B with *dis*, group C with *in*, group D with *im* and group E with *mis*. The group with the most correct words wins.

- 1 The students work independently to choose the correct option in 1 and then check in pairs. Encourage the use of a good quality dictionary, if necessary.
- 2 The students work independently to choose the correct option in 1 and 2 and then check in pairs.

### Answers

1 b 2 a

- 3 Guide the students and elicit that *mis* means to do something wrongly, while *dis* and *un* means to not do something at all. Elicit other examples of words starting with the three prefixes, such as misinformed, disallow and unheard.
- 4 The students work independently to fill the gaps in 1-8. Allow the students to use a good quality monolingual dictionary to help them check their answers in pairs.

### Exam advice

The students read the exam advice. Books closed. What three things must they check before filling the gap? (part of speech / number / prefix or suffix) What must they be careful with? (Spelling and verb forms).

Exam  
advice

- 6 The students work independently. They cover the options on the left for the first minute, so as to ensure that they read the text before attempting the task. Allow the students nine minutes in total before checking their ideas with a partner.

### Answers

1 examination	2 anxiety	3 minority	4 appointment
5 appearance	6 dislike	7 helpless	8 uneasy

### Extension

The students work in pairs and write a short text using variations of the words in the box in exercise 5. They leave gaps in the texts where the variations would be and write the root word on the right of the text, like in the exam. The pairs swap texts and complete each other's exercises.

## Speaking Part 2

In pairs students brainstorm as many kitchen utensils as possible, drawing them if they do not know the word in English. After three minutes, the students change pairs and must explain the kitchen utensils. Elicit some useful language on the board, such as "You use this to...", "It is usually made of metal/ wood/plastic" and "you can do/cut/ stir things with it". The students can mime or describe but they must not say the name. The pair that guesses the most utensils in five minutes wins. During feedback, elicit the English names of the utensils the students described.

### Exam advice

Point out to the students that it is very likely that they will either forget or not know a specific word in the speaking exam. This is normal and the important thing is not to panic and to use compensation strategies to explain the word so as not to stop speaking.

Exam advice

- 1 The students work in pairs to complete the table.

### Suggested answers

**When you need time to think:** Let me think ...

**When you can't think of the word:** I can't think of the word, but it's a type of ...; I'm not sure how to say it, but it's used for ...; What's the word?

**When you've made a mistake:** I'm sorry, what I meant was ...; No, I mean ...; What I want to say is that ...; Sorry, I mean ...

### Extension

If you used the lead in above, ask the students to change pairs and try describing the kitchen utensils again, this time using the language in exercise 1.

- 2 The students listen to the recording and tick the things Antonia does in her exam. Allow the students to check their answers in pairs and play the recording again, if necessary.

### Answers

Nicola did all the things on the checklist.

### Audio script 46:

**Examiner:** In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Nicola, it's your turn first. Here are your photographs. They show people doing healthy activities. I'd like you to compare the photographs and say how important you think each activity is for staying healthy. All right?

**Nicola:** OK, so both photographs show people doing things which might be good for their sanity, sorry, I mean their health. In the first photo, I can see someone who looks as if he's, what's the word, he's commuting by bicycle in busy traffic. So, he's getting some exercise, which must be good for his general fitness. In the second photo, there are some young people who are doing some cooking – well, not exactly cooking because what they're doing is preparing a salad. What I want to say is, they're going to eat something quite healthy. I mean, it's not like eating pizza or hamburgers. So both photos show people doing something healthy – getting exercise and eating a good meal, sorry, I mean diet. I'd say there are some problems with the idea of health in the first photo because of the danger from the traffic, especially because he's cycling in the rush time, I mean in the *rush* hour, and the, I can't think of the word, but it's ... a type of smoke which comes from the cars. On the other hand, if you live in the city, it's a good way of getting exercise. In the second photo, the kids should remember that they need to eat a mixed, um, sorry, a balanced diet, not just salad and fruit.

**Examiner:** Thank you.

- 3 The students work independently to choose the best answer and to match the three candidates' performances with the examiner's thoughts.

### Answers

1 Miguel gave the best answer.

2 a Nikolai    b Miguel    c Peter

## Pronunciation: Intonation (3)

- 4.1 The students work in pairs to choose what they think will be stressed. Encourage the students to try the sentences out loud to test their theories. Then play the recording and check the students' answers. You may want to raise your hand to indicate the stressed words in the audio and encourage the students to do the same during the second listening.

### Answers

Underline on: both, sanity, health, first, what's, word, commuting, bicycle, traffic

**Audio script 47:**

**Nicola** OK, so both photographs show people doing things which might be good for their sanity, sorry, I mean their health. In the first photo, I can see someone who looks as if he's, what's the word, he's commuting by bicycle in busy traffic.

- 4.2 The students listen to the two extracts and discuss the questions in pairs. Give more examples if necessary and elicit that the speaker is more confident in A because her voice falls on the final stressed words, whilst in B her voice rises on the final stressed words, making her sound uncertain.

**Audio script 48**

**Nicola** OK, so both photographs show people doing things which might be good for their sanity, sorry, I mean their health. In the first photo, I can see someone who looks as if he's, ... um, what's the word? ... he's commuting by bicycle in busy traffic.

- 4.3 The students work in pairs to choose what they think will be stressed. Encourage the students to try the sentences out loud to test their theories. Then play the recording and check the students answers. Your may want to raise your hands to indicate the stressed words in the audio and encourage the students to do the same during the second listening.

**Answers**

Stressed words: a) problems, health, first, danger, traffic, rush, hour, word, smoke, cars  
b) other, city, exercise, second, remember, mixed, balanced, salad, fruit

**Audio script 49**

On the other hand, if you live in the city, it's a good way of getting exercise. In the second photo, the kids should remember that they need to eat a mixed, sorry, a balanced diet, not just salad and fruit.

**A**

**Nicola** (*sounding confident, voice falling on stressed words, underlined*)  
I'd say there are some problems with the idea of health in the first photo because of the danger from the traffic, especially because he's cycling in the rush time, I mean in the rush hour, and the um, I can't think of the word, but it's a type of smoke which comes from the cars.

**B**

**Nicola** (*sounding uncertain, voice rising on stressed words, underlined*)  
On the other hand, if you live in the city, it's a good way of getting exercise. In the second photo, the kids should remember that they need to eat a mixed, sorry, a balanced diet, not just salad and fruit.

4.4

**Audio script 49**

b a Her His voice falls at the end of phrases.

**Nicola:** On the other hand, if you live in the city, it's a good way of getting exercise. In the second photo, the kids should remember that they need to eat a mixed, sorry, a balanced diet, not just salad and fruit.

- 5 Play the recording. Student A performs the task while student B uses the checklist to give his/her partner feedback. Monitor the students' performance and the checklists.

**Audio script 50:**

**Examiner:** In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Student A, here are your photographs. They show people doing healthy activities. I'd like you to compare the photographs and say how important you think each activity is for staying healthy. All right?

- 6 Play the recording. Student B answers the follow-up question, while student A chooses a, b or c from exercise 3 to give feedback.

**Audio script 51:**

**Examiner** Now, which activity would you prefer to do?

- 7 Play the recording. Student B performs the task, while student A uses the checklist to give his/her partner feedback. Monitor the students' performance and the checklists.

**Audio script 52:**

**Examiner:** Now, Student B, here are your photographs. They show two people with minor health problems. I'd like you to compare the photographs and say why it is important for these people to deal with their problems. All right?

- 8 Play the recording. Student A answers the follow-up question while student B chooses a, b or c from exercise 3 to give feedback.

**Audio script 53:**

**Examiner:** Student A, which problem do you think is more serious, and why?

### Extension

The students work in groups to ask each other follow-up questions from the two tasks on the page. The student speaking must either answer well or answer incorrectly, using Peter's and Nikolai's examples in exercise 3. Can the rest of the group match the students' performance with A, B or C in exercise 3?

## Writing Part 1

### An essay

#### Lead in

The students discuss the pictures on page 126 in pairs, focussing on how the people's lives would be different if they lived in the 1800s instead of in the new millennium. Encourage the use of the second conditional. Elicit a few examples from different pairs (for example: The man in the third picture wouldn't be playing video games, but maybe he would be distracted by a book, so his girlfriend would still be mad at him.)

- 1 Draw a table on the board and title each of the five columns with the aspects a-e. Elicit a few ideas from the class (for example: "Take-out food is detrimental to our diet in modern society."). Ask the students in groups of four or five to come up with three points for each aspect and elicit these on the board in the table.
- 2 The students underline the key information in the text and then work with a partner to write a plan, selecting relevant information from the previous discussion. Students swap their plans with another pair and give feedback to each other on their content and organisation.

#### Suggested underlining

modern lifestyles, endanger our health, food, physical activity

- 3 The students read the essay and discuss it. Support the students who struggle by telling them that the essay has three strengths and two weaknesses. Point them back to the question in 2, if necessary, to elicit that the writer's opinion is not clear.

#### Suggested answers

Strong points: It is clearly written in paragraphs, covers the notes in the task and is well linked together.

Weak points: The writer's opinion is not clear; there is no concluding paragraph.

### Exam advice

The students read the exam advice and use the information to choose the suitable conclusion in 4.

Exam  
advice

- 4 The students use the exam advice as guidance to choose the best conclusion. Do not do feedback yet as the students will discover the answers in exercise 5.
- 5 The students read the teacher's comments and match them to the conclusions in 4.

#### Answers

a 2 (the most suitable conclusion) b 3 c 1

### Extension

The students work in pairs on the plan they wrote in exercise 2. Student A writes a good conclusion and student B writes an unsuitable one which would match the teacher's comments b and c in exercise 5. The students stick their plan and their two concluding paragraphs on the wall. The students mingle and walk around the room matching the paragraphs to the teacher's comments a-c in exercise 5. Draw the students' attention to particularly good features in the students' writing during feedback.

- 6 Point out that it is good practice to start each paragraph with a "topic sentence" (i.e. a sentence which identifies the topic of the paragraph) and to use linking words to make the essay cohesive. The students read the topic sentences a and b and answer questions 1 and 2.

#### Answers

1 Paragraph a will contain examples of healthy aspects of our lifestyles.

Paragraph b will talk about things which stop people living healthily.

2 The word *However* indicates that the writer is going to give information and ideas which contrast with those in the paragraph before.

- 7 The students work independently to write the four topic sentences. Ask them to write these on separate pieces of paper. The students then work in groups and shuffle all their topic sentences together. Going in a circle, the students take turns to pick up a sentence, read it and match it to 1-4 in exercise 7. The groups then discuss how effective the sentence is.



**Suggested answers**

- 1 There are three main advantages to living in the country.
- 2 However, / On the other hand, there are several disadvantages to a country life.
- 3 Exercise is important for the following reasons.
- 4 However, there are some dangers attached to taking too much exercise.

- 8 The students work in groups to discuss the question in 9 and the three aspects in 8. Give the students a ping pong ball or other soft object. Student A starts with his/her opinion and passes the ball to another student in the group, who must acknowledge student A's opinion before giving his own.
- 9 Allow the students 40 minutes for this task and collect both the students' essays and their plans. Reject essays which have no evidence of self-correction.

**Sample answer**

Everyone knows that a healthy lifestyle when you are young is essential for staying well as you grow older. However, many young people could do more to look after their health.

Like everyone else, teenagers should take regular exercise. In my town, perhaps half of the young people I know go running or play football or do some other form of sport, but I have many friends who only do sporting activities occasionally, so they are not really fit. This may be because of the amount of time they have to spend studying. On the other hand, it is becoming increasingly common for young people to have a healthy balanced diet, so few people become overweight, which is very important.

Finally, it is important to remember to relax and have fun. Young people can become very stressed by exams, but they need to be organised and find time to do things they enjoy. Stress can be a major factor in ill health.

In conclusion, I believe young people take a reasonable amount of care of themselves although many would benefit from following a regular exercise routine.

**Extension**

For homework the students interview their parents, relatives or other adults they know, on how they think lifestyle and health have changed since they were teenagers. The students write an essay answering exercise 2 using the examples given to them by their parents and/or others and using the "used to" form.

**Vocabulary**

active	put on	dose
balanced diet	treatment	prescription
catch	workout	surgery
check up	cure	treat
get over	bruise	scar
illness	symptom	injury
infection	examination	

**Vocabulary activity 1**

Divide the class into two teams. One student from each team stands at the front of the class. Show the same word to both students. The students must mime the word for their team mates to guess it. The first team to guess wins a point.

**Vocabulary activity 2**

The students work in pairs to build a dialogue between a doctor and a patient, using as many words from the list as possible. The pairs perform the dialogue for the class, "beeping out" the vocabulary for the other students to guess.

# 12 Animal kingdom

## Unit objectives

**Listening Part 1:** multiple choice. Identifying the main idea in the questions.

**Reading and Use of English Part 1:** multiple choice. Reading the text before attempting the task.

**Reading and Use of English Part 7:** multiple matching.

**Speaking Part 3 and 4:** collaborative task and discussion. Interrupting when needed and giving a balanced answer.

**Writing Part 2:** a letter or email. Identifying the main information in the task instructions.

**Vocabulary:** easily confused words: avoid, prevent and protect; check, control, keep an eye on and supervise.

**Grammar:** third and mixed conditionals. Wish, if only and hope.

## Starting off

### Lead in

The students work in small groups and take turns to describe the pictures on page 128. Nominate one student in each group responsible for taking a note of the English words and expressions the group doesn't know to describe the pictures (for example: "We don't know the word for what the woman is doing to the cow"). Elicit these on the board during feedback and encourage other groups to provide the vocabulary needed.

- 1 The students in pairs play ping pong, taking turns to answer the questions using one phrase from the box in each answer. During feedback, elicit one opinion per phrase in order to clarify the meaning. Elicit further examples of the phrases the students found tricky.

### Suggested answers

There's probably a very close relationship between the horse and the rider. They might take part in a competitive sport or the girl might ride as a leisure activity. The horse and rider look like they have developed a strong bond.

The dog is a working animal and its role is to guide and help blind people, but at the same time it is probably part of the family. The owner depends on the dog on a daily basis and they must have developed a strong bond.

The animal (a hamster) is a pet and the girl is probably its owner. The hamster is part of the family. The girl probably spends her leisure time playing with the hamster.

The animals (leopards) are wild animals. The tourists admire and respect them, but there isn't a close relationship between them and the animals.

The woman is milking a cow, which is used for farming purposes, and she depends on it to feed her family.

The camels are working animals and the men in the photo depend on them to carry goods across the desert.

## Listening Part 1

### Exam advice

The students read the exam advice and in pairs discuss what would happen if they didn't follow the advice.

### Suggested answers

If we didn't underline the main idea we would get lost when we listen

If we didn't wait until the end of the extract we would fall into a trap

If we didn't check our answers during the second listening we wouldn't be able to correct our mistakes.

During feedback you might want to correct the students' mistakes with the second conditionals (page 54-55) as they will need them later in the unit.

Exam advice

- 1 Allow the students 60 seconds for this task. During feedback, draw the students' attention to the most important word in the questions (in **bold** below). Elicit that more than one option for each question will be true, but that only one will be the **most, main, best, first** etc.

To provide the students with extra support before listening, demonstrate what extract number 1 might be like and elicit that all the options are true but only one is the **most** surprising. Read the following to the students: "I couldn't believe they showed so many animals in the documentary. And they were all poisonous and lethal as well! But what struck me the most was that all these creatures lived in one country. Can you believe it?" Elicit that A and B are true, but the **most** surprising thing was C.

**Suggested answers**

- 1 woman find **most** surprising
- 2 boy ... liked **best**
- 3 **most** important thing people should do
- 4 **main** reason ... keep zoos
- 5 shelter's policy
- 6 **biggest** reason ... people are becoming vegan
- 7 **first** realise ... wanted to work with lions
- 8 What does the husband say

**Extension**

You may want to extend this activity. Split the class in eight groups if possible and assign each group one question 1-8. Give the students five minutes to come up with an extract to accompany the question, ensuring that the options are all true but only one is the correct answer. Support the students working on 5 and 8 (the other options might have been true in the past or might have been thought about but never done or said). The groups then read their extracts for the other students, who choose the best option A, B or C.

- 2 The students listen to the extracts and choose the best option A, B or C. Allow them to check their answers in pairs before playing the recording again. Support the students who struggle by handing out the script so they can check their own answers.

**Answers**

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

**Audio script 54:**

**Narrator:** One. You hear a man and a woman talking about a wildlife documentary.

**Woman:** Did you see that wildlife documentary on TV last night?

**Man:** The one about Indonesia?

**Woman:** That's the one. I loved the amount of animals that they featured, although I guess that's normal for a one-hour programme. My favourite must have been the Javan leopard. If I had seen that big cat in the wild, I would have been scared to death. (1) Indonesia is a fascinating country – I would never have imagined so many different types of animals living there. It does seem a dangerous country to make a documentary in, though, because of the wild animals and natural disasters that the film makers had to keep an eye on, but I'm so glad it was done.

**Narrator:** Two. You hear a boy and his sister talking about a safari trip they went on.

**Girl:** Do you remember our holiday to South Africa last December?

**Boy:** Of course! One of the highlights was definitely when we went on safari. We got to see lions eating an antelope they had caught – which was a bit sad, although I guess it's just nature's way and you can't avoid it. Do you remember, we set out at dawn? (2) And although it was summer,

it was quite cold and misty at that time, but that was my favourite part. Despite the lack of sunlight, we wouldn't have been able to see so many interesting species of animals if we had started any later in the day.

**Narrator:** Three. You hear part of a lecture on animal conservation.

**Woman:** I want to talk about how we can avoid harming the endangered species that live in our oceans, seas and rivers – endangered because of our actions. If we hadn't thrown so much rubbish away, they would not face such a crisis. While it is important to fund conservation groups – most of which are charities – we should look at how many single usage products – usually made of plastic – we use. Some argue the government should ban these (3) but right now, I think realistically the best thing we can do as individuals is to limit our usage of these. For example, why not buy one less bottle of water a week. This would make a real difference.

**Narrator:** Four. You hear two friends discussing zoos.

**Girl:** I'm not a big fan of zoos.

**Boy:** Really? I took my younger brother to a zoo on Saturday and he thoroughly enjoyed seeing all the animals.

**Girl:** They seem really cruel though.

**Boy:** Well, it's true the animals don't have the basic freedom they have in the wild, but I think they are generally well looked after, especially as some of the animals no longer have natural habitats in the wild. All in all, though, I think that zoos do a great job. If we hadn't opened zoos, many more animals would have become extinct. Zoos protect animals and help them to breed and increase their populations. We can't underestimate the conservation work they do.

**Narrator:** Five. You hear a conversation between Helen, a volunteer at an animal shelter, and her friend Russell.

**Man:** How's your job at the animal shelter?

**Woman:** Great thanks. I love playing with the puppies.

**Man:** What usually happens to the dogs?

**Woman:** I have to say, that really depends. I wish we could keep the puppies that are brothers or sisters together when we find them new homes but we know this isn't usually possible. (5) We always do checks on the suitability of potential new owners' homes though. It's important that we are sure that the person will look after and be able to control the dog. Unfortunately, it means we sometimes have problems rehoming the larger types of dogs, as it is more difficult to find them a suitable home.

**Narrator:** Six. You hear a man talking about being a vegan.

Over the last few years there's been a big increase in people becoming vegans. I think this started as people became more aware that they can get enough nutrition and vitamins without eating milk, butter and eggs, but now I would say it is mainly down to the fact that people are worried about how animals are sometimes treated on farms. If people weren't aware of how some animals are treated, they would never have become vegans, and although some people do worry about the impact being vegan can have on their health, there's a lot of information that can help you remain healthy without animal products.



**Narrator: Seven. You hear a woman talking to her friend about working with lions.** When did the woman first realise she wanted to work with lions?

**Woman 1:** How did you end up working with lions?

**Woman 2:** Well, it was quite a complicated route. While I was at school, I knew I wanted to work with animals, so when it came to university, I chose a zoology course and one of my specialist subjects was big cats. At that time, I was also working at the aquarium to gain some experience, but as soon as the opportunity came up for me to move to a zoo, I took it. I started working with lions, and I immediately knew that's what I wanted to do with my life. I still need to be supervised by a more experienced keeper, but I'm getting there.

**Narrator: Eight. You hear a woman and her husband discussing whether to let their cats outside.**

**Woman:** Should we start letting the cats out now? We've had them for a couple of months - I think it's time we did.

**Man:** Well, I've put up a special fence in the garden to prevent them from getting out. If I hadn't, I'd be scared of them escaping onto the road. I spoke to the vet, who said it would actually be good for their development to explore the garden. So I suppose we should, but we will have to keep an eye on them! But then I spoke to my mate Dean, who owns the mother cat. He said he didn't think it was a good idea, but I think he's being over protective!

## Vocabulary

**avoid, prevent and protect; check, control, keep an eye on and supervise**

- 1 Ask the students to cover the scripts if you handed them out at the end of the last section. The students work in pairs to choose the best option in 1-6. Support the students who struggle by writing the structures below on the board and asking the fast finishers to complete them. Allow the students to keep on working on exercise 1 while the fast finishers move on.

"\_\_\_\_\_ + ing = stop myself or ourselves from doing something (avoid)

\_\_\_\_\_ + (someone) + ing = to stop someone else from doing something / to stop something from happening (prevent)

\_\_\_\_\_ + something/someone (+ from something/someone) = defend (protect)

\_\_\_\_\_ = one time (check)

\_\_\_\_\_ = all the time (keep an eye on)

\_\_\_\_\_ = have power over (control)

\_\_\_\_\_ = professionally look over and help (supervise)

### Answers

- |              |           |                  |
|--------------|-----------|------------------|
| 1 avoid      | 2 protect | 3 control        |
| 4 supervised | 5 prevent | 6 keep an eye on |

## Fast finishers

The students add to the sentences 1-6 using a different piece of vocabulary. For example: "It does seem a dangerous country to make a documentary in, though, because of the wild animals and natural disasters that the filmmakers had to avoid, but I'm so glad it was done. I imagine that they were supervised by experts when they got close to the animals..."

- 2 The students work in pairs to complete the sentences 1-8. Allow the fast finishers from the previous exercise to work with the students who struggled so as to encourage peer teaching and support.

### Answers

- |              |            |             |
|--------------|------------|-------------|
| 1 protecting | 2 prevents | 3 checking  |
| 4 avoid      | 5 protect  | 6 supervise |
| 7 check      | 8 control  |             |

- 3 The students work independently to complete 1-8. If the students wish to use translation software, encourage them to input the whole phrase rather than a single word as this should yield more accurate results.

### Answers

- |                          |                       |
|--------------------------|-----------------------|
| 1 successfully prevented | 2 narrowly avoided    |
| 3 heavily protected      | 4 strictly controlled |
| 5 closely supervised     | 6 avoid; at all costs |
| 7 check; carefully       | 8 properly protected  |

## Fast finishers

The students take turns to test each other in pairs. Student A reads a verb and student B must say the adverb that collocates with it, and vice versa.

## Extension

Divide the class into groups of four or five and allocate one of the animals below to each group. The students discuss the precautions they would take if they had to keep that animal as a pet in their home, using the phrases in 3. Elicit their ideas during feedback.

A tarantula   A snake   A cheetah   A monkey

A swan   A frog   A rabbit   A a swarm of bees



## Grammar

### Third conditional and mixed conditionals

#### Lead in

Tell the students the story of Blinky the polar bear who lived in the Alaska zoo. One day a tourist climbed over two safety fences to take a picture of the bear, who was quite hungry and bit the woman. Other visitors started throwing branches and leaves at Blinky, so he let go of the woman. She survived but her leg was broken. Ask the students in small groups to brainstorm ideas about how this accident could have been prevented (for example: The fences should have been higher. There should have been a zoo keeper present.). Elicit their ideas and keep them on the board to be used as extra third conditional practice after exercise 3.

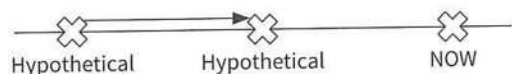
- 1 The students work together to decide if the statements 1-3 are true or false.

#### Answers

1 true                      2 false                      3 true

- 2 The students work independently to match A and B to 1-7 and then check their answers in pairs. After feedback, encourage the students to highlight A in one colour and B in another, as it will support them in exercise 5. For extra support, draw a timeline for each structure.

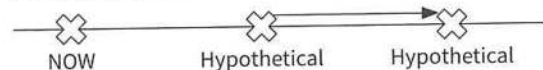
#### Third conditional



a. If I had seen that big cat in the wild, I would have been scared to death.

b. I would have enjoyed the trip to the zoo if the weather had been nicer

#### Second conditional



c. If I saw that big cat in the wild, I would be scared to death.

d. I would be very scared if I found a big spider in my bag!

#### Answers

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

- 3 The students work independently to complete 1-7 and then check their answers in pairs. During feedback drill the pronunciation of the contracted forms of 'd/ wouldn't and 'd/hadn't. After feedback, if you used the lead in above, elicit how the students' ideas could be expressed using the third conditional (for example: If the fences had been higher, the woman wouldn't have been able to enter the compound?).

#### Answers

1 would have finished  
2 had known  
3 would have gone  
4 hadn't been  
5 would have enjoyed  
6 wouldn't have made  
7 hadn't barked

#### Fast finishers

The students write an extra sentence for 1-8, for example: 1) If Mark had gone to bed earlier the previous day, he would have concentrated on his work. Elicit these during feedback.

- 4 The students answer the questions in pairs. Expect mistakes as the students are probably unfamiliar with mixed conditionals. Pick a confident student, who doesn't mind being corrected and elicit his/her answer to one of the questions. Use timelines to elicit that one clause refers to the past and one to the present.
- 5 The students work in pairs to answer the questions about 1 and 2. Encourage the students to colour code a and b in 1 and 2 with the same colours they used in exercise 2.

#### Answers

1 (a) refers to the past – third conditional; (b) refers to the present – second conditional  
2 (a) refers to the present – second conditional; (b) refers to the past – third conditional

- 6 The students work independently to complete the sentences. Support the students who struggle by indicating the colour they need from their colour coding in exercises 2 and 5. Ask the fast finishers to help the students who struggle. After feedback, ask the students to try exercise 4 again with a new partner.

#### Answers

1 had; would have driven  
2 had studied; wouldn't feel / be feeling  
3 didn't bark; would have taken  
4 hadn't been; would still be

### Extension

The students work in groups of five to collaboratively invent a story of a bad day in a zoo. They take turns to build the story one sentence at a time (for example: student A - When the zoo keeper arrived he discovered the monkeys had escaped. Student B - The monkeys ate all the elephant's food. Student C - The elephant was hungry so he knocked down the fence and escaped...). After five minutes, ask the students to retell the story backwards using the third conditional (for example: If the monkeys hadn't eaten the elephant's food, he wouldn't have escaped. If the monkeys hadn't escaped during the night, they wouldn't have eaten all the elephant's food.).

## Reading and Use of English Part 1

### Lead in

The students work in small groups and use their phones if possible to show each other pictures of their pets, if they have or had any, and discuss how the pets were house-trained.

- 1 The students work in pairs to answer the questions, taking notes of the language they don't have to express their ideas (for example: we don't know how to say when you are on one side of the road and you want to go to the other). Elicit this during feedback and encourage other students to help.

### Answers

The dog is a 'service dog'. It is trained to help someone who has a disability, for example guiding someone who is blind, reminding someone to take their medicine, alerting someone who can't hear to the sound of an alarm, bringing things to someone in a wheelchair.

### Exam advice

The students read the advice and then close their books. In pairs they try and remember all four pieces of advice. Elicit these from different pairs.

Exam  
advice

- 2 Allow the students 30 seconds for this task and ask them to cover the options in exercise 3. Elicit the answer and the key word in the text ("hobby").

### Answers

They train puppies (young dogs) which are going to become guide dogs for blind people.

- 3 The students work independently for eight minutes to choose the correct options A, B, C or D and then check their answers or continue working with a partner. Support the students who struggle by eliminating one or two options for each question.

### Answers

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

### Fast finishers

The students work in pairs to establish why the incorrect options are incorrect. Elicit their ideas during feedback.

- 4 The students ask and answer each other the questions as they would in a Speaking Part 4 task. Encourage the students to review on page 91 how to give a balanced answer and to give each other feedback after each answer.

## Grammar

### wish, if only and hope

The students work in pairs to discuss what they think the panda cubs in the picture are 'thinking' about. Elicit a few ideas and write on the board those which could be transformed into sentences using wish, if only or hope (for example: I am really hungry. I ate too much bamboo.).

- 1 The students work independently to answer questions 1-8 and then check their work in pairs after four minutes. Support the students further by drawing a timeline with the present in the middle on the board. The fast finishers come to the board and place the sentences a-f on the timeline depending on whether they refer to the past, present or future.

### Answers

1 b, c, d and e  
2 b, c and d  
3 b  
4 past simple, past continuous and would + infinitive  
5 a  
6 past perfect  
7 f  
8 present simple

- 2 The students work in pairs to find the mistakes and correct them. Challenge the stronger students to do this orally. Student A reads a sentence and student B repeats it from memory and corrects it if needed.

**Answers**

1 hope	2 hope	3 correct
4 hope	5 correct	6 hope
7 correct	8 hope	

- 3 Point out to the students that this exercise is similar to Reading and Use of English Part 4, where conditionals are featured quite regularly. The students work independently for five minutes then check their answers in pairs.

**Answers**

- 1 I'd / I had studied harder
- 2 would make less OR wouldn't / would not make so much
- 3 hadn't / had not called off
- 4 wish (that) you'd / you had met
- 5 could cook better

**Fast finishers**

The students brainstorm alternative ways of wording the sentences 1-5. For example: 1) I'd love to be a better cook; If my cooking was better I'd be happy about it; It's a shame that I'm a lousy cook.

**Extension**

Give the students, in groups of five, ten blank cards and ask them to write bad news on them (for example: I broke my leg; I can't come to the party; I failed my exam; I have the flu). The students swap their cards with another group. The students take turns to choose a card and make three sentences with it, one with wish, one with if only and one with hope (for example: I wish I hadn't broken my leg. If only I hadn't broken my leg!; I hope my leg heals soon). Students score one point for each correct sentence and lose one for each incorrect one.

**Reading and Use of English Part 7****Lead in**

Ask the students in groups of four to use their phones if possible to research a local, national or international charity that helps animals (such as WWF). You may want to provide each group with a different charity to research to ensure variety. After five minutes the students share what they learned and prepare a one or two minute presentation about it, focusing on what the charity does to help animals.

**Exam advice**

After reading the exam advice, ask the students how they can scan the texts efficiently. Elicit that if they underline the answers as they find them, at the end they will be visually advantaged as they'll be able to look at sections of the texts that are free of underlining to find answers that are still missing.

Exam advice

- 1 The students in different groups discuss the questions. Encourage three-sentence answers and ask the students to agree and disagree before giving their opinions.
- 2 The students work independently to underline the main idea in each question, then check in their group. During feedback elicit synonyms of the key words. Point out that it is rare for the same words to appear both in the questions and in the text.

**Suggested underlining**

- 1 injured by animal
- 2 found ... escaped
- 3 accidentally scared
- 4 looked after ... straight after ... rescued
- 5 able to keep
- 6 change their behaviour ... after rescuing
- 7 noticed ... unusual ... behaviour
- 8 delighted ... see the animal again
- 9 helped to release
- 10 only keep ... for a short time

- 3 The students work independently for ten minutes to locate the answers in the text. Encourage them to underline the answers as they find them and to work one text at a time. Allow the students to check their answers in pairs or groups before whole class feedback.

**Answers**

1 D 2 C 3 C 4 A 5 D 6 B 7 B 8 D 9 B 10 A

- 4 Students work in pairs to discuss what they would have done in each of the situations.

**Fast finishers**

The students look for the sections of the texts which hinted at an incorrect answer (for example: in C there is the word "injured", hinting at question 1, but it was the goat that was injured, not the speaker). Elicit these during feedback.

### Extension

Tell the class of a time you were injured by an animal. The story can be real or invented. At the end of the story, encourage the students to ask questions to decide whether the story was true or invented (for example: When exactly did the incident happen? Were you alone? What were you wearing at the time? What exactly did the animal look like? Was there anything you could do to defend yourself? How exactly were you injured?) Write these on the board as it will support the weaker students. The students then play in groups of five. Each student thinks of a time they were injured by an animal. If they were never injured by an animal, they invent a situation where they were. The students tell their stories and ask each other questions to guess who is telling a true story and who is lying.

### Audio script 55:

**Examiner:** Now I'd like you to talk about something together for about two minutes. I'd like you to imagine that a famous animal expert has offered to give a talk to students at your school about some aspect of animals and the natural world. Here are some of the subjects she has said she can talk about, and a question for you to discuss. First, you have some time to look at the task. Now talk to each other about what students would find interesting and useful about each of these subjects.

**Pablo:** I think choosing a pet could be interesting and useful for students who are thinking of adopting a cat or a dog or some other animal to share their home, so they can find the right one, or one that suits them and not one which is going to give them problems. And the talk about animals in danger is important for learning to look after the environment so that animals don't become extinct or disappear. But on the other hand, we see this sort of subject on television all the time and for students it might not be too interesting. Also, I suppose if there are students who are thinking of becoming farmers or vets, then working with animals might be quite interesting, though it wouldn't really interest me ...

## Speaking Parts 3 and 4

### Exam advice

The students read the advice. Point out that this refers to Part 4. Can the students remember the advice for Part 3?

Exam  
advice

### Lead in

The students in pairs perform the speaking task in exercise 2. Allow the students one minute of thinking time and then three minutes to complete the task. Ask the students to record themselves using their phones if possible, as this recording would be useful after exercise 1.

- 1 The students listen to Pablo and Marina's performance and answer questions 1 and 2. Elicit the answers from the class. Point out to the students that Pablo lost points for not interacting with Marina. If you used the lead in above, ask the students to listen back to their performance and decide whether they had the same problem or not.

### Answers

- 1 Pablo is doing all the speaking and not giving Marina a chance to participate.
- 2 Marina needs to interrupt him and give her own opinion.

- 2 The students listen and write down the phrases Marina uses to interrupt Pablo. Play the recording again and pause it for a few seconds after each target phrase if necessary to give the students a chance to write them down.

### Answers

Yes, I agree, and ...; Yes, you're right, but ...

### Audio script 56:

**Pablo:** I think choosing a pet could be interesting and useful for students who are thinking of adopting a cat or a dog or some other animal to share their home, so they can find the right one, or one which suits them—

**Marina:** Yes, I agree, and, and it will help them to learn a bit about what common pets are like, you know, er, their characteristics and perhaps a bit about how to look after them properly as well.

**Pablo:** And the subject of animals in danger is important for learning to look after the environment so that animals don't become extinct or disappear. It will make students more aware of the problem. But on the other hand

**Marina:** Yes, you're right, but, but we see this sort of thing on television all the time, so unless he has something new or unusual to say, this might be a subject students already know quite a lot about ...

- 3 The students in pairs take turns to play the role of the talkative candidate while the other has to interrupt. Alternatively, the students work in small groups. Student A plays the role of the talkative candidate and the other students score one point when they successfully interrupt him/her.



- 4 The students listen to the examiner's instructions and perform the second part of the task. Encourage the students to keep track of how many times they ask each other questions and agree/disagree with the other's opinions. Ask the students to repeat the task three times, each time increasing the number of questions and agreement/disagreement phrases used.

#### Audio script 57:

**Examiner:** Now you have about a minute to decide which two subjects it would be best for the expert to speak about.

- 5 The students listen to Marina's answer and tick the strategy she uses. After feedback, elicit from the students responses that use the other strategies, and elicit that these are not successful.

#### Answers

C

#### Audio script 58:

**Examiner:** Marina, do you think animals should be kept in zoos?

**Marina:** That's a difficult question. Some people say that it's cruel to keep animals in zoos, where they don't have the freedom that they'd have in their natural habitat. They say that animals get stressed and can't relax, but I'm not sure that I agree. I think they can. If animals have some space, they can have a nice relaxed life in a zoo because no other animals will attack them, and they don't have to look for food either.

**Examiner:** And what can children learn from keeping animals at home as pets?

**Marina:** That's quite interesting. People often suggest that children learn to be responsible because they have to look after the animal. I think that's true and also, from my experience, I think that it's an extra relationship which develops children's ability to love and care about the animals and the people around them.

**Examiner:** And Pablo, what can people learn from watching programmes about animals on television?

- 6 The students work in pairs to categorise the phrases in the table. Draw the table on the board while they work and ask the fast finishers to come to the board and complete it. Drill the phrases focusing on sentence stress.

#### Answers

*comment on the question:* That's a difficult question; That's quite interesting

*introduce other people's opinions:* People often suggest that ...; Some people say that ...

*say whether you agree or disagree with other people's opinions:* I'm not sure that I agree; I think that's true

### Pronunciation: word stress (3)

Clarify this point by telling the students that for dinner you would like fish and chips, and for dessert cake AND ice cream. Elicit that "and" sounds very different when it is stressed (cake AND ice cream) and when it is not (fish /n/ chips).

- 7.1 The students listen to the recording, paying particular attention to the highlighted words and underlining those which are stressed. To do feedback, play the recording again and ask the students to raise their hands when a highlighted word is stressed.

#### Answers

That's a difficult question. Some people say that it's cruel to keep animals in zoos, where they don't have the freedom that they'd have in their natural habitat.

They say that animals get stressed and can't relax, but I'm not sure that I agree. I think they can. If animals have some space, they can have a nice relaxed life in a zoo ...

That's quite interesting. People often suggest that children learn to be responsible because they have to look after the animal.

I think that's true and also, from my experience, I think that it's an extra relationship which develops children's ability to love and care about the animals and the people around them.

#### Audio script 59:

That's a difficult question. Some people say that it's cruel to keep animals in zoos where they don't have the freedom that they'd have in their natural habitat.

They say that animals get stressed and can't relax, but I'm not sure that I agree. I think they can. If animals have some space, they can have a nice relaxed life in a zoo.

That's quite interesting. People often suggest that children learn to be responsible because they have to look after the animal.

I think that's true and also, from my experience, I think that it's an extra relationship which develops children's ability to love and care about the animals and the people around them.

- 7.2 The students listen again. Pause after each instance of the words and elicit what they sound like. Write these in IPA on the board if possible.

#### Answers

The stressed words have a full vowel sound, i.e. *That's* has an /æ/ sound as opposed to the unstressed /ə/ and stressed *Some* has an /ʌ/ sound as opposed to /ə/.

1. that - stressed /ðæt/
2. some - unstressed /sʌm/
3. that - unstressed /ðət/
4. that - unstressed /ðət/
5. can - stressed /kæn/
6. some - unstressed /səm/
7. that - stressed /ðæt/
8. that - unstressed /ðət/
9. that - stressed /ðæt/
10. that - unstressed /ðət/
11. and - unstressed /ənd/
12. and - stressed /ænd/

**7.3** The students work in pairs and take turns to read the sentences in 1. Ask the students listening to knock on the desk every time they hear a stressed word to give their partner instant feedback on their pronunciation.

**8** The students work in pairs to answer the questions, giving examples and opinions, agreeing, disagreeing and interrupting each other when necessary. Alternatively, the students work in groups of three. Two students answer the questions and the third listens and gives feedback. The students take turns to speak and listen.

### Extension

Divide the class into two groups and name a team leader in each. Team A believes zoos are good and team B believes they are bad. The teams brainstorm arguments in favour of their opinion and work together to expand the arguments. The debate begins and each student must speak for at least 30 seconds. After each argument, the other team can reply for 30 seconds. Continue until all students have spoken. Disallow interruptions. At the end transform the debate into a whole-class discussion where the students can express their real views.

## Writing Part 2

### A letter or email

#### Exam advice

Ask the students the three questions below and elicit some ideas before the students read the exam advice to check their answers.

- 1) What style should you use in an email or letter?
- 2) How can you start the letter/email?
- 3) How can you end it?

Exam  
advice

**1** The students read the task and discuss the questions in pairs. Elicit ideas about question number 2 on the board during feedback.

#### Suggested answers

- 1** where to go to see scenery and wildlife, what to see, and the best way of getting around
- 3** Informal style – it's a letter to a friend and he has written to you in an informal style.

**2** The students work in pairs to write a plan together using the ideas on the board from the previous exercise if necessary. Stick the students' plans on the

walls of the room and the students wander around and read all the plans. Do all the plans include answers to the three main questions in the task instructions?

**3** The students read the sample email and answer questions 1-4. The students highlight in different colours the sections of the text where Manolo answers the three questions, as this will help them with exercise 6.

#### Answers

- 1** I'm very glad to hear that you're thinking of visiting my country this summer.
- 2** yes – advice about visiting Asturias, what to see while there, and hiring a car
- 3** yes – he adds information
- 4** quite informal

**4** **5** The students find the phrases in the text that correspond to the structures given and then write their own five sentences using the structures in 4. Challenge the stronger students to try this task with their books closed.

#### Answers

- 1** I'd advise you to go to Asturias.
- 2** You should visit the 'Picos de Europa'.
- 3** If I were you, I'd hire a car to get around.
- 4** The best idea would be to hire it online.
- 5** Make sure that you take warm clothes and a raincoat.

**6** The students can use the plan they devised in exercise 2. Allow the students 30 minutes for the task and ask them to highlight in different colours the sections of their task where they answer the three main questions in the task instructions, as they did in exercise 3.

### Extension

The students swap their texts with a partner and read each other's emails. The students then have to write a short reply, keeping the style informal and asking three follow-up questions. The students "send" their reply to their partner, who has to write a further reply email for homework.

## Vocabulary

avoid	control
prevent	keep an eye on
protect	supervise
check	

## Vocabulary activity 1

The students work in pairs to create a crossword, following the steps below. You may want to provide them with a copy of these or project them for them to see.

- write all the words on a piece of paper, some vertical and some horizontal, making sure that they all intersect with at least one other word.
- copy the pattern of the words above, drawing small squares where each letter goes, and number the first square of each word
- write a sentence with each word and checks with the teacher that these are correct. The students rewrite the sentences, leaving a gap instead of the target vocabulary, and number each sentence 1-7 following the numbering on the blank crossword.
- swap the sentences and blank crossword with another pair, who uses the sentences as clues to solve the crossword.

## Vocabulary and grammar review Unit 11

### Vocabulary

1		
1 scar	2 bruise	3 symptoms
4 examination	5 dose	6 surgery
7 prescription	8 cure	9 treated
10 injuries/injury		

### Word formation

2		
1 misunderstood	2 disapprove	3 dissatisfied
4 inexperienced	5 dislikes	6 unwilling
7 unnatural	8 misleading	9 unfashionable
10 unacceptable	11 unreliable	12 dishonest

### Grammar

3
1 whose arm is broken has
2 injury the one (which/that) the
3 whose inhabitants are (all)
4 in a/the way (that/which)
5 from his email what
6 (which/that) Chiaro tells do not / don't

## Vocabulary and grammar review Unit 12

### Vocabulary

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

### Grammar

2
1 had not / hadn't been
2 was/were
3 wasn't; would have had
4 would not / wouldn't make
5 lived
6 has not / hasn't missed
7 would speak
8 would be / would have been
9 change / will change / are going to change
10 had studied
11 would have got
12 had eaten
3
1 had not / hadn't left
2 had paid her
3 have made a/any difference
4 had a better relationship with
5 would help him once in
6 had not / hadn't turned him down

# 3 House space

## Unit objectives

**Reading and Use of English Part 5:** multiple choice

**Listening Part 2:** sentence completion

**Reading and Use of English Part 2:** open cloze

**Speaking Part 2:** the long turn

**Writing Part 2:** an article

**Grammar:** causative have and get. Expressing obligation and permission

**Vocabulary:** easily confused words: space, room, place and square.

## Starting Off

### Lead in

The students work in pairs to describe their houses and their bedrooms, using pictures on their smartphones, if possible. Students take it in turn to ask and answer at least three questions after a house has been described and take a note of these. During feedback elicit a few questions and answer them about your house, collating useful vocabulary to talk about homes.

- 1 The students in pairs match the descriptions to the pictures. For an extra challenge, students A covers the descriptions in his/her book and student B covers the pictures. Student B reads the descriptions and student A picks the matching pictures. The students then uncover the descriptions and pictures and check the answers together.

### Answers

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

### Extension

The students work in groups of three outside of class to research a celebrity's home (there are plenty of videos on the internet showing the inside of famous people's mansions). During the next lesson, half of the groups are estate agents and half are house hunters. You may want to demonstrate what an estate agent does by "showing the students around" your house, or an imaginary house, using functional language such as "and here we have the..." or "and as you can see, the...", moving around the classroom. The house

see, the...", moving around the classroom. The house hunters visit all the estate agents, who "show them around" the celebrity's house and try and sell it. The students swap so the house hunters become estate agents and vice versa. Which houses were most popular and why?

## Reading and Use of English Part 5

### Lead in

Students in groups brainstorm all the types of homes they can think of (house, flat, villa, castle, boat, tent, etc). Elicit these on the board. The students in their groups discuss the advantages and disadvantages of each. Elicit contrasting ideas if possible during feedback.

- 1 Student A closes his/her book and student B describes the yurt in the picture, taking notes of what he/she cannot say in English. Student A must draw it as best as he/she can based on student B's description. They then check the drawing against the picture and continue to the second question. During feedback, elicit what the student Bs found difficult to say in English.

### Exam advice

The students read the exam advice. Ask the students why some incorrect options may sound tempting and elicit that it is because the same words may be used in the text and options, although the meaning of the sentence is different.

Exam advice

- 2 Allow the students 20 seconds for this activity and ask them to circle in the text the first word that indicated the answer ("post", line 3).

### Answers

A

- 3 Ask the students to cover the text and give them one minute to read the questions and underline the key information in each one. You may want to not clarify unknown vocabulary (for example "leak" in question 1) and instead ask the students to infer the meaning from the context of the text. The students work independently to answer questions 1-6 and then check with a partner.



**Answers**

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

**Extension**

The students work in groups of three or four and take turns to answer the question "What would life in a yurt be like?" using the second conditional (for example: If I lived in a yurt, I would miss...). Students score a point for each correct second conditional they use.

- 4 The students work in pairs and research for homework unusual hotels (such as the Ice hotel or tree house hotels in the forest) and prepare a presentation for the rest of the class. The class then votes on the best hotel.

**Vocabulary**

space, place, room, area, location and square.

**Lead in**

Draw a floorplan on the board of a bedroom with a window, a balcony and a door and indicate the size (it can be a 3m x 3m square, for example, but it has to be small). The students in pairs have to plan where to put a bed, a chest of drawers, a wardrobe, a desk, a PC, a big plant, a full length mirror and two bedside drawers. Ask the students to record their conversation using their smartphones if possible. This activity should elicit a lot of instances of *room*, *space*, *place* and *area* and the students can listen to the recording after exercise 4 and correct their mistakes.

- 1 The students work in pairs to choose the correct option in 1-5. During feedback, elicit alternative answers.

**Answers**

1 space	2 room	3 location
4 place	5 space	

- 2 The students work independently to choose the best option and then check their answers in pairs. Alternatively, the students work in pairs. Student A reads sentence 1 twice, once using the first option and once using the second. Student B must choose which one sounds correct.

**Answers**

1 space	2 room	3 location	4 area
5 space	6 square	7 space	8 place; room

- 3 The students work in pairs to match the vocabulary to 1-4. Encourage the students to use the internet to help them, as searching the internet using inverted commas will help the students see how frequent a phrase is. For example, an internet search of "hiding square" will yield approximately 6000 results, whereas a search of "hiding place" about 8 million results. This is a good technique they can also use when in doubt when writing.

**Answers**

2 space	3 room	4 area
---------	--------	--------

- 4 The students work independently to complete 1-6 and then check with their partner. Challenge the stronger students to cover exercise 3 while filling the gaps.

**Answers**

1 personal space	2 green space	3 leg room
4 market place	5 picnic area	6 hiding place

**Extension**

The students work in groups of four, with two teams of two students. Team A believes large houses are better and team B believes small houses are better. Allow the teams four minutes to brainstorm arguments in favour of their point of view and against the other team's opinion. The students then have a mini debate in their group of four. Elicit a number of ideas from different groups and elicit the target vocabulary to prevent language avoidance. Alternatively, divide the class into two teams, one in favour of large houses and one in favour of small ones. Allow eight minutes for the teams to come up with their arguments and then ask the two groups to debate as a whole class.

**Listening Part 2****Lead in**

The students in groups have five minutes to brainstorm the steps involved in building a house. Teams win one point for each step. Provide the groups with a good quality bilingual dictionary and support the weaker students by providing them with a few vocabulary cards to get them started (these could include *brick*, *roof*, *foundations*, *install*, *pipes*, etc). Elicit as much vocabulary as possible and ask which steps are more difficult and which easier.

### Exam advice

The students read the advice. Remind them that they are not likely to hear the same words in the recording as in the questions and so it is a good idea to brainstorm synonyms while reading. The students should also remember that it may seem like more than one answer is possible, but that only one is correct.

### Exam advice

- 1 The students work in pairs to read the task and choose the part of speech of the answer needed. Elicit examples and guesses during feedback (for example 1: boats, model cars, computers, etc).

#### Suggested answers

1 noun (object)	2 noun (object)	3 noun (place)
4 noun (object)	5 noun	6 noun (object)
7 noun (noun)	8 noun (time)	9 verb
10 noun (person)		

- 2 The students listen to the recording and fill the gaps in the task. Allow the students to check their answers in pairs before playing the recording again. Challenge the stronger students who have the correct answers after the first listening to listen out for incorrect options which sound tempting and elicit these during feedback.

#### Answers

1 cars	2 materials	3 garages	4 door
5 electricity	6 counter	7 box	8 weekends
9 envy	10 cousin		

### Audio script 60:

Hi everyone. My name's Kit and some of you will know that my main hobby is building things – model aeroplanes and cars – stuff like that. Well during the school holidays I wanted to do something outside and build something a whole lot bigger, so I searched online for some interesting projects. It was while I was doing this that I hit on the idea of building a little house. Luckily one of the very first sites I looked at turned out to be really great. It was about how to build a really tiny house, about the size of a small shed, and it had very easy-to-follow instructions, but what I liked best about it was that it told you where to buy the materials for building it, as that was where I thought I'd struggle.

My mum and dad were really supportive. Dad even gave me some money towards the cost of it! But I needed to come up with the rest. So, I earned money by doing different jobs for mum and dad at home, and I also did some work for some of our neighbours – cutting the grass, washing cars – stuff like that. Another job I did was tidying up people's garages. Some of them even gave me things. The man who lives next door to us even had an old front door lying around and he was only too happy to let me have it for free. That was pretty cool!

There were a lot of things I'd hoped to have in my house, as I wanted to be able to use it just like a real house. I'd wanted to have water, but that was a bit too hard. I also couldn't wire the house, but, I was

lucky and I got the house wired by one of my dad's friends. He's an electrician, and I walked his dog a few times and he did the wiring for me in exchange! So now, my house has electricity!

Now I'm just putting up a few photos of the inside of the house on screen ... Here's the kitchen – as you can see, there's a little fridge and a table for my electric stove – I built this all by myself, but I had the door and window frames painted professionally. Now, I'd planned to build a counter using broken pieces of glass, but it all ended in disaster. So, that's why I settled for the fold up table in the end.

And here's the lounge area. I got the TV put on the wall which helps create more room. I've got a box to keep books in, but as I don't have much room I also use it as a chair. Upstairs there's a little bedroom and to get up there, I use a ladder. My dad made that for me and there's a bed too. I sleep there at weekends and when I don't have school, but I do my homework there most days and have my mates round too. They can't believe how lucky I am and although it isn't the most luxurious I'm sure they all envy me having my own place.

I've also shown it to my uncle and his family and they really liked it. My cousin Jo thinks that it's such a great idea, that he wants me to give him a hand to build his own place. So, it looks like I'll be spending next summer on a similar project!

- 3 The students answer the questions in pairs and pay particular attention to their use of the second conditional.

## Grammar

### Causative have and get

#### Lead in

The students in groups brainstorm professions which involve selling a service, not a product (for example: hairdresser, builder, accountant, dentist, mechanic). The group with the most professions wins. Elicit these on the board and leave them on the board for extra practice after exercise 4.

- 1 The students in pairs try to remember what was done to the house. Tell the students they should remember six things. Play the recording again if necessary or hand out the script.

#### Answers

He mentions electrical wiring, building a kitchen and table, having glass fitted in the windows, building a counter, his dad made a ladder

- 2 The students work independently to answer questions 1-3 and then check their answers in pairs. Ask the fast finishers to help the students who are struggling.

#### Answers

- 1 the b sentences
- 2 He did it himself: the a sentences  
He asked someone else to do it: the b sentences
- 3 professional people: an electrician; a glass fitter

**Fast finishers**

Students go to page 164 and prepare to "teach" the grammar to the rest of the class.

- 3 Elicit that when we use the causative *have* or *get* the main verb is in the past participle. Elicit the past participle forms of the verbs in the box and then allow the students five minutes to complete the sentences independently.

**Answers**

- 1 get/have; extended
- 2 had; pulled out
- 3 having/getting; painted
- 4 have; cut down
- 5 get/have; renewed
- 6 get/have; delivered

**Fast finishers**

The students think of two things they would like to be done to their houses or bedrooms and write two sentences using *have* or *get*. The students in pairs then ask each other for advice (for example: I'm thinking of getting my room painted green, what do you think?).

- 4 Point out to the students that this exercise is similar to Reading and Use of English Part 4 and that causative *get* and *have* are quite common structures in this part of the test. The students work independently to complete the sentences. Challenge the stronger students by asking them to use a piece of paper to cover the incomplete sentence and try and transform the original sentence without looking at the prompt. Support the students who struggle by underlining the verbs in the original sentence and eliciting their tenses.

**Answers**

- 1 had my bag stolen when/while
- 2 is having/getting his picture taken
- 3 have/get her hair dyed
- 4 his application turned down by
- 5 is having/getting a pool built

**Fast finishers**

If you used the lead in above, there will be a list of professions on the board. The students work in pairs. Student A picks a profession and makes a simple sentence (for example: My dentist removed my tooth yesterday). Student B must transform the sentence using the causative *have* or *get* (for example: I had my tooth removed at the dentist's yesterday). Elicit a few sentences during feedback and allow the whole class five minutes in pairs to practise with the professions on the board.

**Extension**

The students work in groups of four. The students start working independently to quickly draw a self-portrait and then have two minutes to modify it, adding tattoos or piercings and changing haircut and hair colour. The students in pairs discuss what they have had done. They then change partner, who explains what the partner next to them got done at the weekend (for example: He had his hair dyed blue and he got a nose piercing done!). The students exchange information, then speak to the fourth partner in the group. The students exchange compliments on what they heard the other got done at the weekend (for example: I heard you got your hair dyed blue! It looks great! And that piercing! Where did you have that done?). Alternatively, find some pictures of famous people on the internet, print them out and take them to class for the students to modify instead of the self-portraits.

**Reading and Use of English Part 2**

- 1 The students look at the photo of the red house and discuss whether they would like to live in it and why. Encourage three-sentence answers and elicit contrasting ideas during feedback, if possible.

**Exam advice**

After the students read the advice, ask them in pairs to write down an example of each part of speech mentioned (verbs, articles, prepositions etc.). Elicit the examples on the board.

Exam advice

- 2 Ask the students to put their pens and pencils down. Allow the students one minute only for this activity and stress that it is important in the exam to read the text quickly before trying to fill the gaps.

**Answers**

- |                 |       |       |
|-----------------|-------|-------|
| 1 Conwy / Wales | 2 red | 3 no  |
| 4 fisherman     | 5 no  | 6 yes |

- 3 The students work independently for eight minutes to complete the text. Remind fast finishers that they should re-read the text at the end to make sure it makes sense. Support the students who struggle by providing them with the part of speech they need in each gap.



### Answers

- |         |            |       |        |
|---------|------------|-------|--------|
| 1 known | 2 a        | 3 in  | 4 who  |
| 5 ended | 6 although | 7 not | 8 your |

### Fast finishers

The students go back to page 141 and work on the first paragraph of the reading exercise. They delete four function words in the text and swap their book with their partner. The students work on guessing the missing function words and check their answers with their partner.

- 4 Point out to the students that these are Speaking Task 4 type questions and elicit how these should be answered (with three sentences, giving opinions, reasons and examples). Allow the students five minutes to answer the questions in pairs and encourage them to give each other feedback at the end. The students pay particular attention to their use of *room, space, place, area* and *square*.

### Extension

In order to tackle the problem of homelessness and lack of housing, some city councils in Slovakia are going to build tiny homes along the side of the motorway hidden behind advertising billboards. In London, some public underground toilets are being transformed into tiny flats. The students in groups of four work outside of class to come up with an idea that would work in their city and present it during the following session. At the end of the presentations, encourage the students to discuss the pros and cons of all the ideas (design, economic viability, etc) and vote on the best one.

- 5 Students work in pairs to discuss the questions.

## Grammar

### Expressing obligation and permission

- 1 The students in pairs make a list of rules they imagine would be true in a host family. During feedback, ask if any of the students have ever stayed with a host family or if their family ever hosts students and elicit their experiences.
- 2 The students work independently to answer questions 1 and 2. The stronger students help those who struggle by reading the sentences using body language and appropriate intonation and facial expressions.

### Answers

- 1a – B I have to  
1b – C I can't and F They won't let me  
1c – A I can and E They let me  
2 b

- 3 The students listen to the recording and match the speakers with the appropriate statement A-F from exercise 2. Allow the students to check their answers in pairs before feedback.

### Answers

- |          |            |           |
|----------|------------|-----------|
| 1 Matt D | 2 Gaia E   | 3 Megan C |
| 4 Luke B | 5 Lauren A |           |

### Audio script 61:

- Jack:** So, what's your host family like, Matt? Are they friendly?
- Matt:** Yeah, they're great fun, especially the mum. She's always cracking jokes and suggesting interesting things to do. And Hans, my exchange partner, never stops laughing! The house is always full of his friends too, so it's like a permanent party, and that's great. The only drawback is that they don't like me to stay up too late because we all have to be up so early every morning. I don't have to do anything around the house – though I do help from time to time, just to fit in and be part of the family, because they've really made me feel at home. What about you, Gaia?
- Gaia:** You sound really lucky with your family, Matt. Mind you, I haven't got any complaints. Karen, my exchange partner, is lovely, but her family is always very busy. I mean, they didn't let me go to a party in the evening the other day. Karen would have come too, of course, but they told me they just didn't have time to drive us there and then pick us up later. But they are very friendly. I mean, they said they were happy for my best friend to come round every day, because her exchange partner has hockey practice in the afternoon. Are you staying with a nice family, Megan?
- Megan:** Well, they're not too bad. I get on fine with my exchange partner Johanna. But the other day, her mum told me off after I'd got home a bit late and missed the family dinner. Apparently, I was supposed to phone to say I was going to be late back. Then when I went to see if there was anything left over in the fridge, I got into trouble again. She told me I couldn't just help myself to things without asking her first.
- Matt:** So, what did you do? Call your parents?
- Megan:** No, I apologised and she immediately said 'Never mind, I'm sorry, I'm just rather tired at the moment' and then she cooked me a really nice little meal. So we were all friends again.
- Luke:** Great. Still, your families sound really nice to me.
- Megan:** And what's yours like, Luke?
- Luke:** Well, they're all right, I suppose. Extremely tidy, though. I'm not the tidiest person myself, and nor are the rest of my family. So maybe that's why it's a bit of a shock – I'm simply not used to it. Anyway, all the kids in the family, and that includes me while I'm there – must do their share around the house – you know, like clearing up a bit, setting the table, doing some washing-up. I don't have to do any of the cleaning at all, fortunately, because I'd really hate that. How about you, Lauren?
- Lauren:** Well, I'm lucky. All the family are great. Sofie's parents are both teachers and they really want to help me improve



my German, which I do appreciate. But it was hard when I was really tired the other evening and I had to make conversation in German – all I wanted to do was relax and say nothing! They don't allow me to spend much time online talking to my English friends for the same reason. But they've also told me that if I want to talk to my parents, I'm welcome to use their phone whenever I want, and for as long as I want. That's so nice, I think.

**Matt:** It sounds as if we're all quite lucky, then. Not like a friend of mine who went to ...

- 4 The students in pairs try to remember which speaker said the statements 1-5 and listen again if necessary, or hand out the script for them to check their answers.

#### Answers

1 Matt      2 Lauren      3 Lauren      4 Megan      5 Gaia

- 5 The students work in pairs to complete the table. Copy the table on the board and ask different students to walk to the board and complete it.

#### Answers

obligation (present): I must, I'm supposed to, I have to  
obligation (past): I had to, I was supposed to  
prohibition (present): I can't, I'm not allowed to, They won't let me, They don't allow me to  
prohibition (past): They didn't let me  
permission (present): I can, They let me  
no obligation (present): I don't have to

#### Fast finishers

Hand out the script for exercise 3 and ask the students to pick one idiomatic expression used by the speakers (for example: "I don't have to do anything around the house."). The students write down the sentence and create a Reading and Use of English Part 4 exercise for their partner (for example: "I don't have to do anything around the house. - OBLIGED - I \_\_\_\_\_ with chores in the house" answer: *am not obliged to help*). The students swap exercises, complete them and check their answers together.

#### Extension

The students work in pairs and imagine that student A is a student staying with a host family and student B is their mother/father. The students roleplay a telephone conversation where Student A complains that the host family is too strict ("They won't let me watch TV after 11pm!") and the parent asks questions ("Are you allowed to stay up late?"). Alternatively, student A is the host and student B is a representative of the school sending them the students. Student B explains the standard rules to student A, who asks questions. The students rehearse the roleplay once before performing it for the whole class.

## Speaking Part 2

- 1 Ask the students to cover the bottom half of the page so that only the pictures are showing. Read the examiner's question out loud and allow two minutes for the students to brainstorm language they could use to answer the question. Do feedback on the board, writing the number 1 and 2 in two separate bubbles on the board and adding language around the bubbles to clarify language that is appropriate for only one picture or for both.
- 2 The students work in pairs to choose which picture the language is appropriate for. Ask the fast finishers to come to the board and add the language to the diagram. Ask students to provide examples of language the class struggled with and drill pronunciation where needed.

#### Answers

Photo 1: close to nature, fresh air, organic food, a rural setting  
Photo 2: hi-tech, pollution, sophisticated entertainment  
Both photos: environment, maintain a lifestyle, occupants, spend quality time, social life

- 3 Student A speaks while student B times him/her using their smartphones, if possible. Student B then gives feedback on whether student A succeeded in comparing the pictures and answering the question in the time given. The students swap roles.
- 4 Allow the students one minute to read the contents of the checklist. If the students need extra support, give them three minutes in pairs to make a sample sentence for each statement 1-9 and elicit these. Then play the recording, more than once if necessary.

#### Answers

1 T    2 T    3 T    4 T    5 F    6 T    7 T    8 F    9 F

#### Audio script 62:

**Examiner:** Peter, it's your turn first. Here are your photographs. They show two different places to live. I'd like you to compare the photographs and say what you think it is like for the people to live in each of these places. All right?

**Peter:** OK. The first photo shows a traditional country cottage with the occupants, a family, working in the garden, where they grow their own vegetables, whereas the second photo shows a young family living in a smart luxury flat with a view of the city. I guess both photos show a lifestyle which the people have chosen and which they like, so for both families, it must be very pleasant to live where they do. Living in the country cottage must be very peaceful, with very little stress, no pollution and plenty of physical work, healthy organic food and fresh air. On the other hand, living in the city flat might be quite exciting because you're at the centre of things, with entertainment and friends

close by. I think the first photo shows a way of life where money and success in your career are not so important as being close to nature and the countryside. The people living in this sort of environment probably have plenty of time to spend together. The family in the second photo must need to earn quite a lot of money to maintain their lifestyle, which is probably busier and more stressful.

**Examiner:** Thank you. Tania, which place would you choose to live in?

**Tania:** I'd choose the city flat because I can only fulfil my ambitions in a city, so I'd have to live there as well.

**Examiner:** Thank you. Now, here are your photographs. They show ...

## Pronunciation

### Background

In standard British English the sound /r/ is only pronounced when it is followed by a vowel sound (so in *rabbit*, *crown* and *irony* the *r* is pronounced, but in *arm*, *start*, *urgent* it isn't). This rule also applies across word boundaries, so in *far away* the *r* is pronounced because it is followed by the vowel sound at the beginning of *away* (/ə/), but in *for me* it isn't pronounced because it is followed by the consonant sound /m/. The students do not need to know this, but question B is likely to surprise the students as they might think that the /r/ sound is automatically pronounced because the letter *r* is in the spelling, but this is not the case.

- 5.1** Before the students begin the task, elicit that in standard British English the letter *r* is often not pronounced. Read the following words out loud and elicit how many /r/ sounds the students can hear: *rabbit*, *crown* and *irony* (the *r* is pronounced) *arm*, *start*, *urgent* (the /r/ sound is silent). The students then listen to the extracts and identify the consonants used to link the highlighted words in a, b and c.

### Answers

a y [j] b r c w

### Audio script

**Narrator:** A

**Peter:** a traditional country cottage with the occupants, a family, working in the garden,

**Peter:** On the other hand, living in the city flat might be quite exciting

**Narrator:** B

**Peter:** where they grow their own vegetables

**Peter:** not so important as being close to nature and the countryside

**Peter:** which is probably busier and more stressful

**Narrator:** C

**Peter:** money and success in your career are not so important

**Peter:** The family in the second photo must need to earn quite a lot of money

- 5.2** The students take turns to read the sentences in exercise 1. Student A reads a sentence and decides whether or not to add the linking consonant. Student B listens carefully and indicates whether he/she heard the consonant. The students then swap roles.

- 5.3** The students work independently to add the consonants in 1-4. If possible, play some quiet music without lyrics so that the students can try reading the sentences out loud without feeling self-conscious. Then play the recording to allow the students to check their answers.

### Answers

1 further-r-away; the-y-old

2 he-y-ever-r-answer

3 Our-r-aunt; stay-y-at; now-w-and

4 fewer-r-and; our-r-area; are-r-open

### Audio script

**Narrator:** 1

We live further away from the old town.

**Narrator:** 2

Does he ever answer your questions?

**Narrator:** 3

Our aunt comes to stay at our house just now and then.

**Narrator:** 4

Fewer and fewer shops in our area are open at weekends.

- 6** The students discuss in pairs how they can perform as well as Peter in their chosen task, referring back to the checklist on page 145 and giving each other advice.
- 7** The students change partners and perform the task while their partner listens and uses the checklist on page 145. The student listening gives feedback before the students swap roles.

### Extension

The students work in pairs and show each other pictures of their houses using their smartphones, if possible, or photos cut out of magazines. They then take turns to perform the task on page 145 using their own pictures.

## Writing Part 2

### An article

#### Lead in

The students work in groups of four or five. Student A makes a sentence about his/her ideal home (for example: My ideal home would have a swimming pool.) and one student is in charge of drawing a picture of the home based on the students' sentences. If the students are not comfortable drawing, they can list the key features of the house in writing. After five minutes, stick the drawings or lists of features on the walls and ask the class to vote on the best home.

#### Exam advice

After the students read the exam advice, draw their attention to the last point. Suggest that the students keep a note of their frequent mistakes and use this to make a checklist for themselves to use each time after finishing a writing task. The students can go back to their previous writing tasks to do this.

Exam  
advice

- 1 The students in groups of three discuss the writing task and questions 1-3. Encourage the students to take notes of specific ideas as this will help them with the following exercise.
- 2 The students work with a new partner and discuss their ideas. Encourage the students to ask as many questions as possible as this will give them extra ideas for their article. Challenge the stronger students to ask questions using the causative *get* and *have* (for example: Would you get air conditioning installed?)
- 3 Allow the students five minutes to work in pairs and discuss questions 1-5. During feedback elicit examples of language the students could use to reflect the style and address the correct audience of the article.

#### Answers

- 1 readers of the school magazine, i.e. other students, teachers
- 2 informal
- 3 conditional with *would* – the task asks you to imagine your ideal home
- 4 the type of house, its location and features of the house
- 5 for example, by surprising the reader, by having some unusual ideas

- 4 Allow the students two minutes to read the text so as to avoid the temptation of starting to work on the gaps. The students then discuss the two questions in pairs.

#### Answers

2 Yes – *type of house*: small, stylish, modern flat; *location*: near the centre of a big city, close to shops, cafés and cinemas; *features*: automatic heating and lighting, enormous sofa, huge TV screen, hi-tech gadgets, big windows

- 5 The students work independently to complete the plan for the article and then check their answers in pairs. Elicit examples of good language from the articles that the students could 'steal' for their own article.

#### Answers

##### Suggested answers

Para. 1: Type of flat and location; my present accommodation; advantages of ideal flat

Para. 2: Characteristics of flat

Para. 3: Conclusion: room for my friends

- 6 The students work independently to complete the task, which is similar to Reading and Use of English Part 2. Support the students who struggle by asking the fast finishers to write on the board the part of speech needed to fill each gap.

#### Answers

- |        |         |       |                          |
|--------|---------|-------|--------------------------|
| 1 from | 2 where | 3 own | 4 what/whatever/anything |
| 5 have | 6 long  | 7 few | 8 If                     |

- 7 The students complete the checklist in pairs and discuss how the article would be different (and worse) if the writer had done the opposite.

#### Extension

Instead of correcting the students' writing, underline the mistakes and indicate what type of mistake it is (you can use the list below as a guide). Hand the articles back to the students and ask them to rewrite their articles for homework.

### Answers

- 1 T *if the writer hadn't done this, they wouldn't have showcased their vocabulary knowledge and they would have lost points*
- 2 T *if the writer hadn't done this, they wouldn't have showcased their grammatical knowledge and they would have lost points*
- 3 F *if the writer had done this, it would have been a boring article and they would have lost points*
- 4 T She is independent and likes making her own decisions, she enjoys keeping up with the latest gadgets and things, she likes an active social life. *if the writer hadn't done this, they wouldn't have answered the question and they would have lost points*
- 5 T *if the writer hadn't done this, they wouldn't have showcased their grammatical knowledge and they would have lost points*
- 6 F She lives in an ordinary suburban house.

- 8 Allow the students 40 minutes to plan and write their article. The students swap articles with their partner. The students give each other feedback using the checklist below. Allow the students ten minutes to redraft their articles if needed.

- |                                       |   |                                     |
|---------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Vocabulary   | <input type="checkbox"/> Grammar        | <input type="checkbox"/> Tense      |
| <input type="checkbox"/> Punctuation  | <input type="checkbox"/> Part of speech | <input type="checkbox"/> Spelling   |
| <input type="checkbox"/> Missing word | <input type="checkbox"/> Extra word     | <input type="checkbox"/> Word order |
| <input type="checkbox"/> Article      | <input type="checkbox"/> Unclear        | <input type="checkbox"/> Style      |

## Vocabulary activity 1

The students in pairs write a short story, ending with "That was by far the strangest house I'd ever seen.", using the words *space*, *place*, *room*, *area* and *square*. The students then replace the vocabulary with incorrect alternatives (for example: "There was no room for the bed." - "There was no *place* for the bed."). The students record themselves reading out loud the incorrect version of the story using their smartphones if possible. The students swap smartphones with another pair, listen to the recording and identify all the mistakes before checking their ideas with the other pair.

## Vocabulary activity 2

The students work in groups of four, copy the vocabulary on 13 cards and place the pile face down on their desk. Students A and B believe that living in the countryside is better, and students C and D believe it's better to live in the city. The students take turns to pick a card from the pile and make a sentence about the countryside and the city using the vocabulary. If the other team guesses the words, they win a point, but if they don't, the speaker's team wins a point.

## Vocabulary

1

place	area	room
space	square	

2

close to nature	environment
fresh air	maintain a lifestyle
organic food	occupants
a rural setting	spend quality time
hi-tech	social life
pollution	
sophisticated	
entertainment	



# 4 Fiesta!

## Unit objectives

**Listening Part 4:** multiple choice.

**Reading and Use of English Part 6:** gapped text.

**Reading and Use of English Part 3:** word formation.

**Speaking Parts 3 and 4:** collaborative task and conclusion.

**Writing part 1:** an essay.

**Grammar:** the passive.

## Starting off

### Lead in

The students work in groups of three and take turns to describe and compare two of the pictures on page 150, simulating a Speaking Part 2 Task and giving feedback to each other at the end. Monitor the students' performance and take notes of the most common mistakes or issues, to be dealt with during feedback.

- 1 The students complete the sentences independently and then check their answers in pairs. During feedback, elicit examples of how the vocabulary could be used to describe events in the students' country (for example: "We commemorate the end of the war by...").

### Answers

- |             |                     |                      |
|-------------|---------------------|----------------------|
| 1 celebrate | 2 dress up; perform | 3 march; commemorate |
| 4 hold      | 5 play              | 6 gather round       |
| 7 let off   | 8 wearing           |                      |

### Fast finishers

The students use their smartphones, if possible, to find the correct pronunciation of the words in the box. Elicit this during feedback, allowing the students to model the language for drilling.

- 2 The students work independently to match the sentences to the pictures and then check with a partner. Alternatively, student A reads one of the sentences out loud and student B matches the sentence to the correct picture.

### Answers

traditional costumes – photos  
traditional dances – photo  
parade – photo  
street parties – photo  
bands – photo  
street performers – photo  
fireworks – photo  
disguises – photo

### Extension

The students work in small groups and research for homework a bizarre festival from a foreign country (for example the "international hair freezing contest" in Canada, where participants dip their heads in a hot spring pool outdoors and then create bizarre hairdos as their hair freezes in the -30-Celsius winter air). The students present the celebration they researched to the class and the students discuss the festivals.

- 3 Students look at the photos again and answer the questions.
- 4 Students work in pairs and talk about festivals they have been to.

## Listening Part 4

### Lead in

The students in groups brainstorm some of the festivals from their home country. Elicit these on the board and if possible pretend you've not heard of some of them and ask the students to describe them. Tell the students a friend of yours is going to visit the students' country and ask them to work in pairs and discuss which of the festivals on the board a foreigner would enjoy, simulating a Speaking Part 3 task.

- 1 The students answer the questions in pairs. Ask the students to review the vocabulary on page 27 and recycle it as they answer the questions on page 151.

### Exam advice

After the students finish reading the advice box, elicit that what they will hear are synonyms of the words in the questions and options, and that if they accept the first possible answer they hear in the recording they are likely to fall into a trap.

Exam  
advice

- 2 Allow the students 45 seconds to read the questions before playing the recording. Remind the students that the priority is to read the questions and that they should only read the options if they have time. Monitor that the students are underlining and circling key information in the questions before the options, then play the recording. The students listen and choose the correct option. Allow them to check their answers in pairs before playing the recording again.

### Extension

Alternatively, you may wish to extend this activity. Divide the class into seven groups if possible. Each group is responsible for one question 1-7. Tell the students that one person in each group will play the role of Nick. The students look at their question and options and decide what Nick will say in that extract (for example, group 2 decides the correct option is A and prepares "their Nick" to say something like "I was really looking forward to the Hay-on-Wye festival because my brother loves it. It's his favourite festival. It wasn't bad but it wasn't as good as I'd expected. It was pretty boring, actually"). The 'Nicks' of the class perform their extracts, in order, and the other students must select the correct options A, B or C. At the end, play the recording. The students listen and choose the correct option. Allow them to check their answers in pairs before playing the recording again.

### Answers

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

### Audio script 63:

**Presenter:** So, we're here with Nick Lambert who's been travelling around the UK over the last year going from festival to festival. What inspired you to do this?

**Nick:** Well, I retired after forty years of teaching so as you can imagine, I had a bit of time on my hands. I could have done anything – global travel or take up a new hobby – but I wanted to do something completely different. A friend of mine recently came back from the Running of the Bulls' Festival in Spain – she absolutely loved it. (1) I know there are many great festivals in Spain and I wanted to see how British ones compared, so I hired a van and hit the road for a few months to see for myself.

**Presenter:** What types of festivals have you been to?

**Nick:** Well, all sorts really. Let me give you some examples. In May, I went to Hay-on-Wye in Wales. It's basically a literary festival – connected to words and ideas – books, films, music and comedy, to name just a few. Here, the lyrics of songs, plots of films and verses of poems are all celebrated, and there's always a famous speaker. I was expecting to find it a little boring. To be honest, I was recommended this place by my wife, as it's her

favourite festival. (2) I must say, though, that I was pleasantly surprised.

**Presenter:** Was this typical of the types of festivals you've been to?

**Nick:** Actually, no. I've been to many music festivals too. Glastonbury is really well known, but I went to one a bit less famous called WOMAD in Western England, which is held every July. (3) Many musical artists from all over the planet come to play at this world music event. I really loved the international flavour of the music, although I hadn't heard of many of the acts before. Spectators gathering around the many stages are definitely very well entertained.

**Presenter:** Where did you go next?

**Nick:** I went to a small town in the South of England called Sidmouth, after watching different types of performances in Hay and at WOMAD, (4) I decided to go somewhere I could be more involved. There's a folk dancing festival in Sidmouth in August. People typically dress up in traditional costumes. Me and my friends were all wearing Morris dancing clothing – mostly white with ribbons and bells. It was so much fun performing in front of so many people. The setting was perfect too – Sidmouth overlooks the sea, and this would have been my favourite festival under normal circumstances.

**Presenter:** Would have been under normal circumstances?

**Nick:** Unfortunately, my bag with all my non-dancing clothes was taken – I think by mistake. But because my phone and wallet were in there too, it soured the experience a bit.

**Presenter:** Were you tempted to stop your festival tour because of that?

**Nick:** (5) Not at all. It was just one of those things. I'm pleased I continued. I went to many other places, from the Edinburgh Fringe Festival – I particularly enjoyed the live comedy there – to the colourful costumes and marching steel bands at the Notting Hill Carnival in London. I must say this year has been full of wonderful experiences.

**Presenter:** Which would you say was your favourite then?

**Nick:** Very difficult to say to be honest. (6) Perhaps one that I remember most vividly, though, was Diwali in Leicester. It's not a typical British festival – it comes from India, and commemorates a famous Hindu story. But it was such a colourful and exotic experience. Lots of fireworks were let off – it's called the Festival of Light for a good reason. The food was delicious, particularly the spicy chickpea curry.

**Presenter:** Where next then, Nick?

**Nick:** I still haven't forgotten my friend's story of her amazing experience at the Spanish festival – I'm thinking of travelling around Spain next year to visit *their* festivals – let's see if I have the energy and the money! (7) I'll make up my mind after a bit of a break. Doing this sort of thing isn't easy but it's a whole lot of fun!

- 3 The students ask and answer the questions in pairs. Challenge the students to play "ping pong", where student A gives his/her opinion, then student B must quickly agree/disagree and give his/her opinion and so forth at least four times per question.

**Extension**

The students research a festival for homework and write an article to be featured in a class magazine. Collect the articles, indicate where the mistakes are without correcting them and hand them back to the students. The students rewrite their articles. Collect these and correct as necessary, then stick the articles on the walls of the classroom for all the students to read. Who had the most engaging title? Who had the most interesting introduction?

**Grammar****The passive**

Give the students three minutes in groups of three to use their phones to research Guy Fawkes' day. Guy Fawkes was an English man who tried to blow up the House of Parliament in the UK in 1605. He was caught before he could set off the explosion and now every 5th of November England celebrates the failure of the plot with a firework display and by burning an effigy of Guy Fawkes in squares and parks in cities. Elicit this information from the students and elicit the sentence "an effigy is burnt every year". Elicit that this is a passive construction and elicit the grammar structure (verb *be* + past participle).

- 1 The students work independently to circle the passives in sentences a-f and then check their answers in pairs.

**Answers**

a was recommended  
b are (all) celebrated  
c is held  
d are ... entertained  
e was taken  
f were let off; 's called

**Fast finishers**

The students work in pairs to transform the sentences from passive to active. Elicit these during feedback

- 2 The students work in pairs to match the uses of the passives in exercise 2 to the examples in exercise 1. Allow the pairs to check with another pair if necessary.

**Answers**

2 b, c, d, f  
3 b, c, d, f  
4 e

**Fast finishers**

The students think of extra examples for each use 1-4. Elicit these during feedback.

- 3 The students work independently to transform the active sentences into passive and then check their answers with a partner. Alternatively, challenge the students by asking them to work in pairs and do the following oral activity:

Student A reads the active sentence and student B (book closed) transforms it into passive orally.

**Answers**

1 was founded in 1904  
2 has been stolen  
3 is being repaired  
4 I've been awarded second prize!  
5 would have been told off (by your teacher).

**Fast finishers**

The students work in pairs and test each other. Student A reads a sentence from exercise 1 in the active and student B orally transforms it back in the passive.

- 4 Tell the students to put their pens down and allow them 45 seconds to read the text. Elicit the main ideas below.

**Answers**

Teams from around the world build snow and ice sculptures. There are seasonal activities, including ice skating and snow slides. At night, the ice sculptures are lit up.

- 5 The students work independently to fill the gaps in the text. Point out that this activity is similar to Reading and Use of English Part 2 and remind students that they only need function words, not content words.

**Answers**

1 is	2 are	3 be	4 are	5 are
6 was	7 been	8 to	9 is	10 are

**Fast finishers**

Student A reads the first sentence of the text out loud, replacing a function word with "beep" (for example: "The Sapporo Snow Festival is 'beep' huge snow and ice sculpture festival"). Student B (book closed) repeats the sentence replacing the "beep" with the correct function word. The students swap roles and continue with the rest of the text.

- 6 The students work independently to answer questions 1-3 and then check their answers in groups of three.



### Answers

1 a  
2

It is **said to be** one of Japan's most popular winter events. The first festival was held in 1950, when six high school students **were said to have competed** to build the most impressive snow sculpture.

In 2007 over 2 million people **were reported to have attended**.

3

It is said that it is one of Japan's most popular winter events. The first festival was held in 1950, when it is said that six high school students competed to build the most impressive snow sculpture.

It is reported that in 2007 over 2 million people attended.

### Fast finishers

The students go to page 177 and prepare to help the rest of the class with the grammar rules.

- 7 The students work independently to complete sentences 1-4 and then check with a partner. Challenge the fast finishers from the previous activity to do this orally in pairs before writing their answers down.

### Answers

1 that the Sapporo Snow Festival is the most famous winter festival in South East Asia.

2 that 2,500 people built snow sculptures in 1959.

3 to have attracted record numbers of visitors.

4 to have the best snow sculptures in the world.

- 8 Point out to the students that this activity is similar to Reading and Use of English Part 4 and that the passive structure is often needed in the exam. The students work independently to complete the sentences 1-6 and then check with their partner. Alternatively, ask the students to close their books and dictate the original sentences in 1-6 for them to write down. Allow the students in groups six or seven minutes to think of ways the sentences could be reworded to use a passive structure. The students open their books and complete the exercise. Elicit possible alternatives from the class during feedback.

### Answers

1 is believed to have originated

2 expected to be chosen

3 said that the festival is

4 is thought to be

5 is considered to be

6 hasn't been arranged

### Extension

The students research for homework a typical recipe that is usually prepared for a special occasion in their country. The students write the recipe down in the passive (for example: "The eggs are cracked and the flour is mixed in."). The students then delete the name of the recipe and swap their recipes in groups. Can the other students guess what the recipe is for?

## Reading and Use of English Part 6

### Lead in

Write this sentence on the board: "I went to the New Year's Eve fireworks in London last year. \_\_\_\_ We also wanted to see London, of course." Ask the students in groups of three to brainstorm sentences that could fit the gap and elicit a few from each group. Elicit that the missing sentence must include a) another person you went with (because the following sentence says "we") and b) another reason why you went (because the following sentence says "also").

### Exam advice

The students read the exam advice and close their books. Can they remember all three pieces of advice?

Exam  
advice

- 1 The students discuss the pictures in groups. Encourage them to use language like "it looks like" or "they might be..." to express their guesses. Elicit a few ideas from different groups.
- 2 Allow the students four minutes to read the article and monitor to ensure they are underlining words in the text which will help them fit the correct sentence in. Elicit some of these before exercise 3.

### Answers

*Suggested answers*

Para. 2: how the King's Day is celebrated

Para. 3: food and activities

Para. 4: celebrations on the canal

Para. 5: an unusual activity

Para. 6: the writer's opinion of the festival

- 3 Allow the students five minutes for this task. The students work independently and then check their answers or continue working with a partner. Support the students who are struggling by crossing out the extra option on their books.

### Answers

1 G 2 B 3 A 4 D 5 C 6 E F is not used

### Fast finishers

The students write three extra sentences that could fit somewhere in the text (not in the gaps). Elicit these during feedback. Can the rest of the class guess where they go? (for example: "They didn't like doing this but the parents made them". This sentence would go at the end of paragraph 3 after "even the children were trading their old books and toys".)



- 4 The students answer the questions in pairs in Speaking Part 4 style, making sure to give balanced answers. Elicit a few contrasting opinions, if possible.

## Reading and Use of English Part 3

### Exam advice

Write the word "certain" on the board. After the students read the exam advice, ask them to transform the word into a noun (certainty), then make it into the opposite (uncertainty), then make it plural (uncertainties). Check that the students wrote their answers in capital letters.

Exam  
advice

- 1 The students work independently to fill the gaps with the correct word and then check the text to correct their answers.

### Answers

1 tourists 2 dancers

- 2 The students work in pairs to complete the table. After three minutes, support the students who are struggling by writing on the board all the affixes needed in the wrong order.

### Answers

1 designer	2 novelist	3 researcher
4 collector	5 survivor	6 consultant
7 guitarist	8 comedian	
9 salesman/saleswoman/salesperson	10 specialist	
11 refugee	12 assistant	

### Fast finishers

The students brainstorm who the people in the table work with (for example: A designer works with a model, a photographer, a tailor for.). Elicit these during feedback.

- 3 Ask the students to cover the options on the right of the text for one minute while they read the text. The students then uncover the options and fill the gaps with the correct form of the words given. The students check their answers in pairs before feedback. Support the students who are struggling by providing the suffixes randomly on the board.

### Answers

1 unusually	2 preparations	3 arrangements
4 musicians	5 energetic	6 impressive
7 participants	8 surrounding	

### Fast finishers

The students brainstorm alternative forms of the words given (for example: fashion, fashionable, unfashionable, fashionista...). Elicit these during feedback.

### Extension

Give the students the words below and ask them in pairs to write a short text about special occasions using alternative forms of some of the words given (or others they can think of). Check their texts and then ask them to rewrite them, replacing the target words with a gap and writing the root word on the right of the text. The pairs swap their texts with another pair and complete the text. The students then check their answers in groups of four.

Real, Noise, Custom, Amaze, Popular, Practice, Active

## Speaking Parts 3 and 4

### Exam advice

After the students read the advice ask them to discuss the five pieces of advice as if they were Speaking Part 3 prompts. The question is "What is the best piece of advice you could give someone about to take the exam?".

Exam  
advice

- 1 The students listen to the examiner's instructions. Use a timer to give the students two minutes to perform the task. When the time is up, ask the students to write down in secret the percentage of time they spent talking during the two minutes. The students then reveal their estimated percentage to their partner. Do the estimations match? Allow the students to discuss their percentages in pairs.

### Audio script 64:

**Examiner:** I'd like you to imagine that you are having a class discussion on the role festivals play in modern life. Here are some aspects of festivals that you could discuss. Talk together about whether festivals are important in the modern world. You now have some time to look at the task. All right? Could you start now please?

- 2 The students listen to the examiner's instructions. Use a timer to give the students one minute. The students again write the percentage of time they spent talking and compare their estimation with their partner.

**Audio script 65:**

**Examiner:** Now you and your partner have a minute to decide which two aspects are the most relevant to consider in the discussion.

- 3 The students listen to the recording and take notes of the ideas they express. Allow the students two minutes in pairs to discuss how their ideas differed from Nicola's and Alex's and elicit their ideas.

**Audio script 66:**

**Nicola:** OK, let's see, do you think you can learn about history by going to festivals?

**Alex:** Well, I think some of them are based on significant historical events, like winning things.

**Nicola:** You mean, remembering victories in battles?

**Alex:** Yes, thank you, victories, and also, probably more often, important days in the religious calendar. The way people celebrated these can show us how people lived in the past.

**Nicola:** That's a very good point. I think we can learn how they enjoyed themselves in the past, erm ...

**Alex:** Good, let's move on to that: having fun. Do you think that's a reason for having festivals these days?

**Nicola:** Hmm, well, I, er ...

**Alex:** I mean, do you think festivals are important because they are an opportunity for people to enjoy themselves not just with their families at home, but with other people in the area where they live?

**Nicola:** Yes, it probably is a reason why they're important. Nowadays, people can find plenty to entertain themselves at home, so it's easy to forget about all the other people who live around us.

Festivals bring people together who might otherwise rarely meet. I mean kids go to school together locally, but my parents spend all day at work, quite far from home.

**Alex:** Yes, that's true, because of course all sorts of people go to festivals and walk around together ...

**Nicola:** You mean you can mix with different kinds of people.

**Alex:** Exactly, mix and exchange ideas. And of course that also means people of different ages.

**Nicola:** An interesting point. There's a festival in the summer here every year, and my whole family always go together—

**Alex:** Oh great!

**Nicola:** —and my grandmother really looks forward to it and so do my little brothers and sisters. I think it's great fun too.

**Alex:** I think that's an important point: that festivals really, what's the word, appeal to all age groups.

**Nicola:** Well that means they play a role in individual people's lives as well as that of a community at any given time ...

- 4 The students listen to Nicola and Alex, taking notes of the language they use to show that they are listening to each other and to help each other.

**1 Suggested answer:** They help each other with vocabulary and expressing ideas, they react to what the other person says, they invite the other person to speak and express ideas. This is important because they should try to have a normal conversation.

**2 a** That's a very good point; Yes, that's true; An interesting point; Oh, great!; I think that's an important point

**b** You mean ... ; In other words, ...

**c** I mean, do you think ... ; So ... (i.e. Gaia continues where Denis dries up.)

- 5 You may want to allow the students to perform this task twice, once without a timer and once, with a different partner, with the timer. During feedback elicit a good performance by two volunteers, if possible.

**Audio script 67:**

**Examiner:** I'd like you to imagine that you are doing a class project on celebrations. Here are some things people often celebrate and a question for you to discuss. First, you have some time to look at the task. Now talk to each other about how you think we should celebrate each of these occasions.

- 6 The students listen to the examiner's instructions and perform the task in pairs. You may again want to allow the students to perform the task twice, once without a time limit and once with.

**Audio script 68:**

**Examiner:** Now you have about a minute to decide which two occasions it would be most enjoyable to celebrate.

- 7 The students listen to Sofia and Bruno. After the recording, ask the students to walk to the front left corner of the classroom if they agree with Sofia, or to the front right corner if they agree with Bruno. Ask the students in the left corner to walk to the right corner and partner up with a student with the opposite opinion. Allow the students to debate for three minutes before eliciting contrasting ideas during feedback.

**Audio script 69:**

**Examiner:** Sofia, how do towns and cities benefit from having festivals and other celebrations?

**Sofia:** Hmm, that's a good question. Some people say that it's good for, what's it called, community spirit, but I think the main benefit is for local businesses because tourists and visitors are attracted to the town to spend their money in shops and restaurants.

**Examiner:** Nikolai, do you agree with Sofia?

**Bruno:** Yes, I partly agree with her. I think in many places, people spend a lot of time during the year preparing for their festival and I think it really encourages a feeling of cooperation and a community feeling.

**Examiner:** And, Bruno, do you think festivals should be organised more for tourists or more for local people?

## Pronunciation: improving fluency

If you have access to a projector, overhead projector or interactive whiteboard, project the text on the board. Alternatively, you could ask the students to copy the texts on the board. Divide the board into two sections and the students into two teams. Team A works on the text in 8.1 and team B on the text in 8.4. Place a single book open at page 157 at the back of the class and ask all the students to stand at the front by the board. One student from each group runs to the book and memorises a chunk of their text, runs back to their teammates and relates the sentence by heart. Another student then runs to the book to memorise the following sentence, and so forth. When the students have finished, they check the accuracy of their texts with the book. The team with the fewest differences wins.

- 1 2 3 The students listen to the recording three times and mark the stress, intonation and pauses in the text. Use the text on the board to do feedback after each listening.

### Audio script 70:

**Sofia:** Hmm, that's a good question. / Some people say that it's good for, / what's it called, / community spirit, / but I think the main benefit is for local businesses / because tourists and visitors are attracted to the town / to spend their money in shops and restaurants.

- 4 The students listen to the recording three times and mark the stress, intonation and pauses in the text. Use the text on the board to do feedback after each listening.

### Audio script 71:

**Bruno:** Yes, I partly agree with her. I think in many places, people spend a lot of time during the year preparing for their festival and I think it really encourages a feeling of cooperation and a community feeling.

- 5 Replay both recordings, asking the students to read along with the speakers. The students then practise the answers in pairs and give each other feedback on their stress, intonation and pauses.

- 6 Allow the students three minutes of silent thinking-time before they perform the task with a partner. Encourage partners to give feedback after each attempt.
- 8 Students A and B are candidates and student C is the examiner. The examiner is in charge of asking the questions and assessing how balanced the answers are. The students swap roles and perform the task again.

## Writing Part 1

### An essay

#### Exam advice

Books closed. Dictate the exam advice to the students, replacing "plan" from the first and second point and "mistakes" from the third with a "beep". The students work in pairs to fill the gaps with the correct word and open their books to check the answers.

Exam advice

- 1 Allow the students five minutes independently for this task, and then again another five minutes in bigger groups. Elicit advantages, disadvantages and opinions on the board from different groups.

#### Answers

Key points: better, live, recorded music, quality, convenience, own idea

- 2 The students work independently to write a plan. The students swap plans with their partner and give each other feedback, focusing on whether the plans contained all the key information they need to write about according to the instructions.
- 3 The students read the essay and discuss the answers in pairs. Ask the students to underline Ulli's opinion in the essay and elicit how she made it clear that this was her own opinion.
- 4 The students work in pairs to place the ten missing commas. Punctuation is often linked to pronunciation (pausing), so encourage the students to read the text out loud in their pairs to check that the commas are in the right place.



### Answers

Although people can listen to recorded music on their music players when they are travelling, working or studying, music festivals and concerts are becoming more and more popular. This is, I believe, because they offer two main advantages.

The first advantage is that the quality of the sound is much better at live concerts, where the music and voices come directly from the performers. This makes it a much more emotional experience because you have direct contact with the musicians and you react to them and they react to you.

The second advantage is the atmosphere. Instead of listening to a recording alone on your personal music player, you are listening with a huge crowd of people and enjoying the music together. This means it is a social as well as an artistic experience.

The main disadvantage is that you cannot listen to live music whenever you want, like you can on a personal device. In addition to that, the noise from the audience sometimes spoils the quality of the sound.

In my opinion, however, the best way to enjoy music is the spontaneous atmosphere of a live concert. It is more exciting because you are surrounded by other enthusiastic fans.

- 5 The students match the underlined words with a word or phrase from the text. Point out to the students that this exercise is useful practice for Reading and Use of English Part 5. Ask the fast finishers to help the students who are struggling.

### Answers

- 2 music festivals and concerts becoming more and more popular
- 3 music festivals and concerts
- 4 the music and voices coming directly from the performers
- 5 listening to music at live concerts
- 6 the musicians
- 7 listening with a huge crowd of people and enjoying the music together
- 8 the disadvantage of not being able to listen to live music whenever you want
- 9 a live concert

- 6 The students work independently to fill the gaps with *it*, *this*, *that* and *they* and check their answers with a partner after four minutes. Ask the students to write the answers on the board for feedback.

### Answers

- |        |             |             |              |
|--------|-------------|-------------|--------------|
| 1 It   | 2 it        | 3 they      | 4 they; that |
| 5 that | 6 This/That | 7 that/this | 8 that/this  |

- 7 Allow the students 40 minutes for this task and collect the students' plans as well as their essays, rejecting work with no evidence of self-correction. Alternatively, if time, allow the students one hour but ask them to write the essay collaboratively. The students negotiate the plan together and then discuss each sentence before one student only writes it down. The students write the whole essay in this fashion and then swap it with another pair, who check the essay for spelling and grammar mistakes. Monitor and help throughout.

### Sample answer

Films are now as popular as they were when my grandparents were young. However, now with the internet and DVDs we have much more choice about when and where we can watch them.

There's no doubt that for the quality of the experience the best place to watch a new film is in the cinema on a wide screen with excellent sound. What is more, you can see films which everybody is talking about because they have recently been released.

The drawback of the cinema is the price of the tickets. Cinemas charge far too much, in my opinion. This means that if, like me, you are a cinema fanatic, you have little choice but to download films off the internet if you want to see them frequently.

I also believe that it is worth seeing a good film several times. The best way of doing this is to see it first in the cinema, then later at home, when you can appreciate other aspects of the film.

To sum, if cost was not an issue, I believe most people would choose the high quality sound and wide screen experience at the cinema every time. However, watching at home can be an enjoyable experience too.

## Vocabulary and grammar review Unit 13

### Vocabulary

#### 1

- |         |          |         |            |
|---------|----------|---------|------------|
| 1 space | 2 room   | 3 place | 4 location |
| 5 area  | 6 place  | 7 space | 8 square   |
| 9 room  | 10 place |         |            |

### Grammar

#### 2

- |          |         |       |        |
|----------|---------|-------|--------|
| 1 since  | 2 made  | 3 out | 4 than |
| 5 enough | 6 there | 7 one | 8 What |

#### 3

- |                            |                             |
|----------------------------|-----------------------------|
| 1 have their house painted | 2 you have the bike checked |
| 3 to clear up              | 4 have to do                |
| 5 are supposed to pay      | 6 are not allowed to speak  |

## Vocabulary and grammar review Unit 14

### Word formation

#### 1

- |                 |                  |                          |
|-----------------|------------------|--------------------------|
| 1 lawyer        | 2 possibilities  | 3 especially / specially |
| 4 appropriately | 5 responsibility | 6 suitably               |
| 7 demanding     | 8 representative |                          |

#### 2

- |                   |              |                |         |
|-------------------|--------------|----------------|---------|
| 1 reputation      | 2 safety     | 3 amazement    |         |
| 4 dissatisfaction | 5 existence  | 6 truth        | 7 width |
| 8 addition        | 9 difference | 10 obligations |         |

### Grammar

#### 3

- |                         |                                    |
|-------------------------|------------------------------------|
| 1 is expected to arrive | 2 was broken into by               |
| 3 are reported to have  | 4 has not / hasn't been tidied for |
| 5 are said to be        | 6 cake was eaten / had been eaten  |



# Grammar reference

## Answer key

### 1 The present perfect simple and continuous

- 1  
1 have / 've been preparing; have / 've not finished have / 've you been doing  
2 have you been doing  
3 have / 've been looking; have they been working  
4 have / 've not completed; have / 've been chilling  
5 have / 've been doing; have / 've damaged  
6 have / 've been  
7 has / 's become  
8 have / 've been changing
- 2  
1 Correct 2 Correct 3 I have finally learnt 4 he has been eating  
5 Correct 6 Correct 7 They have been browsing 8 I have been going
- 3  
1 Scientists have discovered vaccines to cure many fatal illnesses.  
2 He has not put his recent qualifications on his CV yet.  
3 Wake up! You have been sleeping for over two hours now.  
4 We all feel thirsty, because as usual we have not been drinking / have not drunk enough during training.  
5 She has known him since he was a small child.  
6 It has been snowing heavily all morning and as a result the roads are slippery now.

### 2 Making Comparisons

- 1  
1 worst 2 more often 3 most complicated 4 most memorable  
5 cheapest 6 more irregular
- 2  
1 He's the **most** more hard working student in the class.  
2 I think that this natural medicine is **more** most effective than those tablets.  
3 Correct  
4 Correct  
5 The climate in certain parts of Spain is considerably **harsher** harsh than many people realise.  
6 At the weekend he wears **more** casual clothes than during the week.  
7 Her use of English grammar is **the most** more accurate in the class.  
8 By far **the most** efficient way of mastering a foreign language is to live in the country where the target language is spoken.
- 3  
1 His ambition has always been greater than his brother's.  
2 Her analysis of the financial situation was as accurate as the report in the magazine.  
3 The lecturer is less available to her students since she started work on her thesis.  
4 His skills are not developing as fast as people predicted.  
5 My interest in the project is considerably greater now than it was at the beginning.  
6 My motivation is not quite as high as I would ideally want.  
7 There are slightly fewer people living in the town than ten years ago.  
8 It's considerably more exhausting to travel by car than by train.

### 3 Adjectives with -ed and -ing

- 1  
1 fascinated 2 irritated 3 amusing 4 exhausted  
5 tired; depressed 6 disgusting
- 2  
1 appealing 2 fascinating 3 involved 4 astonishing  
5 dissatisfied 6 irritating 7 disgusting 8 prejudiced

### 3 Past Simple, Past Continuous and Used To

- 1  
1 I always **used to** worry if I made grammatical mistakes in English, but I couldn't care less now.  
2 During her five years at university she seldom **socialised** with other students.  
3 She **was scuba diving** when a shark suddenly appeared.  
4 She impatiently unwrapped the parcel, quickly examined it and then **discarded** it.  
5 She regularly used to participate in races until her health **deteriorated**.  
6 She was gazing out of the window when the postman **rang** the bell
- 2  
1 were putting / rang 2 was winning / claimed  
3 was serving / noticed 4 was strolling / ran  
5 entered / were drawing / (were) jumping 6 asked / was heading

### At, in and on in time phrases

- 1  
1 f 2 d 3 c 4 a 5 b 6 e
- 2  
1 I'll send an email and attach a copy of the agenda of the meeting **on** in Tuesday morning  
2 We usually go backpacking in Southern Europe **in** at August.  
3 Correct  
4 Correct  
5 It isn't true that Einstein's famous theory got its name because he developed it **in** at a relatively short period of time.  
6 It is highly risky to be on your own **at** on night in that part of the town.

### Past Perfect Simple and Continuous

- 1  
1 had / 'd been waiting 2 had / 'd been cheating 3 had / 'd built  
4 had / 'd handed 5 had / 'd already put 6 had / 'd picked up
- 2  
1 had not / hadn't ordered 2 had / 'd committed 3 had / 'd fallen  
4 had / 'd been riding 5 had / 'd been watching 6 had / 'd lived

### 4 So and Such Too and enough

- 1  
1 much 2 few 3 such 4 such a lot of 5 so 6 so
- 2  
1 They were **so** such thrilled that he had graduated with a very good degree.  
2 Correct  
3 He's **too** to exhausted to row in that boat race.  
4 Correct  
5 At the end of the exam, she had **so** much little time left that she didn't tackle the last question.  
6 She designed **such** so fabulous clothes that she was offered permanent employment with one of the well-known fashion houses in Paris.
- 3  
1 F 2 C 3 E 4 D 5 B 6 A

### 5 Zero, First and Second Conditionals

- 1  
1 will get 2 get 3 are 4 takes 5 if 6 won't win
- 2  
1 is; will have to 2 were; would buy 3 come; will see  
4 had; wouldn't be 5 study; will pass 6 would buy; won

- 3  
1 if the neighbours **stopped** having parties  
2 We'll **hire** a car  
3 Correct  
4 I won't either  
5 We definitely **won't** cancel the beach party, unless it pours with rain./  
We definitely will cancel the beach party, if it pours with rain.  
6 Correct

## 6 Countable and uncountable nouns

- 1  
1 suitable **accommodation**  
2 charged us extra for our **luggage**  
3 **Pollution** caused by plastic  
4 I usually reject **any** advice from my doctor. / I usually reject **advice**  
from my doctor.  
5 Correct  
6 extremely valuable **works** of art  
2  
1 coffee 2 any 3 cardboard; paper 4 was 5 equipment; is 6 damage

## Articles

- 1  
1 a; the 2 the; the; a; the 3 an; the; the 4 the 5 The 6 a; the  
2  
1 the 2 the; the; the 3 The; the 4 The; the; the; the 5 a 6 -; -

## 7 Infinitive and Verb + -ing

- 1  
1 He decided **to make** a high offer 2 Correct  
3 They persuaded me **to apply** 4 Correct  
5 Can I remind you **not to drive** 6 The lawyers advised him **to say**  
2  
1 to speak 2 following 3 joining 4 celebrating 5 taking up  
6 watching 7 to do  
3  
1 d 2 c 3 f 4 b 5 e 6 a  
4  
1 to buy 2 carrying 3 taking 4 to stay 5 Analysing 6 paying

## 8 At, in and on to express location

- 1  
1 at 2 at 3 in 4 in 5 in 6 on  
2  
1 They waited patiently **at** on the back door for him to come back.  
2 They had to wait all afternoon **in** at the queue for the opera tickets.  
3 That snake is reputed to be the most poisonous **in** on the world.  
4 Correct 5 Correct 6 The facilities **on** in that cruise ship are incredible.  
3  
1 on 2 on 3 on 4 at 5 in; on 6 at

## Reported speech

- 1  
1 worked 2 was having 3 had never done 4 had got; had eaten  
5 would ring 6 could; couldn't  
2  
1 A 2 A 3 B 4 B 5 A 6 A  
3  
1 Correct  
2 He **promised** promises me he would help me to put the winter tyres  
on my car.  
3 He asked me how long I **had had** I been employed as a receptionist?  
4 correct  
5 She wanted to know what time **we finished** did we finish work?  
6 Correct

- 4  
1 he had given him clear instructions about what to do the previous day.  
2 they had discovered her missing sports gear in the washing machine  
that morning.  
3 what project he was working on the following day.  
4 his essay was extremely confusing.  
5 what she had done the previous day.  
6 had noticed any of his belongings there.

## 9 Modal verbs to express certainty and possibility

- 1  
1 must 2 must 3 can't 4 must 5 can't 6 couldn't  
2  
1 d 2 c 3 b 4 f 5 a 6 e  
3  
1 may not / might not 2 couldn't have 3 can't 4 can't  
5 must have 6 might not / may not

## 10 As and like

- 1  
1 **as** a dental receptionist  
2 he looks **like** a professional player  
3 **As** far as I can tell  
4 such as onion soup  
5 Correct  
6 **As** she stole a bottle of perfume  
2  
1 as; as 2 like 3 as 4 as 5 like 6 as; as

## Modal verbs to express ability

- 1  
1 Could 2 couldn't 3 can 4 was able to 5 can't 6 can't  
2  
1 I wasn't able **to** translate the text into French, because it contained too  
many unfamiliar expressions.  
2 Correct  
3 Thank you for your job offer, but I am afraid I **can't** couldn't accept it.  
4 Correct  
5 Correct  
6 He **was able to** could run the marathon in less than three hours  
although he hadn't been training regularly for ten days.

## 11 Relative pronouns and relative clauses

- 1  
1 which 2 whose 3 which 4 where 5 who 6 who  
2  
1 that/which 2 where 3 that/why 4 that/who 5 that/who  
6 whose

## 12 Third conditional Mixed conditionals

- 1  
1 C 2 C 3 C 4 A 5 B 6 B  
2  
1 hadn't arrived; wouldn't have missed  
2 had gone; wouldn't have woken up  
3 had enrolled; might have got  
4 had been; would have learned  
5 hadn't gone; would never have met  
6 would have caught; had had

## Wish, if only and hope

- 1  
1 had 2 could 3 would stop 4 would start 5 weighed  
6 wouldn't keep
- 2  
1 He wishes he **had** chosen a different course at college.  
2 I hope you made lots of money when you **started** start your own business.  
3 Correct  
4 He hopes **to** get a job in engineering after college.  
5 Correct  
6 Correct

## 13 Causative have and get

- 1  
1 got; cut 2 had; delivered 3 get; dry cleaned 4 had; stolen  
5 got; serviced

## Expressing obligation and permission

- 1  
1 have to 2 must 3 must 4 supposed to 5 should 6 ought  
7 can
- 2  
1 You are not **allowed** to park 2 Correct 3 Correct  
4 I **needn't have done** 5 Correct 6 Correct 7 he **was** recognised

## 14 The passive

- 1  
1 The safe in my room was opened by a member of the hotel staff.  
2 Lots of bargains can be found on the market.  
3 Tickets for the event can be bought online.  
4 It was thought that children were to blame for the damage to the trees.  
5 My phone was taken out of my jacket pocket.  
6 The winter tyres on my car have been replaced.
- 2  
1 A 2 C 3 C 4 B 5 C 6 A
- 3  
1 Correct  
2 Pele **is** considered to have been the best footballer of all time.  
3 Correct  
4 The manager is understood **to** have praised the technicians for their outstanding commitment to their work.  
5 Correct  
6 Correct

## Used to, Get/Be used to

- 1  
1 didn't use to enjoy 2 didn't use to do 3 used to spend  
4 used to own 5 Did he use to keep 6 didn't use to like
- 2  
1 **used to** tour 2 I **used to** work / I worked in a steel factory  
3 she **used to** enjoy / she enjoyed riding  
4 I **used to** live in New York State 5 Correct 6 Correct
- 3  
1 is used to 2 to get used to 3 I'm not used to  
4 to get used to 5 am getting used to 6 get used to
- 4  
1 is not used to living 2 is getting used to 3 used to be  
4 would relax

## The position of adverbs and adverb phrases

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

## Future perfect and Future perfect continuous

- 1  
1 will have been driving 2 will have been 3 will have been living  
4 I will have worked 5 will have reached 6 will have retired  
7 will have been cooking 8 will you have been studying  
9 will have known 10 will have earned
- 2  
1 By the end of the day, I will have **learnt** been-learning all the new words on that list.  
2 Correct  
3 Sorry I'm late. How long have you **been waiting** waited for me?  
4 Correct  
5 By the time we get home, we will have **walked** been-walking 20 miles. That's quite impressive!  
6 They will have **been travelling** have-travelled all day so they'll want to go to bed early.

## PHRASAL VERBS

### (COMMUNICATION, EDUCATION AND TRAVEL)

#### Communication

- 1  
1 up 2 out 3 down 4 to 5 up 6 up
- 2  
1 shut 2 dealt 3 got 4 gave 5 noted 6 is looking
- 3  
1 for to 2 into in 3 Correct 4 up in 5 out over 6 Correct

#### Education

- 1  
1 out 2 out 3 through 4 up 5 up 6 off
- 2  
1 b 2 a 3 f 4 c 5 d 6 e
- 3  
1 He dropped out **of** university after the first year.  
2 The teacher told her that she needed to read up **on** in her British history.  
3 Correct  
4 Correct  
5 They have taken **up over** drama as one of their optional subjects.  
6 Can you all listen **up on** please? I've got an important announcement to make.

#### Travel

- 1  
1 get away 2 check into 3 booked; into 4 set out 5 took off  
6 stop over
- 2  
1 f 2 e 3 c 4 d 5 a 6 b
- 3  
1 into 2 over 3 up 4 on 5 out 6 away

## WRITING BANK

### Essay

Question: Will environmental problems be worse in 20 years?

Ideas: pollution, climate change and your own idea

2  
It includes the extra idea of a growing population.

3  
Ideas 1, 3, 4, 6, 8

4  
1 sentence 1 2 sentences 3, 6 3 sentences 4, 8

5

- 1 B. It makes general statements to introduce the topic and the arguments which will be developed in the essay.)  
2 C. It sums up arguments on both sides, and expresses a personal opinion.)

6

- 1 as 2 in my opinion 3 In addition to this 4 Firstly 5 such as  
6 To sum up 7 On the other hand 8 as a result

19

**Model answer**

Cycling is becoming a very popular way of getting around cities nowadays, and a lot of big cities have cycle schemes which allow people to use public bikes. But there are advantages and disadvantages to bikes as a form of city transport. On the one hand, cycling is good for your health. It provides good exercise, and can help you to lose weight and keep fit. It is also cheap, because if you have your own bike, it does not cost you anything to travel around the city. A third advantage is that cycling is good for the environment, because it does not cause any pollution.

On the other hand, cycling on busy streets can be dangerous. Car and lorry drivers do not always notice cyclists, especially when it is dark, and this can lead to accidents.

On balance, I would say that cycling is an excellent form of transport in cities during the day and when the weather is nice. However, when it is dark or the weather is bad, I think that buses and trains are a better option.

**Email / Letter**

1

You should write an email to a friend, Jo. You should write about your new home, things there are to do in the city and your new friends.

2

Yes, it answers all the questions in Jo's email. The tone is informal.

3

- 1 false 3 true 4 false 5 true 6 false

4

Sentences 2, 5, 6 and 8. They are suitable because they are formal.

5

- 1 Dear Ms Copeland 2 in response to 3 currently  
4 would be interested in working 5 studied different aspects of  
6 was employed 7 gained some experience as  
8 customer satisfaction 9 I would be grateful if you would  
10 I look forward to hearing from you.

7

- 1 It was great to hear from you. 2 Why don't you come and ...  
3 It would be a good idea 4 I would be able to help  
5 Could you give me some information  
6 I look forward to hearing from you.

9

**Model answer**

Dear Ms Simpson,

I am writing in response to your job advertisement, which appeared in the *Weekly News* last week.

I am interested in applying for the job of receptionist at your hotel this summer. This role interests me particularly because I am a very friendly and outgoing person, and I would enjoy meeting guests and helping them feel welcome. As I am currently studying English, it would also be a good opportunity for me to practise using the language.

I have experience of working as a hotel receptionist, as I spent last summer working in a hotel in Ireland. I am therefore used to taking reservations, helping guests check in and check out and dealing with problems they may have. I am cheerful and hardworking, and I understand the importance of providing good customer service. I am also a good team worker, which I know is a very important quality for working in a busy hotel. I have a good level of English, and I am able to communicate well in the language.

I hope you will consider me for this role, and I look forward to hearing from you.

Lisa Bianchi

**Review**

1

You should write a review of a film you have seen. You should say what it is about, say why you did or didn't enjoy it, and say whether you think other people will enjoy it. People will read your review in an English-language magazine.

2

- 1 yes 2 yes 3 anyone except young children 4 informal and friendly

3

Plan A is better. Each paragraph has a clear topic and gives the reader useful and helpful information; it starts with a general introduction with factual information; it gives good points and problems about the website/product; it ends with a clear recommendation. Plan B contains information that is not relevant for the reader, e.g. the writer needed a new tablet, how the writer found the website; the third heading is not appropriate, as the focus should be the product you bought, not games that you play; it doesn't end with a clear recommendation.

4

- 1 incredibly 2 ridiculously 3 rather 4 brilliantly 5 extremely  
6 very 7 absolutely 8 really

5

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

6

- 1 spite 2 though 3 despite 4 Although 5 However

8

- 1 than 2 disappointing 3 will 4 miss 5 using 6 advise

10

**Model answer****Playa de Oro**

Last summer, I spent a week with my family in a holiday resort called Playa de Oro in the south of Spain. This is a popular tourist area, but we were keen to choose a quiet resort where we could just relax on the beach or by the pool.

The resort had some positive points. The apartment buildings were attractive, and our apartment was spacious and well-equipped. The resort had two swimming pools, and both were extremely clean and well-maintained. The staff were also incredibly friendly and helpful.

However, we were disappointed to find that our resort was surrounded by several other, much bigger resorts. The beach was therefore absolutely packed with people every day, and it was almost impossible to find a place to sit. Even worse, the advert said that the resort was peaceful, but in fact there were two nightclubs nearby which were open every night until four o'clock in the morning! We hardly slept, and came home exhausted.

This resort might be OK if you want a week-long party, but my advice is to avoid it if you want a peaceful, relaxing holiday.

**Article**

1

You should write an article about your hobby. You should say what it is, when you started doing it, and why you enjoy it. People will read your article in an English-language magazine.

2

- 1 yes 2 four 3 one 4 informal

3

B is the best. The title is interesting and makes the reader think. The first sentence is a question which engages the reader and makes them think for themselves about Mandela's achievements.

4

- 1 d 2 e 3 a

5

- 1 fascinated by 2 packed 3 huge 4 freezing 5 terrifying  
6 absolutely essential

6

- 2 I like is 3 that really surprised me was 4 I will never forget is  
5 I noticed was



7

1 For 2 in 3 as 4 which 5 tell 6 What 10

**Model answer**A healthy life is a happy life

Can you be happy if you're not fit and healthy? For me, the answer to this question is definitely no, and keeping fit and healthy is an important part of life.

Firstly, a good diet is vital if you want to maintain a healthy life. This means eating plenty of fruit and vegetables, and avoiding foods high in fat and sugar. It can be difficult to achieve this if you eat out in restaurants, where portions tend to be large and the food is often rich. However, it is possible to maintain a balanced diet if you make careful choices.

The second important part of a healthy lifestyle is exercise. There are obviously hundreds of different ways to exercise, from running and hiking to playing football and tennis, but in my opinion, the most important thing is to find a form of exercise that you enjoy. After all, no one can motivate themselves to do something every week if it isn't fun! By eating sensibly and doing regular exercise, it is possible for anyone to improve their health, and remember – healthier people are happier people!

**Report**

1

The report is for the group leader of some English-speaking students. The report should include: the best time of year to visit your city, interesting places to visit and the best way to travel around the city.

2

Yes, it covers all the points in the input.

3

1 c 2 a 3 b

4

B. The information is relevant to the topic of the report and uses personal experience to support the recommendation.

5

*Introduction:* C. It explains the aim accurately and uses formal language. (A is too informal; B is not accurate, as the report does not discuss disadvantages.)

*Conclusion:* A. It gives a clear recommendation and uses formal language. (B is too informal; C does not give a clear recommendation.)

6

1 is often recommended 2 is considered to be 3 is expected

4 has been suggested 5 are recommended

8

1 The aim of this report 2 In addition to this

3 college. Moreover, the ones 4 I have no hesitation in recommending

5 All things considered, the 6 In conclusion,

10

**Model answer**Introduction

The aim of this report is to look at the shops in a popular shopping centre in Oxford and make recommendations for additions.

Green Cross Shopping Centre

Green Cross is a large and popular shopping centre near the city centre. It has nearly 150 shops as well as several cafés and restaurants.

Popular shops

The most popular shops are the large clothes shops, especially those selling well-known brands of clothing. A lot of these shops offer significant discounts throughout the year, which makes them popular with shoppers who are searching for bargains. The more exclusive stores offer additional services such as fashion advice, which makes them attractive to customers who are looking for something special.

Recommendations for improvements

Some smaller independent shops would be a good addition. There are very few of these at present, and they would offer shoppers a good alternative to the big High Street names.

Conclusion

To sum up, Green Cross is a busy and successful shopping centre, which already has plenty of popular shops. It could be improved by having some smaller stores offering more unusual alternatives to the standard brands.

**SPEAKING BANK****Part 1**

3

1 a 2 c 3 e 4 a 5 b 6 d 7 d 8 c 9 e 10 b

4

Yes, she does.

5

1 past 2 present 3 future 4 present 5 future 6 past

6

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

7

*adding extra information:* also, as well, plus, too

*giving a reason:* because, the reason for this is that

*giving an example:* for example, for instance, like, such as

8

1 The reason for this is that 2 too 3 because 4 like

5 For instance 6 also

3

The topic is holidays. You have to say why the people have chosen these holidays.

4

Yes, for both photographs.

5

1 Both 2 different 3 whereas 4 other 5 difference 6 as

6

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

**Narrator:** 1

**Tania:** It looks as if they're on a walking holiday.

**Narrator:** 2

**Tania:** They're probably doing some sightseeing.

**Narrator:** 3

**Tania:** They seem to be up in a tower.

**Narrator:** 4

**Tania:** They look happy and relaxed.

**Narrator:** 5

**Tania:** I think they might be lost.

**Narrator:** 6

**Tania:** They must enjoy walking.

**Narrator:** 7

**Tania:** Maybe they chose this holiday because they enjoy being in the countryside.

**Narrator:** 8

**Tania:** I guess they probably chose to visit this city because there are lots of interesting things to see.

7

**Speaker 1 – B Speaker 2 – D Speaker 3 – A**

8

**Student:** Both photos show people working, but their jobs are very different. The first photo shows two factory workers, making a car, whereas the second photo shows a doctor treating a child. The factory workers might be quite bored. I guess this kind of work is quite boring because you probably do the same thing all day, whereas a doctor's job changes all the time. I think the doctor's job is quite sociable, whereas the people in the first photo are working with a piece of machinery rather than with people. I think that in both jobs the people have a lot of responsibility. I think the factory job must be difficult because you have to concentrate a lot, to make sure you do it properly, but it isn't very interesting. I think the doctor's job is more difficult because sometimes you see people who are very ill, which might be upsetting.

## Part 3

3

You have to discuss how the different ideas might attract more guests to a hotel. There are five prompts to discuss.

4

They discuss all the prompts. Yes, they both express their opinions.

**Eva:** Yes, I do. Everyone loves good food, but a lot of hotels don't have very good restaurants. They could also open the restaurant to everyone, but offer cheaper prices for guests.

**Paul:** That's a good idea. I think that would definitely encourage more people to stay at the hotel.

5

Yes, they do.

6

Pair 1 - C Pair 2 - A Pair 3 - B

7

1 b 2 e 3 a 4 c 5 d

8

1 Do 2 do 3 Would 4 Do

9

1 think 2 that's 3 right 4 agree 5 mean, better 6 sure 7 but

10

a 2 and 4 b 5

## Part 4

3 Yes, they do.

4 B

5 Pair 1 - D Pair 2 - A Pair 3 - B

6 Student 1: Why? Student 2: Where? Student 3: When?

8 Student 1 - C Student 2 - A Student 3 - B

# Workbook answer key and audioscripts

## 1 A family affair

### Grammar

1

2 've/have been thinking 3 has flown 4 've/have been 5 've/have been staying 6 's/has been studying 7 's/has had / 's/has been having 8 've/have enjoyed 9 has made 10 hasn't/ has not happened 11 have you been 12 've/have heard 13 have you been doing 14 've/have missed

2

Has your Italian improved a lot?

Have you made lots of new friends?

Have you visited other parts of Italy yet? 5 What has the weather been like?

6 Have you been eating lots of delicious ice cream?

### Vocabulary

1

2 do 3 make 4 making 5 made 6 doing 7 do 8 made 9 made 10 does

2

2 entertaining 3 relieved 4 ambitious 5 unbelievable 6 thoughtful 7 energetic

3

2 cheer me up 3 hang around with 4 wear him out 5 tear up 6 clear up

## Writing Part 2

1

Staying with your grandparents is great when you are grown [growing] up. When my brother and I visit are [our] grandparents they are always really pleased to see us. My parents say we get spoilt when we stay there, but they don't [don't] seem to mind to [too] much. During the school holidays, our grandparents always give us nice things to eat and sometimes its [it's] food we haven't [haven't] tried [tried] before. They also tell us a lot of intresting [interesting] stories, about there [their] past and things which happened before we were born. The best stories are always about our parents' [parents] and how they behaved when they were young. Our grandparents also do lots of enjoyable things with us, such as taking us to the beach or the park. Last time we visited, we made cake's [cakes] and went swimming. Even though they are in they're [their] seventies, they are still very active.

## Listening Part 3

1 C 2 F 3 B 4 G 5 E

## Reading and Use of English Part 7

1 E 2 C 3 C 4 A 5 D 6 E 7 C 8 D 9 B 10 B

## 2 Leisure and pleasure

### Grammar

1

2 than 3 well 4 better 5 least 6 easier 7 worst 8 as

2

3 This was the biggest biggest event the town has ever hosted

4 ✓

5 Drawing is the more-most relaxing way to spend your free time.

6 The opposing team were more-friendlier than I had expected.

7 Cricket is most-more interesting to play than to watch on television.

8 ✓

3

1 interesting 2 fascinated 3 thrilled 4 embarrassing

5 relaxing 6 interested

- 4  
to confuse, confusion; to fascinate, fascination; to frustrate, frustration;  
to embarrass, embarrassment; to irritate, irritation; to satisfy,  
satisfaction; to surprise, surprise; to worry, worry

## Writing Part 2

- 1  
1 I thought I would enjoy it but I really didn't know what to expect.  
2 I would definitely do it again and I would recommend it to anyone who  
wants to have a bit of fun!  
Two weeks ago I tried a new activity called Zorb football and it was  
amazing.  
However, after just a short time, I soon began to really enjoy myself.  
It isn't suitable for anyone wanting a serious game of football, but we  
had a great laugh bumping into each other.  
Before going I was excited and intrigued because I have always been  
interested in football.  
I had seen it advertised months ago but only tried it recently for a  
friend's birthday.  
Zorb football is basically playing football whilst wearing a large  
inflatable ball which fits over your head and body, but the legs are left  
free, so players can easily move around the pitch.  
When we first began playing I wasn't sure what I thought because it  
was so different to normal football.

- 2  
A: Sentences 3, 6 B: Sentences: 7, 5, 1 C: Sentences 8, 4, 2

## Vocabulary

- 1  
set up: a meeting, a business, camp give up: a sport, chocolate, hope  
make up: a story, an excuse  
take up: a sport  
2  
1 C 2 E 3 D 4 F 5 A 6 B  
3  
2 see off 3 pay off 4 taken off 5 wear off 6 call off

## Listening Part 4

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

## Reading and Use of English Part 2

- 1 to 2 in 3 in 4 than 5 in 6 the 7 by 8 up

## Reading and Use of English Part 4

- 1 not nearly as enjoyable as 2 as well as (she plays) 3 slower to reach  
4 is not as good as 5 as challenging as 6 more quickly

## 3 Happy holidays? Grammar

- 1  
2 asked 3 were talking 4 chatted 5 discovered 6 were not  
7 was studying 8 had been preparing 9 was visiting 10 arrived  
11 promised 12 lost  
2  
2 had visited 3 had not been 4 had been travelling 5 had forgotten  
6 had had 7 had been looking  
3  
2 was 3 were 4 hadn't done 5 had been/gone sailing  
6 I hadn't tried 7 had built up 8 felt 9 was pulling  
10 managed 11 had been looking forward to  
4  
2 In 3 in 4 On 5 At 6 In 7 in 8 in 9 At 10 in

## Vocabulary

- 1  
2 magical 3 regional 4 picturesque 5 accidental 6 remarkable  
7 ambitious 8 supportive 9 customary 10 functional  
11 professional 12 eastern  
2  
2 cultures 3 budget 4 expedition 5 economical 6 rail  
7 hostels 8 abroad 9 tourist 10 continent  
3  
2 comfort – comfortable 3 courage – courageous 4 emotion –  
emotional 5 economy – economical 6 annoy – annoying  
7 enjoy – enjoyable 8 pain – painful 9 predict – predictable  
10 encourage – encouraging  
4  
2 economical 3 painful 4 annoying 5 courageous 6 emotional  
7 active 8 encouraging 9 predictable 10 enjoyable

## Listening Part 1

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

## Reading and Use

## Reading and Use of English Part 3

- 1 spectacular 2 memorable 3 fascinating 4 thrilling  
5 frightened 6 impressive 7 massive 8 endless

## 4 Food, glorious food Grammar

- 1  
2 enough 3 few 4 little 5 such 6 so 7 little 8 too  
9 little 10 few  
2  
2 enough 3 ✓ 4 enough money 5 fresh enough  
6 a few raspberries... 7 too unhealthy 8 ✓ 9 a few of my... 10 ✓

## Vocabulary

- 1  
1 sources 2 balanced 3 Vegetarians 4 full 5 bitter 6 tip  
7 experiment 8 cause 9 diet 10 portions  
2  
1 bitter 2 portions 3 Vegetarians 4 cause 5 full 6 diet  
7 tip 8 source

## Writing Part 2

- 2 we have been going 3 much 4 occasions 5 dishes  
6 our 7 dishes 8 recommend 9 is 10 we have become

## Reading and Use of English Part 4

- 1 was recommended (to me) 2 been cooked enough 3 know a few good  
4 was not mild enough 5 a healthy diet 6 had been made (by James)

## Listening Part 2

- 1 (very) passionate 2 grew up 3 balancing 4 full of praise  
5 thrilled 6 participate 7 give up 8 schedule  
9 under pressure 10 (cooking) techniques

## Reading and Use of English Part 3

- 1 unhappy 2 being 3 increased 4 argument 5 providing  
6 concentration 7 considerably 8 improvement

## 5 Study time

### Grammar

- 1  
2 studies 3 have 4 will buy 5 would not find 6 will want / want  
7 would be 8 will choose 9 allowed 10 will not get / won't get

### Vocabulary

- 1  
2 reviewing → revising 3 borrow → lend 4 learnt → taught  
5 remembers → reminds 6 look → seem 7 wish → hope  
8 mind → matter
- 2  
2 tried out 3 got over 4 carry out 5 sort out 6 run out 7 turned out
- 3  
2 compulsory 3 fees 4 discipline 5 qualifications 6 research  
7 theory 8 analyse 9 assess 10 capable
- 4  
-ation: concentration, hesitation, domination  
-ence: reference, independence  
-ment: involvement, argument, encouragement, agreement,  
requirement, equipment  
-ance: tolerance, assistance, guidance, ignorance
- 5  
1 requirements 2 arguments 3 equipment 4 concentration  
5 involvement 6 tolerance 7 preference 8 guidance

## Reading and Use of English Part 6

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

### Listening Part 3

1 F 2 C 3 E 4 H 5 B

## Reading and Use of English Part 3

- 1 guidance 2 Fortunately 3 encouraged 4 generally  
5 difficulties 6 confidence 7 Nevertheless 8 beneficial

## 6 My first job

### Grammar

- 1  
2 a 3 the 4 a 5 a 6 - 7 the 8 a 9 a 10 a 11 -  
12 the 13 The 14 - 15 - 16 -
- 2  
2 work 3 information 4 salary 5 bonuses 6 staff 7 food  
8 suggestions 9 companies 10 hours

### Vocabulary

- 1  
1 part-time job 2 applying for work 3 temporary job  
4 summer job 5 well-paid job 6 voluntary work
- 2  
3 insure → ensure 4 brakes → breaks 5 ✓ 6 be → being  
7 advice → advised 8 aloud → allowed

### Writing Part 2

- 1  
2 apply 3 opportunity 4 candidate 5 so 6 Furthermore  
7 consideration 8 reference

### Listening Part 1

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

## Reading and Use of English Part 7

1 D 2 A 3 A 4 C 5 A 6 B 7 B 8 A 9 C 10 D

## 7 High adventure

### Grammar

- 1  
1 cycling 2 to pack 3 to learn 4 to finish 5 running 6 jumping  
7 trying 8 climbing 9 to continue 10 surfing 11 to ski 12 to go
- 2  
2 remaining 3 required 4 reach 5 raise 6 expect  
7 will provide / provides 8 avoid

### Vocabulary

- 1  
1 take back 2 take over 3 take it for granted 4 take on  
5 take in 6 take off
- 2  
1 taken in 2 take him on 3 took me out 4 took to  
5 took down 6 takes up
- 3  
1 doing 2 played 3 going 4 do 5 watching 6 hear

### Writing Part 2

runing → running offer → offer instructor → instructor  
session → session of → off facilities → facilities completly → completely  
definetely → definitely recomend → recommend

### Listening Part 2

- 1 inspiration 2 impressive 3 mental 4 addiction 5 pressure  
6 beneficial 7 fitness 8 grip 9 obsession 10 motivation

## Reading and Use of English Part 2

1 the 2 for 3 became 4 in 5 both 6 for 7 like 8 that / who

## Reading and Use of English Part 1

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

## 8 Dream of the stars

### Grammar

- 'I thought (that) the acting was really good.'  
'It was so good, I'll / 'm going to watch it again.'
- 4 'I preferred reading the book.' 'I was confused by the plot.'  
'The ending was disappointing.'
- 2  
B boast C accuse D invite E deny F warn G recommend
- 3 she was going to be the star of the show.  
if he didn't learn his lines, he wouldn't be performing.
- 4 the prop had been stolen. Gary should go and see the film.  
to come to the play with her (if she liked).
- 7 (that) he was telling the truth.

### Vocabulary

- 1  
People: producer, spectator, director, cast, comedian, public, audience  
Place: recording studio, location, set, venue, box office, stage  
Other: documentary, scene, thrillers, series, performance
- 2  
2 comedian 3 performance 4 scene 5 series 6 documentary  
7 box office 8 thrillers 9 set 10 cast
- 3  
2 C 3 D 4 B 5 C



### Listening Part 3

1 G 2 F 3 A 4 C 5 E

### Reading and Use of English Part 4

- 1 (that) she wanted a career
- 2 about the quality of her
- 3 insisted (that) he paid / insisted on paying
- 4 warned her (that) it would
- 5 begged for another chance to
- 6 promised to give

### Reading and Use of English Part 6

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

### 9 Secrets of the mind

- 1
- 2 might / may be 3 might / may 4 can't 5 could 6 might / may
- 7 must 8 might / could / may 9 must 10 might / may / could
- 2
- 1 Can 2 can 3 can 4 can 5 may 6 can't 7 must

### Writing Part 2

- 1
- B – A and C are not what the article is about
- 2
- Para 1 B; Para 2 A; Para 3 C
- 3
- 1 whenever 2 optimistic 3 key 4 grateful 5 furthermore
- 6 admire 7 inspire(s)

### Vocabulary

- 1
- 1 spend 2 stay 3 stay 4 passing 5 spent 6 pass
- 2
- make:** an exception, a decision, a suggestion, a promise, a comment, a choice, a complaint
- cause:** a problem, an argument, an accident
- have:** a problem, an excuse, an argument, a conversation, an accident, a choice, a meeting
- 3
- 1 D 2 B 3 E 4 A 5 C 6 F
- 4
- 1 E 2 C 3 F 4 B 5 A 6 D
- 5
- bossy,** thoughtful, stubborn

### Listening Part 4

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

### Reading and Use of English Part 3

- 1 depression 2 psychological 3 effective 4 Furthermore
- 5 strengthen 6 Consequently 7 researchers 8 regularly

### Reading and Use of English Part 2

1 to 2 of 3 and 4 in 5 night 6 order 7 has 8 for

### 10 On the money

#### Grammar

- 1
- 2 can't / cannot / aren't able to 3 be able to 4 can
- 5 was able to 6 can / am able to / could 7 can / is able to
- 8 can / are able to 9 is able to / can 10 can't / isn't able to
- 2
- 2 as 3 as 4 ✓ 5 like 6 as 7 like 8 ✓

#### Vocabulary

- 1
- 2 reach 3 reached 4 arrive 5 getting 6 arrived 7 reach
- 8 reach
- 2
- 2 customer service 3 receipt 4 exchange 5 refund
- 6 guarantee 7 purchase 8 label 9 brands 10 sale
- 11 discounts 12 stock 13 bargain
- 3
- 2 put in 3 get into 4 open up 5 setting up 6 filling in
- 7 carry out 8 run out of

### Reading and Use of English Part 6

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

### Listening Part 1

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

### Reading and Use of English Part 3

- 1 constantly 2 happiness 3 height 4 impressive 5 rarely
- 6 satisfaction 7 environmental 8 importance

### 11 Medical matters

#### Grammar

- 1
- a 2 where 3 which 4 who 5 whose 6 who 7 which
- 8 which 9 whose 10 where
- b 6
- c 1, 3, 4, 7, 8
- d 3, 7, 8
- e (ii) as this defines 'which cousin' in (i) it just adds extra information about a particular cousin
- 2
- 1 F 2 E 3 B 4 C 5 A 6 D

#### Vocabulary

- 1
- politeness, encouragement, concern, courage, accuracy, comfort, loyalty, energy, perfection, significance, memory, kindness, possibility
- 2
- dis: disloyal, discouraging
- im: impolite, imperfect
- in: inaccurate, insignificant
- un: unkind, uncomfortable, unconcerned, uncourageous, unenergetic, unmemorable, uncomplicated

### Writing Part 1

2

1 E 2 A 3 C

### Reading and Use of English Part 3

- 1 Generally 2 examination 3 discussion 4 Depending
- 5 assessments 6 sight 7 Once 8 prescription

## Reading and Use of English Part 4

- 1 healthily if they are 2 advised me to get / have  
3 like to eat healthier 4 not as bad as 5 has been seen  
6 (even) though they don't / do not

## Listening Part 4

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

## 12 Animal kingdom Grammar

- 1  
2 had not seen / wouldn't have stopped  
3 hadn't been / wouldn't have taken  
4 hadn't helped him / might / could have been  
5 had been / wouldn't have kept  
6 had not become / would have been
- 2  
2 wish 3 hope 4 hope 5 wish 6 hope 7 wish 8 hope  
9 hope 10 wish
- 3  
2 b If we **hadn't** been so tired.... 3✓ 4✓

## Vocabulary

- 1  
1 avoid 2 supervised 3 control 4 prevent 5 check 6 protect

## Writing Part 2

- 1  
1 B 2 D 3 E 4 C 5 A
- 2  
i 4 C ii 1 B iii 5 A iv 3 E v 2 D

## Reading and Use of English Part 5

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

## Listening Part 2

- 1 concerned 2 residential 3 three 4 expert 5 (entry) requirement  
6 matched 7 professional 8 flexible 9 handle 10 thrilled

## 13 House space Grammar

- 1a  
2 have / get removed 3 have / get painted 4 get / have attached  
5 have / get replaced
- 1b  
7 He has had / got the old wallpaper removed.  
8 He has had / got the walls painted white.  
9 He has had / got a board attached to the wall for his medals.  
10 He has had / got his old curtains replaced with new ones.
- 2  
2 must 3 don't have to 4 were supposed to 5 allowed  
6 can't 7 couldn't 8 needn't 9 must 10 have to
- 3  
2 in 3 on 4 at 5 in 6 at 7 in

## Vocabulary

- 2 ideal 3 vacant 4 situated 5 convert 6 cosy 7 value  
8 desirable 9 magnificent 10 old-fashioned

## Listening Part 4

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

## Writing Part 2

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

## Reading and Use of English Part 1

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

## 14 Fiesta!

### Grammar

- 1  
2 is estimated 3 is celebrated 4 is associated 5 are thrown  
6 is even taken up 7 be held 8 is worn 9 be required  
10 are hired 11 was reported 12 is estimated
- 2  
2 It has been confirmed that a new planet has been discovered. / It has been confirmed that scientists have discovered a new planet.  
3 Over 20,000 people are reported to have attended the festival. Norway is considered to have the best education system in the world. It is believed that this summer will be the warmest on record. The public have been / were advised to go out and vote.

## Writing Part 1

- 1  
2 them 3 this 4 these 5 those 6 these 7 them 8 it / this
- 2  
*Suggested answer*  
That the festival is beneficial if students are allowed to choose which project to work on.
- 3  
Paragraph 1: introduction  
Paragraph 2: advantages  
Paragraph 3: disadvantages  
Paragraph 4: conclusion  
A recommendation would not usually be found in an essay but used in a review suggesting people should read a book or see a film, for example. A description might be found in a story, an article, a review or possibly in a letter.
- 4  
*Sample answer*  
Many schools have a party for students at the end of Year 11, and this is called the school prom. It is a formal party and students are required to wear a dress or a suit. This tradition has become very expensive for parents and therefore it could be argued that this celebration should become informal.  
Going to the school prom is an event which many young people look forward to. There are many reasons why students enjoy going, but one of the main reasons is the opportunity to wear something a bit different. If this wasn't the case, then the occasion would be similar to any other party.  
Unfortunately, this does mean that attending these events can cost parents a lot, and many students feel that they have to compete with their friends by buying expensive clothes.  
I do not think that the school prom should be replaced by informal parties, as students really look forward to these events; what they wear is one of the main reasons they are so popular.  
Instead, I think schools should advise pupils and parents on how much to spend.

## Listening Part 3

1 E 2 G 3 H 4 B 5 D

## Reading and Use of English Part 7

1 C 2 B 3 A 4 E 5 B 6 A 7 D 8 B 9 C 10 B

# Answer key Vocabulary

## 1 Arrangements

- 1 1B 2A 3C 4B 5C 6B 7B 8C
- 2 1at 2on 3on 4in 5at; outside 6for 7at 8at
- 4 2 Before each match, we usually spend about 15 minutes warming up.  
3 Anyone can come to the workshop, but you need to book your place beforehand.  
4 You have to choose a username now, but you can change it later if you want.  
5 The talk starts at 7.30pm, but most people arrive a bit earlier.  
6 The talks usually last about 45 minutes and there's time for questions afterwards.
- 5a 2 ... We'll visit the National Museum in the morning and **afterwards/ then/ later** there'll be time to walk around the city.  
3 ... We fly to Sydney on the 12th, then two days **later**, we're heading to Melbourne. ...  
4 ... It only takes me 15 minutes to walk, but I like to arrive a bit **beforehand/ early/ earlier** so I've got time to get changed.  
5 ... I'll probably be at the office **early**, but I want to allow time for delays. ...
- 6a 2 take 3 have 4 do 5 take 6 give
- 6b 1 arrangements 2 care 3 fun 4 favour 5 airport 6 call
- 7 2 No, I'm still waiting **for** an answer.  
3 Have you contacted with the hotel about arriving late?  
4 Yes, I phoned to them last week and they said it was fine.  
5 I'm happy to answer to any questions.  
6 Correct  
7 Can the club provide us **with** rackets and other equipment?  
8 Correct
- 8 1 to 2 - 3 in 4 arranged 5 afterwards 6 with 7 give 8 -

## 2 Lifestyles

- 1 1C 2A 3D 4B
- 2a 1 living 2 lives 3 living 4 lives 5 life 6 life; lifestyles
- 3 1 check 2 take 3 meet 4 exchange 5 make 6 have 7 do 8 go 9 make 10 makes
- 4 1 of 2 on 3 in 4 as 5 for 6 at
- 5 1 takes place 2 have happened 3 took part in  
4 take care of yourself 5 take into account 6 took their shoes off
- 6a 1 2 practice 3 do 4 practising 5 played/did 6 go 7 exercising 8 exercises
- 7 bicycle; cycling; physically  
analyse (or analyze US); typical; mysterious Olympics; skiing; gym
- 8b 2a: 3a: 4i: 5a: 6a: 7i: 8i: 9i: 10a: 11i: 12i: 13a: 14a:
- 9 2 a good **standard of living** 3 a **typical** day 4 **check** my email  
5 taking **part** in 6 We **make** an effort 7 as much **exercise**  
8 more **physical** activity

## 3 Places

- 1 1 room 2 space 3 place 4 areas 5 located 6 area 7 room 8 space
- 2 1 parking 2 car park 3 parking space 4 exhibition 5 choice 6 camping 7 campsite 8 facilities
- 3 1 went 2 get 3 got 4 arrive 5 get 6 go 7 get 8 arrive
- 4a 1 at 2 in 3 at/in 4 on 5 by 6 at 7 on 8 in
- 5 1g 2d 3e 4h 5a 6c 7b 8f
- 6 Although; neighbourhood though; high daughter; laughing enough; through
- 7 2 - 3 out of 4 out of 5 on 6 out 7 off 8 -
- 8a 1c 2A 3B
- 8b 1 entered 2 left 3 got into 4 leave 5 go out of 6 go in 7 went out 8 got on 9 get off 10 went into
- 9 2 flight 3 work 4 complaints 5 stay 6 arrival
- 10a 1 **means** of transport 2 Correct 3 use a public transport 4 **by** bicycle 5 Correct 6 local **transport** 7 a 15-minute **journey** 8 a 30-minute **walk**
- 11 1 tall 2 heavy 3 small 4 big 5 loud 6 long

## 4 Fact and opinion

- 1 1 theme 2 story 3 advert 4 news 5 talk
- 2 1a or b 2a 3b or c 4a or b 5a or c 6a 7b 8b or c
- 3a 1 given 2 done/taken 3 do/conduct ('conduct' is more formal) 4 given ('offer' sounds strange without mentioning the person who offered the advice) 5 take/make
- 4 1 related to 2 in relation to 3 regarding 4 concerning 5 consisting of 6 apart from
- 5 1 factor 2 point 3 aspect 4 factor 5 aspect 6 point; factor
- 7 1 modern 2 current ('present' is also possible, but less likely) 3 right now ('currently' would sound slightly odd here) 4 current 5 modern 6 actually 7 actual 8 current ('current use' is a strong collocation) 9 present 10 modern

## 5 Personal relationships

- 1 1 relationship 2 relatives/relations 3 relations 4 relationship 5 relatives/relations 6 relations
- 2 1 with 2 for 3 on 4 to 5 -; of 6 - 7 to 8 to
- 3 1 Is the film **appropriate** for children? 2 We had a **marvellous** time **yesterday**. 3 My **parents arrived together**. 4 Sorry, it's **currently unavailable**. 5 We only meet up for **special occasions**.
- 5 1 irritable 2 nervous 3 agitated 4 grateful 5 lonely 6 alone 7 pleased 8 bored 9 boring
- 6 1 was 2 was 3 went 4 got 5 got/was 6 went 7 was 8 get
- 7a 1 care 2 mind 3 matter 4 worry 5 mind 6 matter 7 worry

## 6 Thoughts and memories

- 1 1 remember 2 imagine 3 wonder 4 think 5 remember 6 thinking 7 wonder
- 2 1 believe 2 because 3 between 4 received 5 behaviour 6 instead 7 beautiful 8 career
- 4a 1 notice 2 see 2 realized 3 see 5 realized
- 4b 1/s/ 2/z/ 3/z/ 4/z/ 5/s/
- 4c /s/ - business, notice, minutes, miss  
/z/ - chose, recognize, was (x3), things, times, trains
- 5a 1 remembering 2 forgotten 3 remind myself 4 remind me 5 remember 6 reminds me 7 forgotten 8 lost 9 left
- 6 1 miss 2 missed 3 wasate 4 lose 5 wasted 6 miss
- 7 1 remember 2 notice 3 lost 4 thought 5 left 6 realized 7 wonder 8 remind 9 thinking of 10 wonder

# Grammar

## 1 People & society

- 1a 1 human beings 2 babies 3 scientists 4 children 5 person  
6 tourists 7 policemen 8 child
- 2 1 the people 2 the students 3 3 4 3 5 the tourists  
6 the young people 7 3 (both with and without 'the' are okay here)  
8 3
- 3 1 from 2 in 3 by 4 in/from 5 from 6 from
- 4 1 audience 2 inhabitants 3 the public 4 public  
5 young people 6 spectators 7 people 8 colleagues
- 5 2 3 3 nobody wants 4 someone enters 5 nothing has changed  
6 3 7 anything goes 8 Everything was
- 6 2 we have all done 3 we are all able to 4 they all started  
5 we would all be treated 6 they were all paid  
7 we should all contribute 8 they all had

7 Personally, I think **the** health is a big issue. Although **the** medical technology has improved enormously, people are living much less healthy lifestyles. We all eat **a** fast food and drink sweet, fizzy drinks and we spend all day sitting at a desk. That means that **the** obesity is becoming a massive problem. For me, it's the environment that I worry about. **The** pollution is a huge issue, especially in big cities. To solve it, we need to look at **the** transport. More people need to leave their cars at home and use a public transport. We also need to have tougher regulations on **the** industry.

I worry about the pressures on young people. I think **the** social media is having a negative influence. There's too much pressure to post perfect photos of yourself and to get lots of 'likes'. Plus, **the** education nowadays is all about tests and grades. Children are under enormous pressure to do well at **the** school.

- 8 2 allows 3 work 4 live 5 affects 6 have 7 hang 8 is  
9 creates 10 spend
- 9 1 opportunities 2 possible 3 necessary 4 communicate  
5 recommend 6 decision 7 embarrassing 8 disappointed
- 10 2 accessing 3 reaching 4 not to send 5 to search 6 of having  
7 of being 8 to trust 9 deciding
- 11 I think it's a great idea for child **children** and young people **learning to learn** about politics at school. The decisions **decisions** that politician **politicians** take now will affect young people in the future.

I strongly support the idea to **have of having** plenty of parks and green spaces in urban areas. In areas where most local **habitants residents/ people/inhabitants** live in apartments, it's the only **opportunity opportunity** they have to relax and exercise outdoors. They are especially important for **family families** with young children.

Modern technology makes it **possible possible** for people of **from** all over the world **communicating to communicate** very cheaply and easily. Family members who live in different countries now have no trouble to **keep keeping** in touch with instant messaging and video calls.

## 2 Travel

- 1 1 a holiday 2 on holiday 3 the holidays 4 holiday 5 holidays  
6 on holiday
- 2 1 normal 2 direct 3 badly 4 brief 5 more easily 6 recent  
7 terribly
- 3 1 in/at 2 in 3 on 4 of 5 of 6 from 7 in 8 in  
9 along 10 on
- 4 1 a long way 2 far 3 away 4 far 5 away 6 a long way
- 5 1 c 2 a 3 a 4 a 5 c 6 c 7 b 8 a
- 6 1 the 2 the 3 - 4 - 5 the 6 the 7 - 8 the 9 the
- 7a 1 on holiday 2 in 3 brief stop 4 the 5 independently  
6 well planned 7 on

## 3 Problems and solutions

- 1a 1 Solution: B 2 Solution: C 3 Solution: A
- 1b 2 about going 3 about getting 4 in renting 5 about giving  
6 not to give 7 for making 8 to pay 9 to get through  
10 for getting around 11 to buy 12 to get 13 to visit 14 to drink  
15 to avoid 16 to get
- 2 1 for 2 for 3 to 4 about 5 of 6 of
- 3 Text 1: waiting; happening; beginning  
Text 2: visiting; planning; coming  
Text 3: writing; developing; becoming
- 4 2 find their job interesting 3 makes/made it impossible to sleep  
4 find the adverts slightly annoying 5 find it difficult  
6 to make the apartment more attractive  
7 makes/made it easier to find a job
- 5 1 C 2 E 3 B 4 A 5 D
- 6 2 safer 3 3 4 simpler 5 3 6 nicer 7 cleaner 8 3 9 cleaner  
10 worthwhile
- 7a 1 save 2 safe 3 have 4 half 5 live 6 life 7 believe 8 belief
- 8 1 condition 2 advice 3 behaviour 4 care 5 conditions  
6 noise 7 damage 8 evidence 9 knowledge 10 night  
11 noises 12 trouble

## 4 Choices

- 1 1 - 2 for 3 to 4 - 5 - 6 for 7 from 8 - 9 - 10 -;
- 2a 1 choice 2 feeling 3 lose 4 choose 5 loss 6 chosen  
7 loose 8 fell
- 3 1 planned 2 read 3 happened 4 preferred 5 heard 6 written  
7 caught 8 left
- 4a/b 2 people; are 3 a role; uses 4 a manager; listens  
5 people; wish 6 jobs; finish 7 an industry; causes; creates  
8 an organization; looks 9 an article; describes
- 4c 1 /s/ 2 /z/ 3 /z/ 4 /z/ 5 /s/
- 5 1 Personally 2 regularly 3 absolutely 4 extremely 5 carefully  
6 particularly 7 totally 8 completely
- 6 1 A 2 B 3 B 4 A 5 A 6 B 7 A 8 B
- 7 1 choices 2 affect 3 choose 4 decide on 5 also have to think  
6 feel 7 ask for 8 know

## 5 Statistics

- 2 1 a lot of 2 a few 3 the last few 4 a lot of 5 lots of 6 a few  
7 the past few 8 lots of 9 a few
- 3 1 increase 2 example 3 responsible 4 eco-tourism  
5 surrounding 6 convenient 7 secondary 8 existence
- 4 1 these 2 this 3 those 4 those 5 these 6 that  
7 these 8 these
- 5 1 based on 2 capable of 3 key to 4 lack 5 concentrates on  
6 instead of 7 depend on 8 despite
- 6 I very much appreciate your hard work ✓  
relax and enjoy the summer a bit  
didn't enjoy school very much  
much prefer to be at school nowadays ✓  
use technology a lot  
has very much affected

## 6 Being polite

- 3 1 absolutely 2 so 3 completely 4 really 5 very 6 really  
7 absolutely 8 very 9 really
- 4 1 with 2 to; for 3 to 4 by/with 5 for 6 from
- 6 1 welcome 2 accommodation 3 address 4 attention  
5 busy 6 professional 7 addition 8 business 9 writing
- 7 1 getting 2 to tell 3 very 4 book 5 to sort out  
6 hearing from you 7 very 8 to rest 9 of 10 I don't think  
11 to do 12 absolutely



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160-179

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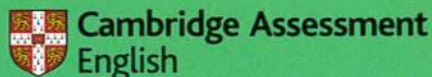
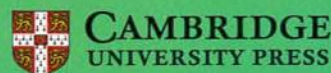
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