

# GOLD

**B1 Preliminary**

**NEW EDITION**  
with 2020 exam specifications



Pearson

Teacher's Book

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# INTRODUCTION

## Rationale

Welcome to *Gold B1 Preliminary New Edition*, the innovative and engaging course for students preparing to sit Cambridge English Qualifications B1 Preliminary, or general English students studying at B1 level on the common European framework. *Gold B1 Preliminary New Edition* follows the same approach as previous editions, but has been revised and updated in line with the new Cambridge English Qualifications B1 Preliminary exam specification for 2020, and following extensive research with users throughout the world. The new material includes additional progress tests, a unit-by-unit Grammar reference with check exercises and a complete Cambridge English Qualifications B1 Preliminary Practice Test.

Students will finish the *Gold B1 Preliminary New Edition* course confident of both their English level and knowledge of the best strategies for each exam task. The language and skills taught in the units are supported by comprehensive reference sections for Grammar, Writing and the exam. *Gold B1 Preliminary New Edition* provides a complete package of printed and digital components that can be used individually or in different combinations to suit the students' needs and the teaching environment. The overview on pp.4–5 explains how the *Gold B1 Preliminary New Edition* components fit together. The teaching notes include many ideas for how and when to use the different components to provide an integrated and easy-to-use course package that teachers will find invaluable.

## Main features of the course

### Dynamic learning

*Gold B1 Preliminary New Edition* helps teachers to deliver stimulating, discussion-rich lessons with lots of personalisation. There is a strong emphasis on communicative practice and the development of natural speaking skills to build student confidence.

### Better class flow

Each unit in *Gold B1 Preliminary New Edition* contains practice for all papers of the Cambridge English Qualifications B1 Preliminary exam, and every lesson includes an integrated range of skills with plenty of discussion. The material is divided into lessons on spreads or pages each with a carefully structured progression through a variety of activities including individual, pair- and whole-class work.

### Vocabulary presented in chunks

In *Gold B1 Preliminary New Edition*, phrasal verbs, collocations, idioms and other vocabulary are presented and practised in context to help students understand and remember them better.

### Comprehensive exam practice and support

*Gold Pre B1 Preliminary New Edition* ensures that both teachers and students know what to expect in the exam and how to deal with each part effectively, thanks to the carefully staged exam tasks and comprehensive Exam focus section detailing strategies for every part of the exam, as well as extra tips with exam tasks. Support levels are graduated through the book to help prepare students for tackling the tasks independently in the exam. The *Gold B1 Preliminary New Edition Coursebook* also contains a complete Cambridge English Qualifications B1 Preliminary Practice Test, putting another exam preparation tool at the teacher's disposal. The *Exam Maximiser* also provides comprehensive revision, practice and extension, as well as a complete Practice Test, and advice on how to avoid making common exam errors. The *Gold B1 Preliminary New Edition MyEnglishLab* component provides further online practice of the skills students will need to excel in the exam, as well as two further Cambridge English Qualifications B1 Preliminary Practice Tests.

### Extensive digital package

The *Gold B1 Preliminary New Edition* digital components include *eText* for students, App for students including audio and video, *ActiveTeach* IWB software, *MyEnglishLab*, and downloadable teacher's resources including the *Testmaster*, photocopiable worksheets and all *Coursebook* and *Exam Maximiser* audio and video. You will find many ideas of how and when to use these included in the *Teacher's Book* along with other suggestions for incorporating technology.

# OVERVIEW OF COURSE COMPONENTS

## Coursebook

- Twelve engaging units with authentic texts
- Exam-style practice and exam tips
- Extensive reference section including Grammar reference, Exam focus and Writing reference
- Complete Cambridge English Qualifications B1 Preliminary Practice Test
- Download the class audio from [www.pearsonELT.com/gold](http://www.pearsonELT.com/gold)

## Exam Maximiser

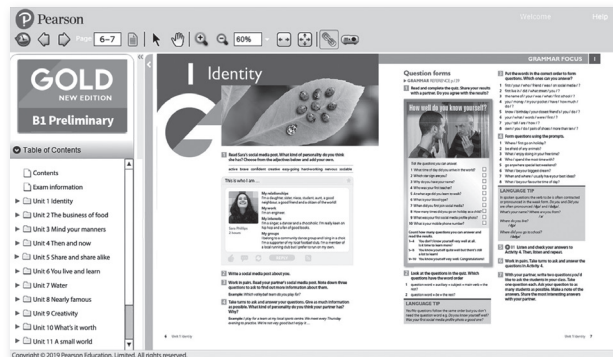
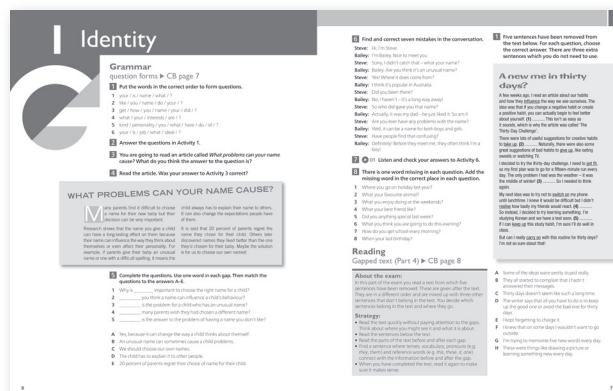
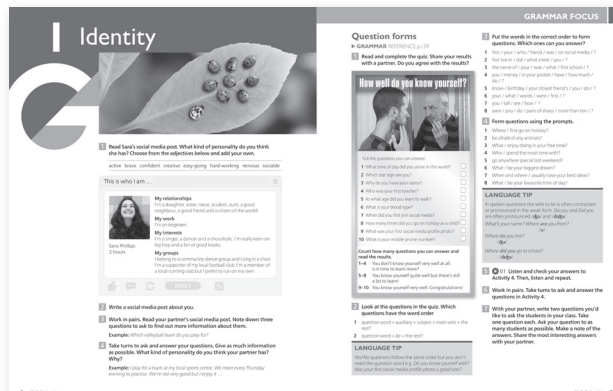
- Complements and consolidates the *Coursebook* material
- Additional practice of skills, exam tasks and language points
- Activities follow on from, but are not dependent on, the *Coursebook*
- With- and without key versions
- Students download the *Exam Maximiser* audio material for self-study from [www.pearsonELT.com/gold](http://www.pearsonELT.com/gold)

## MyEnglishLab

- Online Learning Management System which complements and consolidates the *Coursebook* material
- Interactive versions of all *Exam Maximiser* activities
- Large bank of extra practice activities provides comprehensive training in the subskills and areas of language that underpin the exam
- Video presentations explaining each part of the exam
- Three full Practice Tests
- Automatic activity grading and instant rich feedback
- Gradebook to track students' progress
- Common Error Report identifies areas for improvement

## eText for students

- Digital version of the *Coursebook*
- For use at home or in class, on desktop, laptop or mobile devices
- Students can listen to the audio as many times as they need to and read along with the audio script.



# Teacher's Book

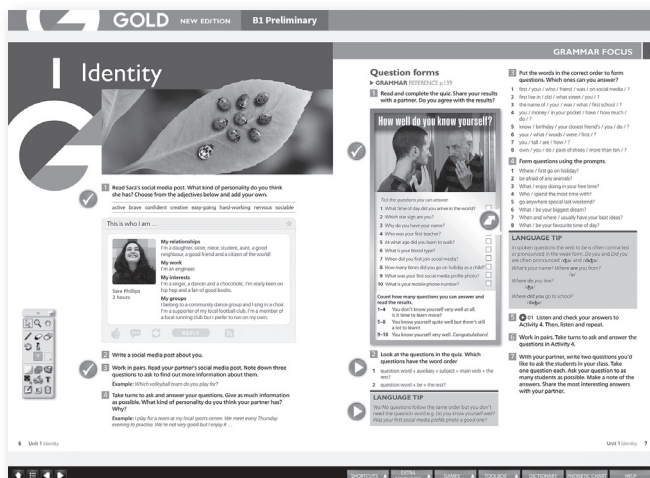
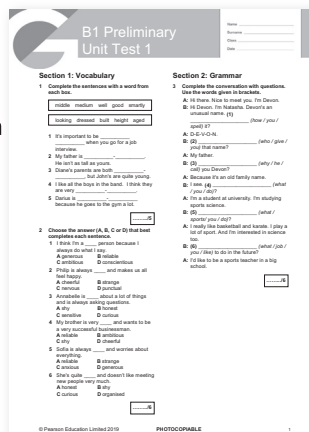
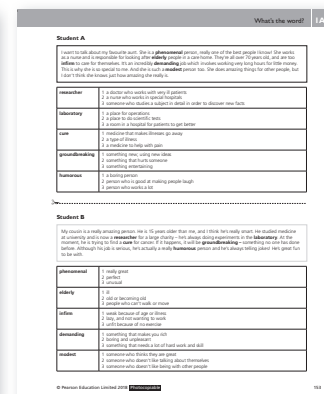
- Your complete guide to using all of the *Gold B1 Preliminary New Edition* components in a blended classroom
- Lesson plans with answers, audio scripts and writing task sample answers
- Cross-references to all of the *Gold* components
- Supplementary ideas for warmers and extension activities
- Three engaging photocopiable activities per unit with detailed teaching notes to revise and extend the *Coursebook* material
- Comes with *Teacher's Resource Disc*

# Teacher's Resources

- Available offline (*Teacher's Resource Disc*) or online
- See instructions inside the front cover for how to download *Coursebook* and *Exam Maximiser* audio
- *Testmaster* with customisable versions of all the course tests in Word format, with audio:
  - 2 Placement Tests
  - 12 Unit Tests
  - 4 Progress Tests
  - 1 Exit test
  - Versions of all tests for students with dyslexia
- Speaking test videos with printable worksheets
- PDF versions of the *Teacher's Book* photocopiable activities (online only)
- Wordlists

# ActiveTeach

- Interactive whiteboard software to help teachers get the most out of the course
- Complete interactive versions of the *Coursebook* and *Exam Maximiser* – with integrated audio – for classroom presentation
- *Coursebook* teacher's notes and photocopiable activities
- Answer-reveal feature
- Extra interactive activities and games for every unit
- *Testmaster* with audio
- Speaking test videos with printable worksheets
- A host of useful classroom tools, including a digital whiteboard and pens; link-embedding capability; timers and scoreboards for games



## Recommended with Gold BI Preliminary New Edition

### Longman Dictionary of Contemporary English



The sixth edition of the *LDOCE* is a must-have for students preparing for examinations.

- Over 65,000 collocations
- Over 18,000 synonyms, antonyms and related words
- Academic Word List highlighted
- Register notes focus on the difference between spoken and written English

The new online site offers the entire content of the dictionary plus additional innovative functionality, including *Study Centre* which has thousands of exercises, including exam practice for Cambridge English Qualifications.

### Practice Tests Plus BI Preliminary and Preliminary for Schools New Editions



The *Practice Tests Plus B1 Preliminary and Preliminary for Schools New Editions* offers comprehensive practice for each exam paper and include:

- eight complete practice tests
- detailed overviews of each exam paper
- training activities, tips and strategies on each paper
- Grammar bank with explanations and activities
- Speaking and Writing banks with useful language, model answers and activities

Teacher Digital Resources include:

- full audio material for the Listening tests
- complete Speaking test video
- examiner's feedback on student performance
- photocopiable worksheets and teaching ideas
- sample writing answers with examiner's feedback
- photocopiable vocabulary maps

Available June 2019

## Teaching strategies

The *Gold B1 Preliminary New Edition Testmaster* includes two Placement Tests which may be used as aids to establish whether a student is at an appropriate level for the *Gold B1 Preliminary New Edition* course. Even if two students were to attain an identical numerical score, no two learners are exactly the same and, consequently, it is natural that every teacher has to manage a degree of diversity in their class due to variation in prior knowledge, learning pace and style and motivation. A key aspect to successfully teaching a multi-level class is to know your learners.

### Ideas to help you know your learners

#### Student reflection

Ask students to reflect on and describe their own goals, strengths and weaknesses in their personal English-learning journey. This works well as an initial writing assignment for the first day's homework on the course.

#### Test to help you teach

The *Gold B1 Preliminary New Edition Testmaster* includes a range of assessment resources including Placement and Exit Tests, twelve Unit Tests and four Progress Tests, including versions for students with dyslexia. Using these tests can help you focus your classes more precisely to your students' needs.

#### Make time to listen

During group discussions and pairwork, take the opportunity to circulate and listen. Make notes on what you hear, especially any areas that require targeted development to deal with later in the lesson or at a future point.

#### Read student writing regularly

Each *Gold B1 Preliminary New Edition* unit includes a writing assignment. By giving individualised feedback, you will learn a lot about each student as a writer. Make sure you keep in mind what you notice to include in future teaching.

#### Tutorials

Some teachers find meeting with students individually in a tutorial beneficial for monitoring and discussing progress. You could allow 15 minutes once a month for this.

#### Record-keeping

Records can be as simple as a page for each student in the class register binder, or could be kept electronically in a document or spreadsheet. Having a place to keep notes on each student including goals, test scores and writing feedback makes it easier to remember the details of individuals, as well as to write reports.

## Manage multi-level classes

### Plenty of pairwork

Working in pairs and small groups gives students the opportunity to learn reciprocally. Discussing reasons for their answers in an activity can be particularly useful by providing both the challenge of articulating a reason effectively and the support of having someone else's thought process explained. The lesson plans in the *Gold B1 Preliminary New Edition Teacher's Book* include pairwork in every lesson.

### Mix them up

The more diverse your class, the more important it is to change partners regularly to ensure students get a range of practice with people with different strengths. This is particularly important when preparing for the speaking paper of Cambridge English Qualifications B1 Preliminary, where students will be paired with someone who may have a different level than themselves. Repeating an exercise with a new partner is a strategy that is often used in the *Gold B1 Preliminary New Edition Teacher's Book*, which gives students of all abilities the opportunity to improve their first performance.

### Offer choices

Many students respond well to choices that help them make a decision about their own learning. For example: 'OK, I'm going to offer you a choice here. For those who would like to look at the second conditional in more detail, I'm going to work through the Grammar reference now. If you feel you are already familiar with the second conditional, you can start the exercise on p.X.'

### Have a plan for fast finishers

If your class is particularly diverse, there may be a significant variation in the time it takes for students to complete an exercise, especially during timed tests or writing activities. One option is to write the day's homework on the board before class, and let students know that if they finish class exercises early they can begin working on their homework. Another option for fast finishers is for them to design a few extra questions/exercises on the lesson topic. You could also have English newspapers/magazines/readers available.

### Provide extra support

Some additional suggestions for students who are finding the course very challenging include:

- giving students the opportunity to rehearse before discussion activities, e.g. 'You're going to speak with your partner about the photos on p.X. Take a minute now to look at them and think about what you're going to say. I'll let you know when to begin.'
- for writing activities, eliciting sentence starters on the board which students may choose to use

See p.6 for some recommended additional resources.

## Teaching with MyEnglishLab

*MyEnglishLab: Gold B1 Preliminary New Edition*

complements the *Coursebook* and allows you to provide students with a blended learning experience. In addition to being an interactive alternative to the *Exam Maximiser*, the *MyEnglishLab* component contains a large bank of additional Cambridge English Qualifications B1 Preliminary exam-practice activities. It also includes video introductions to each part of the exam and two full Practice Tests. You and your students can access these materials wherever there is an internet connection.

Using *MyEnglishLab* allows you to spend less time marking exercises in class, which frees up classroom time for more communicative activities, project work and so on, and students receive instant detailed feedback which is relevant to the answer they gave.

### Introduce MyEnglishLab to your students

After you have registered and created your course, students can register using the unique access code from their *Coursebook* and your Teacher's course code.

Introducing the purpose of *MyEnglishLab* to your class is essential. Discuss how you intend to use it and why it is beneficial: they'll have access to additional practice of the key skills they'll need to excel in the exam; they can get instant feedback on their answers; they can track their progress very easily with the onscreen indicators.

### Assign work regularly

You can make all of the material available for students to work through in their own time or assign specific activities as you go through your course. You can assign tasks to the whole class, to groups of students with different needs or to individual students. The *Gold B1 Preliminary New Edition Teacher's Book* includes suggestions for specific *MyEnglishLab* activities to consolidate the *Coursebook* content in the *Additional practice* sections of the teacher's notes, where 'MyEnglishLab' is abbreviated to 'MEL'.

### Make the most of the gradebook

Check the gradebook regularly to see how your students are doing. You can export the gradebook as an Excel file to make life easier when you need to write student reports. The Common Error report shows the frequency and types of errors students have made on an exercise. This makes it easy for you to identify areas for further remedial teaching.

### Messages

*MyEnglishLab: Gold B1 Preliminary New Edition* enables you to send and keep track of messages to your students. You can remind them about their homework, offer guidance, and have one-to-one exchanges. There is also a folder where you can upload documents for the class such as reading material, sample answers or notices.

# GOLD

**B1 Preliminary**

**NEW EDITION**





# Identity

## Grammar focus ▶ p.6

### Aims

- to get to know each other
- to use a range of language to talk about yourself

### Warmer: Name mingle

If the students in your class are new to each other, you may want them to introduce themselves and learn each other's names. Ask students to mingle, telling each other their names until they are able to stand in a line or circle in alphabetical order. When they have finished, go around the class and elicit the name of each student from the other students in the class.

- 1 Start by directing students to the unit title, and elicit what *identity* means (someone's identity is their name or who they are, or the qualities and attitudes that a person or group of people have, that make them different from other people). Direct students to the adjectives in the box and elicit the meaning of each one. In particular, check students understand that *nervous* /nɜːvəs/ means worried or frightened about something (it doesn't mean 'angry' or 'annoyed'). Drill the pronunciation, focusing on correct syllable stress. Then get students to read the social media post and discuss in pairs what kind of personality Sara has. Conduct whole-class feedback.

Ask: *What does chocoholic mean?* (someone who likes chocolate very much and eats a lot of it). Ask if there are any *chocoholics* in the class.

### Additional activity: Phrases for talking about yourself

Ask students to find and underline in the social media post the different phrases that Sara uses to talk about herself. Encourage students to use some of these phrases in Activity 2. Elicit the following phrases: *I'm a fan of ...*, *I'm really keen on ...*, *(I'm) a member of ...*, *I belong to ...*, *I'm a member of ...*, *I prefer to ...*

- 2 Ask students to use the same headings as Sara used for their post: *My relationships*, *My work*, *My interest*, *My groups*.

### Additional activity: Ask the teacher!

Write your own social media post following the model in Activity 2, and put it on the board. Give students the opportunity to ask questions about your profile to find out more about you. Answer the questions (show students how to extend your answers, rather than giving very short ones), and put some of the questions on the board to provide a model for students to use in Activity 3.

- 3 Put students into pairs to swap posts. Circulate, providing assistance as students write their questions.

- 4 Point out that there are two stages to this activity. First, students ask and answer their questions in pairs. Point out that students should try to extend their answers as in the example given. Secondly, students need to decide what kind of personality their partner has (using the words from Activity 1 and any other words they know). Conduct whole-class feedback, asking each student to give an adjective for another student and give a reason.

#### Answers

- 1 Suggested answers: active, confident, creative, easy-going, sociable (although, not all the time, as she prefers running alone so perhaps not)  
2–4 Students' own answers

► p.7

## Question forms

### Aim

- to review different question forms, and practise using them

- 1 Ask students to tick the questions they can answer (they don't need to write answers for the questions). Then ask students to read their results. Put students into pairs to compare their answers and discuss whether they agree with the results or not. Conduct whole-class feedback.
- 2 Go through the first two questions in Activity 1 as an example with the class and elicit which of the types listed they are. Question 1 follows the pattern: question word (*What time ...*) + auxiliary (*did*) + subject (*you*) + main verb (*arrive*) + the rest (*in the world*). Question 2 follows the pattern: question word (*Which ...*) + auxiliary verb (*are*) + the rest (*you*).

Point out that a *question word* can be a single word, (e.g. *Which*) or a phrase (e.g. *What time, How many*). Students identify which word order is used in the remaining questions then check as a class. Read the first **Language tip** with the class. Refer students to **Grammar reference** section 1.1 on p.139 for more information about the different question forms.

### Teaching tip: Using the Grammar reference

The Grammar reference contains notes, examples and a consolidation exercise for each grammar lesson. You could read through it in detail with the class or ask students to read through it and complete the exercise at their own pace.

Alternatively, try a 'flipped classroom' approach. Ask students to read the Grammar reference and complete the exercises there for homework. A flipped classroom approach is when students receive instructional content outside of class (e.g. reading the Grammar reference, or watching a lecture video) to free up more face-to-face class time for practical exercises and discussion in class.

### Grammar reference answers

#### Exercise 1.1

- 1 do  
2 are  
3 Is  
4 –  
5 did  
6 –  
7 Do  
8 does

- 3 Students form questions. Check their answers as a class.
- 4 Form the first question with the class as an example, ensuring that they understand that they need to add words here (as opposed to the previous activity which was ordering the words given). Put students into small groups to discuss the questions.
- 5 Go through the second **Language tip** with the class, drilling the pronunciation. Play the recording for students to listen and check their answers. Then play the recording again and ask students to repeat the questions. Make sure that they are using weak forms appropriately.
- 6 Put students into pairs or small groups to discuss the questions. Encourage them to give full answers, rather than one-word replies.
- 7 Give pairs a couple of minutes to write their two questions. Monitor for accuracy of question forms. Ask students to move around the classroom (with pen and paper), asking and answering their questions, and taking notes on interesting answers (but not writing them down word for word). Organise students back into their pairs to share what they find out.

#### Answers

- 1 Students' own answers  
2 Type 1: Questions 1, 3, 5, 7, 8  
Type 2: Questions 2, 4, 6, 9, 10

- 3
- 1 Who was your first friend on social media?
  - 2 What street did you first live in?
  - 3 What was the name of your first school?
  - 4 How much money do you have in your pocket?
  - 5 Do you know your closest friend's birthday?
  - 6 What were your first words?
  - 7 How tall are you?
  - 8 Do you own more than ten pairs of shoes?
- 4
- 1 Where did you first go on holiday?
  - 2 Are you afraid of any animals?
  - 3 What do you enjoy doing in your free time?
  - 4 Who do you spend the most time with?
  - 5 Did you go anywhere special last weekend?
  - 6 What's your biggest dream?
  - 7 When and where do you usually have your best ideas?
  - 8 What's your favourite time of day?
- 5-7 Student's own answers

**ADDITIONAL PRACTICE** | Maximiser pp.6-7, Grammar 1-8 | MEL Unit 1, Grammar 1-8 | MEL Extra practice, Grammar 9 Making questions | ActiveTeach Extra activity: Grammar Focus 1; Game: Pelmanism

## Reading focus ► pp.8-9

### Aim

- to identify key information and complete an exam-style reading task (Reading, Part 4)

### Warmer: Your profile picture

Introduce the topic of profile pictures on social networking sites by showing your own profile picture on a website (or explaining why you don't use one). Ask students to tell each other about or show each other their current profile picture (or lack of picture) and ask them to say what they think it says about their identity.

- 1 Ask students to read the profiles. Then put them into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2 Refer students to the **Exam focus** on pp.166-167. Read through it with the students, making sure they understand what happens in this part of the exam. Read the first **Exam Tip** with the class, then give students a couple of minutes to quickly read the article and answer the questions. Elicit the answers.

- 3 Check students understand what pronouns and reference words are by directing students to sentence A and asking them to identify a reference word (*one*) and pronouns (*me*). Explain that a reference word is a word that refers to a previous word without repeating it, (e.g. *this, these, it, one*). A pronoun is a word that is used instead of a noun or noun phrase, e.g. *he, she, it, me*. A pronoun can be a reference word. Get students to work through each sentence doing the three things listed in the rubric.
- 4 Read through the second **Exam tip** with the class. Point out that the colours in the example sentence show examples of how the sentences match. Encourage students to use the information they identified in Activity 3 to help decide which sentence goes in each gap. Don't check the answers until after Activity 5.
- 5 Take the opportunity to explain the benefits of comparing answers in pairs (see teaching tip below). Then elicit the answers and the clues which helped students to work them out.

### Answers

- 1 Students' own answers
- 2
- 1 To help you build a career.
  - 2 Searched for his name online; compared network profiles to make them the same; took a new profile photo, wrote a short biography to tell people who he is.
- 3 All the sentences except F are in the past simple.
- A one; shorts, beach
  - B They, it; difficult decision
  - C I, I; care, the things, posted
  - D I; other interests
  - E It, them; not good, similar
  - F These; better, expected
  - G that; old pictures
  - H them, they; changed, the same
- 4-5
- 1 C (*the things I posted* refers to *sharing photos and comments with my friends*)
  - 2 A (*The worst one* refers to *photos which appeared*)
  - 3 H (*them = user names; the same* relates to *different user names* – antonym)
  - 4 G (*old pictures* refers to *new profile photo* – antonym + synonym; *that = make him look responsible but friendly and warm*)
  - 5 D (*then* tells us it's part of a sequence; *mentions* follows *saying* and is a synonym to avoid repetition; *other interests* refers to interests in addition to *work*)

### Teaching tip: Peer checking

Checking their answers in pairs can encourage students to collaborate and share knowledge. By explaining answers to each other, they help to consolidate their knowledge and strengthen their memory of the language and of exam techniques. It also gives them confidence when nominated to answer questions in open class.

It can also be a useful strategy to deal with students who finish a task early. They can check their answers in pairs, while slower students are still doing the actual task.

**ADDITIONAL PRACTICE** | Maximiser p.7, Reading 1 | MEL Unit 1, Reading 1 | MEL Extra practice, Reading 4 What is the key information? | ActiveTeach Extra activity: Reading Focus | Photocopiable 1A *What's the word?*

## Vocabulary ▶ p.9

### deducing words in context

#### Aim

- to practise guessing the meaning of unknown vocabulary in context

- 6** Read out the **Language tip** and elicit what kinds of things can help you to guess the meaning of a word. These questions can help: *Is it a noun, adjective, etc? Is the meaning positive, negative or neutral? Do you understand part of the word? Is it similar to another word you know? Do the other words in the sentence explain the meaning?*

If you have stronger students in the class, ask them to underline the words/phrases in the text and to guess the meaning without seeing the two choices. Once students have chosen the correct definitions, ask them to compare their answers in pairs and then check answers with the class.

- 7** Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

#### Answers

- 6** 1 noun, A, it's important for the meaning of the text.  
2 verb, B, it's not important for overall meaning of the text or the exam task.  
3 verb, A, it's important as it comes before a gap.  
4 adjective, B, it's not important as *responsible* and *friendly* provide a sufficient understanding of the meaning of the sentence.

5 verb, A, it helps with the exam task as it appears after a gap but the first half of the sentence is probably sufficient to allow filling of the gap.

- 7** Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.8, Vocabulary 1–2 | MEL Unit 1, Vocabulary 1–2 | MEL Extra practice, Reading 7 What do the unknown words mean?

## Listening focus ▶ p.10

### Multiple choice, pictures (Part 1)

#### Aim

- to complete an exam-style listening task (Listening, Part 1)

- 1** Refer students to the **Exam focus** on pp.167–168. Read it through with the students, making sure they understand what happens in Part 1 of the listening paper. Put students into pairs to discuss the questions. Elicit answers from one or two pairs in open class and check students understand the meaning of *fair* and *dark* in preparation for Activity 2.
- 2** Ask students to read question 1 in Activity 5. Play the recording twice (as will happen in the exam) so students can answer the question in Activity 2. Put students into pairs to compare and discuss their answer and then check the answer with the whole class.
- 3** Read out the **Exam tip** to students and make it clear they must listen to the whole recording, as there will be distracters in the recording which they need to avoid. Play the recording twice for students to answer the questions. Put them into pairs to compare and discuss their answers before checking with the whole class.
- 4** Give students time to read questions 2–7 and discuss in pairs what vocabulary they might hear. Then elicit key vocabulary and build up a list on the board (e.g. *toothpaste, towel, sun cream*).
- 5** Play the recording twice, allowing students time to discuss their answers in pairs before they listen for a second time. Check answers with the whole class and discuss what information gave the answer in each.

### Additional activity: Using the audioscript

Direct students to the audioscript on p.187. Ask students to underline the parts which gave them the answer to each question in Activity 5.

- 6** Put students into pairs to discuss the questions. Elicit answers in open class and invite students to share their ideas for question 1 in particular.

#### Answers

- 1 Girl A has short, fair hair and sunglasses. Girl B has long, fair hair. Girl C has long, dark hair and glasses.  
2 Girls A and B both have fair hair but Girl C has dark hair. Girls B and C have long hair but Girl A has short hair. Girl A is wearing sunglasses, Girl C is wearing glasses and Girl B is not wearing glasses of any sort.  
3 blond/fair/dark hair, short/long hair; sunglasses, glasses, looks like, haircut
- 2 We learn that she's got a sister who used to have dark hair but is now fair. (So, C can be eliminated.)
- 3 1 B  
2 *She was going to get it cut shorter; I'm glad she decided against it; ... the glasses. They've gone too.*
- 4 Suggested answers:  
2 toothpaste, towels, sun cream, packed, suitcase, put in, take out  
3 eggs, onions, cheese, shop, buy, need, list, meal, recipe  
4 trip, monkey, bird watching, look at birds, boat trip, dolphin  
5 weather report, rain(y), wet, dry, stormy, wind(y), snow(y), snowfall, number of centimetres of rainfall/snowfall  
6 male solo singer, short hair, girl band, instruments (guitar, drums), female dance group, street dance/dancing  
7 dentist's, toothache, teeth, check-up, library, borrow/return a book, dry cleaner's, coat/dress, etc., take to, go first, after that
- 5 2 C (*I had everything ready this morning but you took the toothpaste out again ... I put them [the towels] back in the bathroom.*)  
3 C (*I love it, though – can you put some in mine? I'll pick some up for you.*)  
4 C (*I woke up too late for the early morning trip, but the other one was brilliant.*)  
5 A (*... rain ... will stay with us overnight and into the next morning*)  
6 A (*He's got a good voice, though, so I'll probably choose him in the final.*)  
7 B (*If I leave now, I'll be able to get to the library.*)
- 6 1 Students' own answers  
2 It's important to understand the key words. These words are often stressed, so can be easier to listen for.

### Useful resources

www.ello.org is an online listening library. It has over 2,000 recording clips with people talking about many different kinds of topics. The clips are graded according to level and most have a recording script with accompanying listening and vocabulary activities.

**ADDITIONAL PRACTICE** | Maximiser p.8, Listening 1 | MEL Unit 1, Listening 1 | MEL Extra practice, Vocabulary 1 Clothes

## Vocabulary focus ▶ p.11

### Describing people

#### Aim

- to understand and use adjectives describing character and appearance

#### Warmer: Adjective brainstorm

Put students into pairs or small groups and ask them to brainstorm as many words that describe personality as they can in two minutes. Draw three columns on the board labeled: *positive*, *negative* and *it depends*. As you elicit the adjectives, get students to nominate a column for each word. Compile the words on the board, in the table, and at the end, ask students to write the table in their notebooks.

- 1 Put students into pairs and ask them to discuss the questions. If students have photos of their family on their mobile phones, they could show each other as part of the discussion. Elicit answers from one or two students in open class.
- 2 Direct students to the list of character types and get them to predict in pairs what each type is like. Tell students not to worry too much about the exact meaning of each word at this stage, as it will be checked in the next exercise.
- 3 Students could work in pairs to share knowledge about which words they know and which ones they can guess the meaning of. Then play the recording for students to check their answers.
- 4 Play the recording for students to notice the syllabic stress and underline it. Play the recording again for students to listen and repeat. Give students time to practise saying the words.

**5** Give an example from your own family (real or imagined), e.g. *My brother is very ambitious, but he isn't very organised!* Then put students into pairs to discuss whether anyone in their family could be described with each adjective.

**6** Get students to read the email and complete the gaps. Check as a class.

**7** Students categorise the underlined words/phrases in the email, either in pairs or on their own. Check answers with the whole class, making sure that students understand all of the vocabulary.

Read through the **Language tip** with the class. Check their pronunciation of the words/phrases, especially *beard* /bɪəd/ and *bald* /bɔ:ld/.

### Teaching tip: Spidergrams

Encourage students to draw a spidergram to categorise the words/phrases that describe appearance. Put them into pairs and ask them to talk about the benefits of organising vocabulary this way and whether they think it will help them to remember groups of words better.

**8** Put students into pairs to discuss the questions. Encourage students to discuss why they are similar or different to the people they talk about and to use character and appearance adjectives. Elicit answers from one or two students in open class.

### Answers

**1** Students' own answers

**2** Open people are curious and want to know more about things. They ask a lot of questions. They're creative and like art. They can be unusual, though. They may have unusual beliefs or interests and other people can think they're a bit strange sometimes.

Conscientious people are organised and work in an ordered and effective way. They're also ambitious and want to succeed. They're punctual so they're never late, and you can trust them because they're reliable. They never make quick decisions, though.

Extroverted people tend to be cheerful so they always seem happy. They love doing interesting or exciting things. They always have energy, they talk a lot and they love meeting new people.

Anxious people are sensitive so they care about other people's feelings but it also means they can get upset easily. They care about details and want to get things right. Sometimes they can get a bit nervous and worry about things. They're often quite shy so they don't usually talk very much when there are lots of people, especially if they don't know them.

Agreeable people are friendly and generous. They give time and money to others. They believe that everyone is good and

that people are generally honest, so they expect people to tell the truth.

**3** 1 punctual 2 ambitious 3 generous 4 nervous  
5 curious 6 organised 7 cheerful 8 strange  
9 honest 10 sensitive 11 shy 12 reliable

**4** ambitious, cheerful, curious, generous, honest, nervous, organised, punctual, reliable, sensitive, shy, strange

**5** Students' own answers

**6** 1 punctual 2 organised 3 shy 4 cheerful 5 reliable  
6 honest 7 ambitious 8 sensitive

**7** Age: middle-aged (between about 40 and 60), in his teens (between 13 and 19)

Looks: bald (no hair), have a beard (have hair on your face), smartly dressed (wears neat clothes), good-looking (attractive)

Size: overweight (too heavy), medium-height (not short, not tall), well-built (big, strong body)

**8** Students' own answers

### Additional activity: Write about your family

Ask students to write their own short post describing their family (or a member of their family) or a close friend, similar to the email in Activity 6. If you have a private class online area, students could post their description (with an optional photo). Get students to read each other's posts and find something their family has in common with three other posts, and post a reply.

### Teaching tip: An online area for your class

Set up a private class online area for your class, in which you can post resources and notices, and students can post short writing responses and respond to each other, or ask questions.

**ADDITIONAL PRACTICE** | Maximiser pp.9–10, Vocabulary 1–4 | MEL Unit 1, Vocabulary 1–4 | MEL Extra practice, Grammar 1 Adverbs of frequency | ActiveTeach Games: Sheep out!; Stepping Stones | Photocopiable 1B *What kind of person am I?*

## Grammar focus ▶ p.12

### Present simple with adverbs of frequency

#### Aims

- to discover the rules for forming and using indirect questions, and to practise using them

**1** Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students.

### Alternative: Additional pictures

Find two more pictures on the internet for students to discuss as part of Activity 1 (in addition to the pictures on the page), e.g. someone doing some amateur photography, some musicians rehearsing.

- 2 Ask students to read the podcast description and to predict in pairs how the questions could be answered. Elicit some ideas.
- 3 Ask students to read the questions and then play the recording. Put students into pairs to compare and discuss their answers and then check answers with the class.
- 4 Elicit the answer to question 1 to demonstrate the activity. Students then complete the other questions. Play the recording from Activity 3 again for students to check their answers.

### Additional activity: Adverbs of frequency

Briefly review the meaning of adverbs of frequency. Put the following adverbs on the board (out of order) and ask students to work in pairs to put them in order of frequency. *always, usually/normally, often/frequently/regularly, sometimes, hardly ever/not often/rarely, never.*

- 5 Put students into pairs to discuss the questions. Check answers as a class. Refer students to section 1.2 of the **Grammar reference** on p.139 for more information and to complete Exercise 1.2.

### Teaching tip Guided discovery

In each **Grammar focus** lesson, there is a guided discovery task (like Activity 5) where students are encouraged to notice and discover key grammar patterns for themselves. You could point students to the **Grammar reference** after the guided discovery task to affirm what they have discovered and learn additional information about the grammar point.

#### Grammar reference answers

##### Exercise 1.2

- 1 He doesn't often send me messages. / He doesn't send me messages often.
- 2 We regularly eat out at the weekend. / We eat out regularly at the weekend.
- 3 He is in a bad mood all the time.
- 4 I am not always late.
- 5 He bakes biscuits several times a week.
- 6 She sometimes watches horror films. / Sometimes, she watches horror films.

- 7 She is hardly ever rude.
- 8 We go on holiday every summer. / Every summer, we go on holiday.

- 6 Focus students on the first phrase in brackets (*every day*) and elicit where it goes (at the end of the sentence). Students read the post and put the other adverbs in the correct place. Go through the answers as a class.
- 7 Give students some ideas about possible topics, e.g. sports, hobbies, work, studies, travel. Ask students to write sentences. In a mixed ability class, some students may write more than one sentence for each prompt.
- 8 Put students into pairs to ask and answer questions about their habits. Encourage students to see if they can find something in common and share it with the class.
- 9 Put students into small groups to discuss the questions.

### Additional activity: Discussion

Write the following questions on the board for students to discuss in the same small groups as in Activity 9.

*Which online communities do you belong to?*

*When are online groups better than real world groups?*

*When are real life groups better?*

#### Answers

- 1 1 jewellery making, collecting comic books  
2 Students' own answers
- 2 Students' own answers
- 3 1 Tom: comic books collectors; Melanie: jewellery makers  
2 You can chat to people who are as passionate as you are. You can share information. You can get ideas and feedback from each other. You can learn from each other. You can talk to them more often.
- 4 1 always 2 usually 3 normally 4 usually 5 often  
6 regularly 7 all the time 8 a few times a year
- 5 1 A after B after C before  
2 at the end
- 6 1 I watch at least one film every day.  
2 My friends regularly watch films too ...  
3 They usually give their opinion on it ...  
4 ... I normally want to talk about it for hours.  
5 ... people discuss films in detail all the time.
- 6 I don't often share personal things on social media ... / I don't share personal things on social media often ...  
7 ... I'm not usually very open ...

8 ... I'm always happy to discuss films.

9 It's always great to get tips ...

7–9 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.10, Grammar 1–2 | **MEL** Unit 1, Grammar 1–2 | **MEL Extra practice**, Listening 2 Which pictures are mentioned? | **ActiveTeach Extra activity**: Grammar Focus 2; Game: Noughts and Crosses

## Speaking focus ▶ p.13

### General questions (Part 1)

#### Aim

- to practise giving answers of an appropriate length to general questions about yourself (Speaking, Part 1)

- 1 Put students into pairs to discuss the questions. Students could quickly look up the meaning of their names online if they don't know it or they could talk about who gave them their first name and why. Conduct whole-class feedback.
- 2 Play the recording and elicit the answers to the questions. In this part of the exam, both candidates are asked four standard questions which vary slightly depending on their situation. Candidates should give short, factual answers. For more detail on Part 1 of the Speaking exam, refer students to the **Exam focus** on pp.168–169.
- 3 Ask students to read the replies (e.g. *I'm from Shenzhen in China*), from which they should be able to work out the question. Put students into pairs to compare and co-construct the questions.
- 4 Play the recording again for students to check their answers.
- 5 Ask a student to ask you the questions from Activity 3, and model giving a short, factual answer. Then, get students to work in pairs to take turns to ask the list of questions. Finish by asking various students different questions around the class.
- 6 Play the recording and elicit the answers to the questions. Ask students to read the **Exam tip**. When listening to the question, students should pay attention to the tense as this will help them to answer it more accurately. Students are not required to talk at length when answering these questions in the exam. However, they should still extend their answers with one or two pieces of information. The information they give does not need to be the truth. If they can't think of anything to say, they can make it up.

7 Get students to match the questions and answers. Check as a class. Check students understand *humid* (point out that if the weather is humid, you feel uncomfortable because the air is very wet and usually hot).

8 Go through the rubric and the example. Point out to students that they need to expand on the answers given in Activity 7 (not their own personal answers).

9 Students take turns to ask and answer questions from Activity 7.

#### Additional activity: Class mingle

After Activity 9, assign each student one question from Activity 7 (it is acceptable for more than one student to be assigned the same question). Get students to move around the class, asking and answering each others' questions. Answering the same questions more than once is an opportunity to build fluency and confidence, but doing it with different students provides variety (and a break from sitting down).

- 1 Students' own answers
- 2 1 Two of the questions are the same – both students are asked for their name and whether they work or are a student. One question is similar. One student is asked where they live; the other is asked where they come from. The last question is different. It depends on whether they work or study.  
2 Short answers.
- 3–4 1 What's your name?  
2 Where do you come from?  
3 And what's your name?  
4 Where do you live?  
5 David, do you work or are you a student?  
6 What do you do?  
7 And Mei, do you work or are you a student?  
8 What do you study?
- 5 Students' own answers
- 6 1 Different questions.  
2 Mei gives better answers. David's are too short. Mei extends her answers and gives more information.
- 7 1 D 2 F 3 A 4 C 5 E 6 H 7 B 8 G
- 8 Possible answers  
A See example  
B In the summer months, it's usually too hot to go outside for long so we stay inside with the air conditioning on. In the winter, it can be quite cold.  
C I'm not very sociable and prefer being on my own. I read a lot. I also go out and paint sometimes. I'm not a very good artist, but I enjoy it.



**D** I love getting home from college and knowing I have two free days. I usually go out with some friends for the evening and I can stay out late because I don't have to get up early the next day.

**E** It's not too far. It takes me about fifteen minutes. I used to take the bus, but it takes too long.

**F** I used to play a lot of football when I was younger. Now, I mostly watch it. I support Real Madrid because my father's a fan. We've been to a few matches together.

**G** We get on really well and often do things together like going out on our bikes. Last week we cycled to the beach and had a picnic there. It was a lot of fun.

**H** I'd like to take a train ride through the Rocky Mountains. I've seen some photos of it and it looks amazing. A friend did it. I was very jealous!

**9** Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** pp.10–11, Speaking 1–5 | **MEL Unit 1**, Speaking 1–5 | **MEL Extra practice**, Speaking 1  
Identifying relevant answers

## Writing focus

### Article (Part 2) ► p.14

#### Aim

- to write a descriptive article in response to an exam task (Writing, Part 2)

**1** You could ask students to read the information about writing articles, as well as the useful language in the **Writing reference** on p.164 before they start this lesson.

Check students understand what it means to *admire* someone (to respect and like someone because they have done something that you think is good, or to respect their qualities or skills). Put students into pairs to discuss the questions. Conduct whole-class feedback.

**2** Tell students that the person they admire could be famous or someone they know personally. Give students a few minutes to make notes on the three points. Put students into pairs to talk about the people they chose.

**3** Focus students on the exam task and ask them to underline what they have to do.

**4** Students read Greg's article. Elicit what he says about each point in Activity 2.

**5** Students discuss the questions in pairs. Check answers as a class.

**6** Point out that using a range of adjectives in an article can help make the article more interesting. Students underline the adjectives. Get students to write at least four adjectives about their person. These could include adjectives from the article or from the unit so far.

**7** Ask students to write a plan for their article. When they have finished, students work in pairs and show each other their plans, explaining what they are going to include in their articles.

#### Teaching tip: Planning before writing

Emphasise how important planning is for the exam as it will help students to organise their ideas better. Encourage students to use a spidergram or a table with the key points that they are going to include in each paragraph. With weaker classes, build up a model plan together on the board to provide additional support and offer suggestions.

Refer students to **Writing reference** section 1.1 on p.154 for information about to write sentences effectively. You could ask students to do Practice exercises 1.1A and 1.1B in class before they do Activity 7.

#### Teaching tip: Using the Writing reference

The Writing reference is divided into two sections: (1) information and practice activities on key points for improving writing, and (2) annotated model answers for each exam task. You can set these to read and complete for homework, or get students to work through them in class.

#### Writing reference answers

##### Practice 1.1A

- We took the bus because the car was at the garage.
- Because I was worried about his feelings, I didn't tell the truth.
- The film was really terrible so I left.
- Correct
- There are a lot of nice restaurants and the sports centres are great in my town.
- Correct
- After I read the letter, I felt really sad.
- I'm going home. I'm tired. / I'm going home because I'm tired.

##### Practice 1.1B

##### Possible answers

- Sue phoned Ian because it was his birthday.
- I lost my umbrella so I went to look for it.
- I'd love to take you round the sights and show you the interesting local art gallery.
- I left work early, but I was still late for the party.

### Teaching tip: Using the checklist

Encourage students to use the checklist on p.153 every time they do a piece of writing. They can actively tick off the things that they have done. The checklist can also be used for peer assessment.

#### Answers

- 1 The firefighters help others and put their lives in danger. The charity worker helps others in their own time without getting paid. The sports person works hard to achieve their goal.
- 2 Students' own answers
- 3 Write an article answering the questions 'Who do you most admire?' and 'Why do you admire this person?'. Write about 100 words.
- 4 1 Next-door neighbour Karen. Works full-time, but volunteers for charity work in her free time.  
2 Sociable, knows everyone, kind, generous  
3 She gives up her free time and she puts other people before her own interests.
- 5 1 Three paragraphs: Introduction (introducing the topic and Karen – who she is); middle (describing what kind of person Karen is and why she's special); ending (summarise why the writer admires Karen).  
2 He asks the reader a question.  
3 He uses adjectives to describe her so we can imagine what she's like. He says what she does.  
4 He says why he admires her (That's why...) and then asks the reader a question about who they admire. It makes the reader think beyond the article.
- 6 sociable, kind, generous
- 7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.11, Writing 1–2 | MEL Unit 1, Writing 1–2 | MEL Extra practice, Writing 1 Can you spot the common mistakes?, Writing 2 Can you spot the common spelling mistakes? | Photocopiable 1C *The main idea*

## Review ► p.15

### Aim

- to revise the structures and vocabulary covered in Unit 1

- 1–6 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

### Alternative: Use the Review for fast finishers

Set relevant review activities for fast finishers during other lessons and make the answers available in your online space for students to mark themselves.

#### Answers

- 1 1 Where do you live?  
2 Do you know your neighbours?  
3 What time do you usually get up?  
4 Where is your favourite place to be?  
5 Did you meet up with friends yesterday?  
6 What do you usually have for breakfast?  
7 How often do you go for a walk?  
8 What did you do yesterday?
- 2 1 F 2 H 3 C 4 A 5 G 6 B 7 E 8 D
- 3 1 I don't usually go out during the week.  
2 They hardly ever say hello to us.  
3 We are sometimes late for class.  
4 I'm always nervous about taking a test  
5 He works hard all the time.  
6 She regularly goes out running.  
7 You often ask me difficult questions.  
8 I usually meet up with my friends once a week.
- 4 1 well-built 2 good-looking 3 middle-aged  
4 has a beard 5 smartly dressed 6 bald 7 overweight  
8 medium-height
- 5 1 ambitious 2 curious 3 nervous 4 sensitive  
5 cheerful 6 reliable 7 generous 8 organised
- 6 1 F 2 E 3 G 4 A 5 H 6 C

# 2 The business of food

## Vocabulary focus ▶ p.16

### Aim

- to hear vocabulary related to food in context, and practise using it

### Warmer: Guess my words

Divide the class into two groups: A and B. If the groups are large, students can work in pairs within each group. Give Group A the category of *fruit* and Group B the category of *vegetables*. Give the groups three minutes to write down as many words as possible in their category. Next, give Group B students one minute to call out as many items of fruit as they can. Students in Group A cross them off their lists if they appear there. Students in Group A then have one minute to call out as many words for vegetables as they can while students in Group B cross them off their lists. Students add up the number of items left on their lists and get one point for each. The winners are the group/pair who have the most points.

- 1 Get students to read the introduction. Elicit what a *foodie* is (someone who is very interested in cooking and eating food).
- 2 Put students into pairs. Students interview each other and note down their partner's answers to the quiz. Circulate, helping with any unknown vocabulary, e.g. *herbs*, *fresh*. Encourage students not to read the results at this point.
- 3 Students tell their partner what they think, e.g. *I think you are a foodie because you love looking at photos online and you cook regularly*.
- 4 Students check the results and decide whether they agree with them or not. Conduct whole-class feedback.

### Answers

- 1 It's a person who has a huge interest in food and cooking.
- 2-4 Students' own answers

▶ p.17

## Food collocations

### Aim

- to learn and practise a set of collocations related to food

- 1 Check students understand the words in the questions, especially *ingredient* /ɪn'ɡri:diənt/ (one of the foods that you use to make a particular food or dish). Put students into pairs to discuss the questions. Conduct whole-class feedback.
- 2 Students match the descriptions to the photos individually, then compare their answers and discuss the first question in pairs. For the second question, get students to underline the adjective + noun combinations in the descriptions. Check answers as a class, and check that students understand all the vocabulary

and can pronounce the words appropriately. Read out the **Language tip**. Point out that a vocabulary notebook can be physical or digital.

- 3 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 4 Direct students to the words in the box first, and check that students understand the meanings. Play the recording for students to tick the words they hear. As you elicit the answers, take the opportunity to get students to practise saying the words. Listen out for correct syllable stress on the words *vegetables*, *alcohol*, *sausage* and *potatoes*.
- 5 The nouns in brackets show the collocation used in the recording. Students match the words and meanings before comparing answers in pairs.

### Additional activity: More collocations

As an extension, ask students to work in pairs and write a list of more collocations with the adjectives in Activity 5, e.g.

- *fresh* (vegetables, meat, fruit, herbs)
- *local* (food, restaurants, shops)
- *fried* (fish, meat, potatoes, egg)
- *raw* (vegetables, meat)
- *takeaway* (pizza, meal)
- *vegetarian* (food, meal, menu, recipes)
- *boiled* (potatoes, eggs)

After they have made their lists, students could swap partners to ask and answer questions using the collocations, e.g. *How often do you have ...? Do you like ...?*

- 6 Do question 1 with the class to demonstrate the activity. Put students into pairs to compare their answers before checking answers with the whole class. Make sure students understand *region* (a large area of a country or of the world, usually without exact limits) and *fizzy drinks* (a sweet non-alcoholic drink with bubbles of gas).
- 7 Put students into pairs to discuss the questions in Activity 6. Elicit any surprising or interesting information from two or three students in open class.

### Teaching tip: Speed meeting

A different way to set up speaking activities such as the one in Activity 7 is to allocate one student as A and one student as B in each pair. Give students a minute to discuss question 1. When the time is up, Student As

stand up and move to a new partner. The new pairs spend one minute discussing question 2 and then Student As move to a new partner again to discuss question 3. This continues until all the questions have been discussed. Finally, ask Student As to return to their first partner. The pairs share any interesting information they found out about the other people they spoke to. This way, students can get the opportunity to talk to a wider variety of people than usual.

### Answers

- 1 Students' own answers
- 2 1 C hot soup, sour herb/soup 2 D spicy (Mexican) salsa, hot peppers, salty tortilla chips 3 A sweet dessert 4 B mild (chicken) dish, sweet-and-sour (chicken) dish
- 3 Students' own answers
- 4 vegetables, fish, rice, alcohol, meat, sausage, salt
- 5 1 F 2 D 3 A 4 H 5 C 6 B 7 E 8 G
- 6 1 local dish 2 fresh 3 soft drinks 4 raw  
5 takeaway 6 boiled 7 fried 8 vegetarian
- 7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.12, Vocabulary 1 | MEL Unit 2, Vocabulary 1 | MEL Extra practice, Vocabulary 6 Food, Vocabulary 7 Health | ActiveTeach Games: Sheep Out!; Noughts and Crosses | Photocopiable 2A A meal for two

## Grammar focus ► p.18

### Aims

- to review the present simple and present continuous and practise using them

### Warmer: Draw the word

Divide the class into small groups. Invite one student from each group to come to the front of the class. Show them the word *rice* on a piece of paper. Those students return to their group and draw (not write) the word, without speaking. When the students in the rest of the group have guessed the word, one of them comes to you and whispers the word. If it is correct, show them another word until one group has guessed all the words correctly. Suggested words: *fry*, *fizzy drink*, *fish*, *spicy*, *vegetarian*, *chips*, *ice cream*.

- 1 Put students in pairs to discuss the questions. Invite a few students to share their answers.
- 2 Direct students to the picture first. Tell students that the blog writer is a student from the UK visiting Japan. Elicit some predictions to questions 1–3. Then get students to read the post and check their predictions.

- 3** Students work alone to match the uses with the examples in the text and decide which form is used. Put students into pairs to compare their answers. Refer students to section 2.1 of the **Grammar reference** on p.140 to check their answers. Make sure students are clear about the different rules. Read through the **Language tip**. Check students understand *stative verb* by explaining that an active verb describes something that we do. A stative verb describes the way we feel, think, or things we have. Another common stative verb is *believe*. You could set Exercise 2.1 on p.140 for homework.

#### Grammar reference answers

##### Exercise 2.1

- 1 don't understand 2 's staying 3 'm reading  
4 smells 5 are you wearing 6 comes

#### Additional activity: Stative and active verbs

Put students into pairs or small groups and ask them to draw two large circles on a piece of paper. The circles should not overlap. One circle should be labelled *stative verbs* and the other *active verbs*. Write or dictate the verbs below in a random order. Students put the verbs in the correct place in the circles. Check answers with the class.

Stative verbs: *hate, like, need, own, prefer, understand, want*

Active verbs: *bake, explain, grow, live, sleep, work*

Ask students to choose two of each type of verb, and try to make a sentence with them about themselves. Monitor, and make sure that students aren't using stative verbs in the present continuous form.

- 4** Students complete the blog individually, then compare their answers in pairs before checking as a class.

#### Additional activity

Students could look up 'bento box cartoon' online and find pictures that show some amazing creativity with rice!

- 5** Form the question with the class as an example. Elicit why present simple should be used here. (*Like* is a stative verb, so is not usually used in the continuous form.) Students complete the remaining questions while you circulate, checking for accuracy. Students interview each other in pairs. Conduct whole-class feedback.
- 6** Check students understand that *typically* means 'generally'. Get students to work in pairs to discuss the points listed briefly in pairs before writing their description. Encourage them to think carefully about whether to use present simple or continuous. Put students into small groups to share their descriptions.

#### Alternative

Students could write their description for homework and post it to your class online space, with a photo if they can. Encourage students to read and comment on each other's descriptions.

#### Answers

- 1 Students' own answers  
2 1 Cereal for breakfast, sandwiches for lunch and pizza or pasta for dinner  
2 boiled rice and fried fish with soup; maybe natto; toast, jam and yoghurt  
3 Students' own answers  
3 1 C 2 A 3 B 4 D  
4 1 is eating 2 take 3 are starting 4 sometimes go  
5 is/'s sharing 6 is still working 7 are/'re sitting  
8 are/'re using 9 are eating 10 usually cook  
5 1 What do you like about Japanese meals?  
2 What do you usually have for lunch and dinner?  
3 What are you eating a lot of at the moment?  
4 What food is becoming more popular in your country?  
6 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.12, Grammar 1–3 | MEL Unit 2, Grammar 1–3 | ActiveTeach Extra activity: Grammar Focus 1

## Speaking focus

### Individual long turn (Part 2) ▶ p.19

#### Aim

- to practise describing different aspects of pictures in an individual long turn task (Speaking, Part 2)

- 1** Put students into pairs to discuss the questions. Conduct whole-class feedback.
- 2** In pairs, students discuss what is happening in each photo. Elicit possible answers.
- 3** Get students to read the questions. Play the recording for students. Get students to discuss their answers in pairs before checking as a class. For more information about the long turn task, refer students to read the **Exam focus** on p.169.
- 4** Play the recording again for students to tick what each student describes. Check answers as a class.

### Additional activity: Useful phrases

Either play the recording again or ask students to turn to the audioscript on p.189. Ask them to listen for or to find useful phrases that Daniela uses for introducing her ideas. Get a couple of students to come to the board and get other students to call out the phrases for two students at the board to write up. These will be useful prompts for Activities 6 and 7.

Suggested answers: *The photo shows ...; The man's ...; The woman's ...; In the background, there are ...; I can see ...; It's not ..., it's ...*

- 5 Ask students to write notes for photo B under each topic heading from Activity 4. Students should write short notes rather than full sentences. Students can work in pairs for this.
- 6 Read through the **Exam tip** with the class. Working in pairs, students take turns to speak and to time each other.

### Teaching tip: Students recording themselves

Consider asking students to record themselves doing the task for homework (as it will be quieter than in class), for extra practice. Get them to think about questions like: *Do I speak without stopping? Did I describe the photo clearly?* They may also like to save the recording to refer back to later in the course to hear their progress.

- 7 Tell students that they are going to complete another long turn task. Direct students to p.134. Student A describes photo A while Student B listens and ticks the question that Student A covers. Then students swap roles. After the peer feedback is given, give students time to have another go and see if they can include anything they missed, or if they already included every aspect, for them to develop fluency.
- 8 Give students a minute or two to think about the questions, and make notes if they wish. Then put students into small groups to discuss the questions. Conduct whole-class feedback, and find out whether most students agree with each other.

### Answers

- 1 Students' own answers
- 2 1 A woman is buying vegetables at a market stall.  
2 A couple are taking vegetables out of a box in their kitchen.
- 3 1 They have to describe the photo.  
2 One minute.  
3 Daniela, because she speaks for longer, describes the photo in more detail and sounds quite fluent. Alejandro doesn't speak for one minute. He doesn't say very much and isn't fluent; there is a lot of hesitation. He also doesn't sound very interested in what he's saying.

- 4 Daniela starts with a summary of what's in the photo, then talks about each item on the list. She also describes the weather and says what the man's job is.

Alejandro starts with a summary, but he basically repeats what the examiner said. He only says what some of the people are doing and what some of the objects are.

- 5 Suggested answers

A summary: the couple are taking vegetables out of a box in their kitchen.

The place: a large kitchen, tall ceiling, a large window, light  
What the people are doing: taking vegetables out of a box, looking at carrots/the box, smiling

What the people look like: tall man; short, dark hair (man); long, dark hair (woman); dungarees and white top (woman); striped top and blue jacket (man)

Objects: foreground – wooden box; carrots, red and yellow peppers, broccoli, kitchen table; background – stool, plant, shelf, ceiling light

- 6–8 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.13, Speaking 1–3 | MEL Unit 2, Speaking 1–3 | MEL Extra practice, Speaking 10A Describing where things are in a picture, Speaking 11A Describing people's appearance, Speaking 11B Describing people's appearance, Speaking 13A Making guesses about a picture

## Reading focus ► p.20

### Multiple choice, long text (Part 3)

#### Aim

- to develop strategies for completing an exam-style multiple choice, long text task (Reading, Part 4)

#### Warmer: Nailed it!

For a bit of fun, introduce the topic of food photography by finding a few funny 'nailed it' food photo memes online. These memes show a photo of amazing-looking food, and then an attempt which has not turned out like the picture. Show only the *good* photo first, and elicit some answers to the questions in Activity 1 from the class in relation to the photo. Then, show the *nailed it* photo for fun. Repeat this with two or three photos.

- 1 Put students into pairs and ask them to try to identify the food and then discuss the questions. Elicit answers from one or two students in open class.
- 2 Copy the headline onto the board. Check students understand *technique* (a special way of doing something) and *mouth-watering* (food that looks or smells extremely

good). Put students into pairs and ask them to discuss the question. Elicit ideas from students in open class.

- 3** Refer students to the **Exam focus** on p.166. Read through it with the students, making sure they understand what happens in Part 3 of the Reading paper, and that they need to make sure that they answer questions based on evidence in the text rather than their own beliefs. Set a time limit for students to read the text. Put students into pairs to discuss the questions, then check the answers with the class.
- 4** Ask students to read the questions and underline the key words in the questions and the stems. Point out that questions 1–4 relate to specific information in the text, but the fifth question asks about general meaning of the whole text.
- 5** Ask students to read the text again carefully and when they see a reference to questions 1–4, mark these parts of the text. Encourage students to try to answer the questions without reading the four choices. Then they read the choices and find the one that best matches what they thought. Finally, students should think about the whole text and answer question 5. Put students into pairs to discuss their answers. Check answers with the class and elicit the parts of the text that gave the answers.
- 6** Students discuss the questions in pairs or small groups. Conduct whole-class feedback.

### Useful resources

Consider finding and showing a short YouTube video of a food photographer sharing their techniques. Have a class discussion about the video using questions such as: *Were there any techniques that were the same as the article? Were there any different techniques? Would you ever use any of these techniques?*

### Answers

- 1** 1 Students' own answers  
2 You would need to be good with your hands, creative, artistic, imaginative with a good sense of taste.  
3 It doesn't stay looking as it does in the photo for long so they have to be fast.
- 2–3** Students' own answers
- 4** Suggested answers:  
1 read cookbooks – look at recipes, buy recipe books, buy books written by chefs  
2 food look good – appear attractive, photograph well (examples of ways to make food look good)  
3 rules, food advertising – can/can't, must/mustn't, have to / don't have to, advertisement/ad/advert, food companies, food products

4 plastic food – non-food, man-made materials, (examples of non-food items)

- 5** 1 D (... *we believe that if we follow the recipe, we can make food that looks like that too.*)  
2 A (*As well as camera equipment, a photographer's bag includes motor oil ... hairspray ... and a spoonful of shoe polish*)  
3 B (*the food product which the company wants to advertise must be the real thing. However, ...*)  
4 B (... *but their job is much more challenging.*)  
5 D (The writer explains how they do it and lists unusual items such as motor oil.)
- 6** 1 In questions 1–4, information in incorrect answers either does not feature in the text or they feature, but say something different.  
2–3 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** pp.14–15, Reading 1–3 | **MEL** Unit 2, Reading 1–3 | **MEL** Extra practice, Reading 1 Where would I see this text?, Reading 10 Fact or opinions?, Reading 11 What does each opinion mean?, Reading 12 What does the writer feel? | **ActiveTeach** Extra activity: Reading Focus

## Vocabulary ▶ p.21

### Suffixes

#### Aim

- to use suffixes to change the form of a word

- 7** Focus students on the words in bold in the article. Ask students to complete the sentences with the correct words then compare their answers in pairs. Check answers with the class. Read out the **Language tip** and check that students understand it. Elicit one word for each suffix in the box to check understanding (e.g. *comfortable, excitement, handful, careless, painful, correctly*).
- 8** Monitor while students complete the sentences, and help where necessary. Make sure students understand the words and can pronounce them.
- 9** Put students into pairs to discuss whether or not the sentences are true for them. Monitor and note down any errors with suffixes to address later (without identifying the student).

#### Answers

- 7** 1 acceptable 2 equipment 3 spoonful 4 useless  
5 colourful 6 freshly  
**8** 1 ful 2 able 3 less 4 ful 5 ment 6 ful 7 ly 8 less  
**9** Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.15, Vocabulary 1–2 | **MEL** Unit 2, Vocabulary 1–2 | **ActiveTeach** Game: Pelmanism

# Grammar focus

## Modals of possibility ► p.22

### Aim

- to review modals of possibility and practise using them

- Put students into pairs to discuss what picture A shows. Elicit answer(s) without confirming at this stage.
- Play the recording and ask students to listen to what the people think it is. Check answers with the class.
- Play the recording again so students can complete sentences 1–3. Check answers with the class. Tell students that the words in the gap are all examples of *modals of possibility*. (If necessary, explain that a modal is a kind of verb that is used with other verbs to show ideas such as possibility, permission or intention.)
- Students match the modals with the meanings. Refer students to section 2.2 of the **Grammar reference** on p.140 to check their own answers. Read out the **Language tip** and check that students are clear about when to use *can't*, *might*, *could*, *may* and *must*. Finally, check that students understand that the modal verbs are followed by the infinitive without *to*. You could give Exercise 2.2 on p.141 for homework.

### Grammar reference answers

#### Exercise 2.2

1 must 2 might 3 must 4 can't 5 might/could 6 must

- Get students to write these sentences individually.
- Put students into pairs and ask them to discuss pictures B and C, using the modals of possibility in the box. Elicit a few guesses in open class, then reveal what the pictures are.

### Additional activity: What is it?

If students have internet access in class, get them to each find a picture of a food, and zoom in on it, or only show a part of the food, like the pictures on p.22. Ask students to mingle, showing each other their pictures and guessing what they are, using modals of possibility. Alternatively, the picture-finding could be done for homework with the mingle as a warmer in the next class.

- Point out that students have to choose the correct modal verb and the correct form of *be* or *have*. Put students into pairs to check answers, then check the answers with the class.

- Put students into pairs to look at the picture and answer the questions (using modals of possibility). Direct students to the article on p.137 to check their ideas. Follow up by asking students if they would like to have dinner like this.

### Answers

- Students' own answers
- The speakers think it's an orange.
- 1 can't 2 could 3 must  
/d/ is pronounced, but the /t/ isn't pronounced because it comes before a consonant sound so it can be difficult to say. It's more likely to be pronounced before a vowel sound, but not always.
- 1 C 2 B 3 A  
The infinitive without *to* follows each modal verb.
- Possible answers:  
1 an onion / a cabbage; it's red  
2 a lemon / a lime / it's green
- Students' own answers  
The food in photo B is a red cabbage.  
The food in photo C is a lime.
- 1 can't be 2 must be 3 might have 4 might have  
5 can't be 6 must be
- Students' own answers

### Additional activity: Guess my favourite food

Think of a clue for your favourite food or drink but that won't give it away. For example, for *sushi*, you could say *My favourite food is something that's green on the outside and white inside*. Put students into pairs and ask them to guess what food it is. Elicit answers, encouraging students to use modals of possibility, then reveal the answer. Students then write a clue for their favourite food or drink on a piece of paper. Put the pieces of paper around the classroom. Students mingle in pairs, read the clues, and try to guess what each food is and who wrote it. Elicit and check answers.

**ADDITIONAL PRACTICE** | Maximiser p.15, Grammar 1–2 | MEL Unit 2, Grammar 1–2 | MEL Extra practice, Grammar 5 Obligation and permission | ActiveTeach Grammar Focus 2; Game: Stepping Stones | Photocopiable 2B *What's really happening?*

# Listening focus

## Vocabulary ► p.23

### Aim

- to develop strategies to use in an exam-style multiple choice, long text task (Listening, Part 4)



- 1 Put students into pairs to discuss the phrases. Check answers with the class and ensure that students understand the phrases and can pronounce them. Note that a *vlogger* is someone who makes a blog with videos rather than only with text or pictures.
- 2 Students continue to work in their pairs and discuss the questions. Elicit answers from one or two students in open class. Refer students to the **Exam focus** on p.168 for students to read about what is required for Listening, Part 4. Elicit a summary. Then go through the **Exam tip**.
- 3 Work through steps 1–3 with the class. With step 1, elicit what kinds of words are usually key words (nouns, verbs, adjectives and adverbs). Emphasise that in the Listening paper, they will only have a short time to read before the recording so, in the exam, students should concentrate on underlining key words in the question stems first, and then the options only if they have time. Highlight the fact that the speaker will probably mention things related to all three answers, but only one will answer the question. The speaker will say something different or the opposite of what's in the answer as a distractor. For step 2, play the recording for students to answer question 1, listening for synonyms or phrases with the same meaning as the key words they identified. For step 3, play the recording again, then elicit the answers.
- 4 Students now underline the key words in questions 2–6. Play the recording. Ask them to check answers with their partner either before they listen for a second time or after. Check answers with the class.
- 5 Put students into groups of three or four to discuss their ideas. Give students some useful language for making suggestions, e.g. *Why don't we? We could ... How about ... ?*, etc.
- 6 Give each group time to briefly present their ideas to the class. Then ask students to vote on the most interesting idea and say why.

#### Answers

- 1 Suggested answers:
  - A become a vlogger, follow someone online, make a video, upload a video
  - B follow someone online, share photos online, write a blog
- 2 Students' own answers
- 3 Suggested answers:
  - 1 Ruby, food bloggers (people who blog), popular (well-liked)
  - A ordinary (normal, no different from others)
  - B teach (help people learn), TV chefs (celebrity cooks on television)

C connect with (get to know / have a relationship with / form a connection with), audience (fans, people who read your blog)

2 C

3 C is correct because Ruby says *Now bloggers can build a relationship with their readers, which has a really positive effect.*

A is incorrect. Ruby says that anyone can be a blogger, but she doesn't say this makes them popular.

B is incorrect. Ruby mentions TV cooking shows, but she doesn't compare bloggers to TV chefs.

- 4 2 A (... *it was French and no one could say it so they quickly forgot it. I realised I needed to pay attention to that the most.*) Ruby mentions B and C as ways of choosing a name, but not as things that are essential.

3 C (*People want to know what you look like, so include a picture on your website.*) A is incorrect. Ruby says that some people share personal details but *it's not necessary*. B is incorrect. Ruby says that you *don't have to give your real name*.

4 A (... *it was worth it when I saw the finished product and knew it was all my own work.*) B is incorrect. Ruby says *It was also dull*. C is incorrect. Ruby says *You might think that it cost less but ... I'm not sure.*

5 C (... *whatever you decide, make sure you stay with it.*) A and B are incorrect. Ruby says *There's no right or wrong design*, but you must stay with what you choose.

6 B (... *you must tell the people who read your blog because it's the law.*) B and C are incorrect. Ruby mentions that it's possible to work with local businesses and famous companies but not that bloggers should do this.

5–6 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.16, Listening 1–3 | MEL Unit 2, Listening 1–3 | MEL Extra practice, Listening 1 Identifying text type, Listening 3 Identifying distractors? | ActiveTeach Extra activity: Grammar Focus 2; Game: Stepping Stones

## Writing focus ► p.24

### Aims

- to write a short story in response to an exam task
- to use a range of linking words and phrases (Writing, Part 2)

- 1 Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2 Check students understand *steak* and *bill*. After students have read the story and answered the questions themselves, put them into pairs to compare their answers. Check answers with the class and encourage an open-class discussion on question 2 and what is right and wrong in this situation.

- 3** Students work individually to choose the correct linker in sentences 1–6. Put students into pairs to compare their answers, then check with the class. Make sure that students understand the meaning/use of each time linker. Read out the **Exam tip**. Point out that it's much better to use a range of different linkers than repeating the same one.

### Additional activity: Writing reference

Refer students to **Writing reference** section 1.2 on p.155 to read the notes and complete Practice exercise 1.2.

For more information about writing *stories*, refer students to p.165 to see a sample exam task with model answer.

#### Writing reference answers

##### Practice 1.2

1 C 2 A 3 B

- 4** Students read the exam task. To help them prepare for the story, put them into small groups and give them two minutes to brainstorm as many things as possible that could go wrong at a picnic. Elicit ideas in open class and note them down on the board. Ask students to choose one idea and write a plan. (With weaker classes, elicit ideas from the whole class and then ask students to vote on the best idea.) Plan the story together as a class. Make sure it includes three sections: a beginning, a middle and an end. Encourage students to write notes with key words when planning, rather than full sentences. Ask them to include time linkers that they could use in each section. Finally, ask students to share their plans with the other students in their group, and give each other feedback and suggestions. They should now be ready to write their stories either in class or for homework.

#### Answers

- 1 Students' own answers
- 2 1 Good – they paid less than the food was worth.  
2 Students' own answers  
3 Para 1 – to set the scene. Para 2 – to say what happened next. Para 3 – to say what happened at the end of the story.
- 4 To describe the order of events in the story
- 3 1 eventually 2 suddenly 3 After that 4 Just then  
5 a moment later 6 twenty minutes earlier
- 4 Model answer  
The picnic was supposed to be fun, but it wasn't. It was a lovely, sunny day, and we were in the park. My friends brought a lot of food. We sat down on the grass, and started to eat.  
Suddenly, a lot of bees came near us! They didn't want to go away. After ten minutes, we moved to a different part of the park, but they just followed us!

Eventually, we decided to leave the park. We ate the food as fast as we could. After that, we packed up all the plates into our bags, and went away. Next time, we'll go somewhere where there aren't so many insects!

**ADDITIONAL PRACTICE** | Maximiser p.17, Writing 1–4 | MEL Unit 2, Writing 1–4 | MEL Extra practice, Writing 14 Organising your story, Writing 17 Evaluating a story | Photocopiable 2C *Beginnings and endings*

## Review ▶ p.25

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 2

- 1** – **5** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

#### Answers

- 1 1 raw 2 local dish 3 sweet; sour 4 vegetarian  
5 spicy; mild 6 ingredients 7 boiled 8 soft  
9 takeaway
- 2 1 work 2 ask 3 take 4 work 5 'm travelling  
6 'm showing 7 'm helping 8 'm learning  
9 'm trying 10 don't often see 11 don't think  
12 'm having
- 3 1 ful 2 ment 3 ly 4 less 5 ful  
6 less 7 able 8 less
- 4 1 wonderful 2 bagful 3 slowly 4 freshly  
5 equipment 6 entertainment 7 tasteless 8 useless  
9 valuable
- 5 1 must 2 can't 3 must 4 might 5 can't  
6 must 7 could 8 can't

# 3 Mind your manners

## Listening focus ▶ p.26

### Aim

- to introduce the topic of manners

### Warmer: Manners

Direct students to the picture. Elicit what is happening (someone is dropping litter from a car window). Ask students to work in pairs and discuss whether this action is acceptable and whether it depends on the situation. Elicit a few opinions. Direct students to the unit title and elicit what *manners* are (polite ways of behaving in social situations).

Point out that we can use the word *manners* in various phrases. Along with *Mind your manners*, we can say things like:

- *He has very good manners.*
- *It's bad manners to drop litter.*
- *Some people have no manners.*
- *Where are your manners?*

**1** Direct students to the title. Ask: *Why might it be harder to be nice to other people now compared to in the past?* Elicit some opinions. Then get students to quickly read the text to see how their ideas compared to the writer's. Check students understand *rude* (speaking or behaving in a way that is not polite and is likely to offend or annoy people). Put them into pairs to discuss the questions then conduct whole-class feedback.

**2** Teach the idiom *draw the line* (used to say at which point an acceptable limit has been reached.) In this quiz, students need to decide where to *draw the line* i.e. decide whether something is acceptable or unacceptable. Get students to answer the quiz individually first, then discuss and compare their answers. Ask a few pairs to share whether they shared the same opinion on each question and give a reason for their opinion.

### Answers

- 1** 1 You were told to leave the community. 2 We speak to more people, particularly strangers. 3 Students' own answers
- 2** Students' own answers

## Vocabulary ▶ p.27

### Describing feelings

### Aim

- to understand and use a set of adjectives that describe emotions

### Warmer: Anagrams

Write the following anagrams on the board and explain that they are all words that describe emotions, but the letters are mixed up.

Anagrams: reedit, ganyr, eclfehur, vosnuer, xelrdae, lneylo, esrcad, etsinretd, pynuhpa, sepusirdr (tired, angry, cheerful, nervous, relaxed, lonely, scared, interested, unhappy, surprised).

Put students into pairs or small teams and give them three minutes to put the letters in the correct order to make the words. Underline the first letter in each word to make it easier if necessary. The team that has solved all or most of the anagrams wins.

- 1 Put students into pairs or small groups to discuss what the words in the box mean. Check understanding in open class, and make sure students understand the meanings and can pronounce the words. Students then do Activity 1 individually before discussing the answers in pairs. Check answers as a class.
- 2 Play the recording and encourage students to notice the pronunciation of each feeling word. Then demonstrate the sounds /d/, /t/ and /ɪd/. Get students to work in pairs to discuss which ending each word has. Then play the recording once more to check. Get students to practise saying the words.
- 3 Write these adjectives on the board: *amused*, *annoyed*, *excited*, *satisfied*. Ask students which prepositions come after these adjectives. Play the recording for them to check.
- 4 Put students in small groups to share the last time (or any time) they experienced each feeling.

### Alternative

Some students may prefer not to talk about personal experiences in Activity 4. Give students some alternative choices, e.g. invent a story or talk about someone they know.

#### Answers

- 1 Suggested answers
  - 1 satisfied 2 amused 3 excited 4 annoyed
  - 5 embarrassed 6 disgusted
- 2 amused /d/, annoyed /d/, disgusted /ɪd/, embarrassed /t/, excited /ɪd/, satisfied /d/
 

The rule is that if the word ends in *-sed*, *-ched* or *-shed*, the *-ed* ending is pronounced /t/. If it ends in *-ded* or *-ted*, the *-ed* ending is pronounced /ɪd/. In all other cases, the *-ed* ending is pronounced /d/.
- 3 amused by, annoyed with, excited about, satisfied with
- 4 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.18, Vocabulary 1 | MEL Unit 3, Vocabulary 1 | MEL Extra practice, Vocabulary 12 Feelings | ActiveTeach Games: Sheep Out!; Noughts and Crosses

## Multiple choice, short texts (Part 2) ▶ p.27

### Aim

- to complete an exam-style multiple choice, short texts task (Listening, Part 2)

- 5 Refer students to the **Exam focus** on p.168. Read it through with the students, making sure they understand what happens in Part 2 of the listening exam. Ask students to read the **Exam tip** and check students understand that *attitude* means the opinions and feelings that you usually have about something. Go through the rubric with the class then play the recording for students to choose the best adjective for 1–3. Play the recording again for students to notice the words or phrases that gave them a clue to the man's attitude about each aspect of his experience. Then elicit the answers and the words.

### Additional activity: Discussion

Get students to think of a visit they have had to a café or restaurant and think about how they felt about the service, food, and their overall experience (using some of the words to describe feelings from the lesson). Students share their experience in pairs.

- 6 Give students one minute to read the questions and underline key words (in the exam, they will have limited time so remind them to prioritise reading the question stems first). Play the recording for students to complete the listening task. Put them into pairs to compare their answers before or after you play the recording for a second time. Check answers with the class and elicit the clues to attitude in each case. You could ask students to check audioscript 17 on p.190.
- 7 Put students into pairs to discuss the questions. Elicit a few ideas for each question from the class.

#### Answers

- 5 1 satisfied (*He apologised, but it was my fault.*)
- 2 disappointed (*The food was much too hot to eat ...*)
- 3 embarrassed (*I made a complete fool of myself in front of them ... it was my fault*)
- 6 1 C (*it's always lovely when you find yourself with people who have fascinating lives and stories to tell.*)
- 2 B (*in the note, she complained that the sound quality was so bad she couldn't even follow the words*)

3 A (There was a woman in front of me who let a group of friends join the queue. I wanted to explain that I'd been waiting ages, but I changed my mind and kept quiet.)

4 C (Don't go to bed until you've packed your bag for the next morning. That'll solve your troubles.)

5 C (I didn't really get what they were saying ...; I wasn't sure if they needed an immediate reply, though.)

6 B (I don't want them thinking that I like that kind of rubbish; I felt really awful when it said something rude about older people. My grandmother was upset.)

7 Students' own answers

### Useful resources: Podcasts

For extra listening practice, students could try listening to some podcasts in English. It can be helpful to search for *Intermediate* podcasts to get podcasts that are more accessible to students. You may like to select some that are relevant for your students and post a link in your private class online area. If students subscribe, they get the podcasts regularly and can listen while travelling, while eating lunch at college/work, etc.

**ADDITIONAL PRACTICE** | Maximiser pp.18–19, Listening 1–2 | MEL Unit 3, Listening 1–2 | MEL Extra practice, Listening 4 Identifying weak forms?, Listening 16 Identifying feelings

## Grammar focus

### -ing forms and infinitives

▶ p.28

#### Aim

- to review the use of *-ing* and infinitives and practise using them

#### Warmer: Friends

Write the following statement on the board: *Having a few good friends is more important than having a lot of money.* Put students into pairs or small groups and ask them to discuss whether they agree. Elicit some ideas.

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- Play the recording and ask students to make notes about what each person says. Then put students into pairs to compare what was said in each case and whether they agree. Conduct whole-class feedback.
- Give students time to read the sentences and predict what word is missing in each. Play the recording for

students to check if they are correct. Check answers with the class.

- Complete the first rule with the whole class to demonstrate the activity. When students have finished completing the other rules on their own, ask them to turn to the **Grammar reference** on p.141 to check their answers in section 3.1. Finally, check answers with the class and make sure students understand the use of the two verb forms. Read out the **Language tip** and make sure students understand it. You could ask students to do Exercise 3.1 in the **Grammar reference** in class, or for homework.

#### Grammar reference answers

##### Exercise 3.1

- 1 retaking 2 Driving 3 to meet 4 to write 5 to hear  
6 speaking 7 taking 8 meeting

- Ask students to read the blog quickly. Ask: *Which was the kindest thing someone did?* Elicit some ideas. Then get students to choose the correct verb forms. Put students into pairs to check answers, then check answers as a class.
- Tell the class about your own answers to question 1 as a model. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- Ask students to turn to p.134 and complete the questionnaire, paying attention to verb forms. Monitor and prompt error correction from individual students where necessary.
- Put students into small groups. Elicit how students can turn the first point on the questionnaire in Activity 7 into a question (*What do you dislike?*). Students now ask and answer the questions to find out if there is anyone in their group with similar interests. Monitor and note down any errors, especially related to *-ing* and infinitives. Elicit feedback from each group and elicit corrections to any errors you have noted down.

#### Alternative

For Activity 8, instead of putting students into small groups, have students do a whole class mingle to see if they can find someone who answered each question in a similar way.

#### Answers

- 1–2 Students' own answers  
3 1 complaining 2 Knowing 3 spending 4 to live  
5 to share

- 4 1 *-ing* form 2 infinitive 3 *-ing* form  
4 *-ing* form 5 infinitive
- 5 1 to stay 2 to come 3 Hearing 4 noticing 5 being
- 6–8 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.19, Grammar 1–3 | MEL Unit 3, Grammar 1–3 | MEL Extra practice, Grammar 7 *-ing* and/ or infinitive | ActiveTeach Extra activity: Grammar Focus 1; Game: Stepping Stones | Photocopiable 3A *-ing* and *infinitive dominoes*

## Speaking focus

### Individual long turn (Part 2) ► p.29

#### Aims

- to develop strategies for the individual long turn (Speaking, Part 2)
- to practise using a range of language when speaking

- 1 Brainstorm some kinds of special events with the class, e.g. weddings, cultural or religious festivals, birthdays, graduation. Put students into pairs to discuss the questions. Conduct whole-class feedback.
- 2 Direct students to photo A and elicit the answer to the question.
- 3 Ask students to take note of the order while you play the recording. Elicit the answers.
- 4 Students make sentences then compare their answers in pairs before checking as a class. Read the **Exam tip** with the class.
- 5 Give students time to make some notes individually while you circulate. If time is short, allocate half the class each photo before eliciting ideas from the whole class.
- 6 Put students into pairs. Get students to read questions before they attempt the task. Give students time to complete the task, and give feedback to their partner.

#### Alternative

If time allows, get students to practise doing the task alone first before they repeat it in front of their partner and get feedback. This will help increase students' fluency and confidence.

- 7 Students take turns to describe to a partner how one of the events is celebrated. Remind students that they

can use adverbs of frequency with the present simple. For example, *People usually / generally / hardly ever / occasionally ...*

#### Answers

- 1 Students' own answers
- 2 The arrival of a new baby.
- 3 The mother and baby, the bed and where the mother is, the other people in the picture and what they're doing or look like, the room.
- 4 1 E 2 F 3 A 4 D 5 B 6 C
- 5 Photo B shows people meeting each other at an airport arrivals lounge. All of them are hugging each other. The woman on the right is carrying a lot of bags. In the background we can see other people waiting for passengers to arrive. We can also see a security guard.  
  
Photo C shows a young child's birthday party. In the foreground, there's a big birthday cake. Behind the cake, there's a young child. Around the child there are lots of family members. Some of the people are wearing party hats. On the right of the photo, there's an older lady and she's holding a present. Next to her there's a little boy sitting on a man's knee.
- 6–7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.20, Speaking 1–5 | MEL Unit 3, Speaking 1–5 | MEL Extra practice, Speaking 10B Describing where things are in a picture, Speaking 12A Describing what people are doing, Speaking 12B Describing what people are doing, Speaking 13B Making guesses about a picture

## Vocabulary focus

### Phrasal verbs ► p.30

#### Aim

- to understand and use a set of phrasal verbs

- 1 Play the recording. Get students to discuss the question and make a list of what they remember. Elicit the answers.
- 2 Make it clear that there will be two words to add to each sentence. Play the recording for students to complete the sentences then check as a class. Point out that in each sentence, each group of words added was a *phrasal verb* and direct students to read the definition below the exercise. Elicit any other phrasal verbs that students know. Then go through the **Language tip** with the class.

Share another example of a phrasal verb with more than one meaning and elicit what it means in each case: *hung out the washing*. (put the wet clothes out to dry) *We hung out on Thursday night*. (spent time together)

### Additional activity: My pet hate

Ask students to think about their pet hate (the thing that annoys them the most). They then mingle and talk to different students to try to find out how many people in the class have the same pet hate as they do. Encourage students to find out more about each person's pet hate and why it annoys them. Elicit results in open class.

- 3 Elicit the phrasal verb from Activity 2 which means 'continue' (*keep on*) as an example. Students continue the exercise individually, then compare their answers in pairs.
- 4 Students complete the questions. Check answers as a class.

### Additional activity: Linking

For further work on pronunciation, read out the first four questions and elicit whether the verb and adverb/preposition in the phrasal verbs are said separately or joined together (joined together). Write up the four phrasal verbs on the board and establish that because each verb ends in a consonant and the adverb/preposition begins with a vowel, the words are linked, e.g. *clean up, look after, look up, hurry up*. Put students into pairs to practise saying the other six questions with appropriate linking.

- 5 Students ask and answer the questions. Elicit any interesting/surprising answers in open class.

### Additional activity: Online area

Choose a few of the questions from Activity 4 to post as forum questions in your online discussion area for students to give a written reply to for homework.

#### Answers

- 1 Answers may include: computers not working, noisy neighbours, dogs not under control, waiting on hold, people who sigh and are impatient, rude people, not covering your mouth when you cough, people knocking into you with umbrellas, noisy eaters, not cleaning up after your dog, people who don't let others speak
- 2 1 look up 2 hand in 3 hanging out 4 turn ... up  
5 get along 6 look after 7 give up 8 hurry ... up  
9 clean up 10 keep on
- 3 A 10 B 2 C 9 D 1 E 7 F 4 G 5 H 8 I 6 J 3
- 4 1 clean up 2 look after 3 look up 4 hurry up  
5 get along 6 hand in 7 hang out 8 turn ... up  
9 keep on 10 give up
- 5 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.21, Vocabulary 1 | MEL Unit 3, Vocabulary 1 | MEL Extra practice, Vocabulary 13 Feelings and opinions | ActiveTeach Game: Pelmanism

## Grammar focus

### Modals of obligation ► p.31

#### Aim

- to review modals of obligation and practise using them

- 1 Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2 Students read the email and answer the questions. Check students understand *fiancé* (a man who someone is going to marry), *respect* (a feeling of admiring someone or what they do, especially because of their personal qualities, knowledge, or skills) and *allergic* (have a medical condition in which you become ill or in which your skin becomes red and painful because you have eaten or touched a particular substance). Ask them to discuss their answers with their partner before you check them with the class.
- 3 Check students understand *feel sorry for someone* (to feel pity or sympathy for someone because something bad has happened to them or because they are in a bad situation). Students work in their pairs to discuss the questions. Elicit ideas from one or two students around the class.
- 4 Focus students on the modal verbs in the text and ask students to match them with rules A–E. Put students into pairs to discuss their answers and then refer them to the **Grammar reference** on p.141 to check their answers. Read out the **Language tip** and make sure students understand it. Check that students understand that modal verbs are followed by the infinitive without *to*. You could ask students to do Exercise 3.2 in the **Grammar reference** in class, or for homework.

#### Grammar reference answers

##### Exercise 3.2

- 1 shouldn't 2 don't have to 3 should 4 must 5 have to

- 5 Check students understand *disrespectful* (a lack of respect for someone or something) and *bullying* (when someone who uses their strength or power to frighten or hurt someone who is weaker), then ask them to complete the blog comments. Put students into pairs to check their answers, then check answers as a class.

- 6** Put students into pairs to discuss the questions. Encourage students to use modals of obligation while speaking. While students are doing the activity, monitor and note down any errors, particularly related to modals of obligation. Give feedback later, and ask students to correct any errors you noticed.

#### Answers

- 1 Students' own answers
- 2 1 Josie and Tommy are engaged. Stephanie is Tommy's mother.  
2 She thinks Josie needs to improve her manners.
- 3 Students' own answers
- 4 A 1 must B 2 have to C 6 don't have to  
D 4 mustn't E 3 shouldn't, 5 should
- 5 1 don't have to 2 should 3 mustn't/shouldn't  
4 must 5 should 6 shouldn't 7 has to  
8 doesn't have to
- 6 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.21, Grammar 1–2 | MEL Unit 3, Grammar 1–2 | MEL Extra practice, Grammar 5 Obligation and permission | ActiveTeach Extra activity: Grammar Focus 2 | Photocopiable 3B *Rules for life*

## Reading focus

### Open cloze (Part 6) ► p.32

#### Aim

- to develop strategies to complete an exam-style open cloze task (Reading, Part 6)

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students around the class.
- 2** Refer students to the **Exam focus** on p.167. Read through it with the students, making sure they understand what happens in Part 6 of the reading exam. Point out that unlike the multiple choice cloze activity in Part 5 of the Reading paper, which tests word meaning and collocation, the open cloze in Part 6 tests grammatical words such as articles, determiners, relative pronouns, pronouns, prepositions, etc. Focus students on the article title on p.33 and put students into pairs to predict the content. Elicit ideas from the class.
- 3** Look at the first gap with the class. Emphasise that students need to look at both sides of the gap and underline key words. Point out that in the exam, they will not be given options for this task. Check as a class.

- 4** For these gaps, students need to work out the correct word themselves – no options are given. Remind students of the **Exam tip**. Students complete the gaps then compare their answers in pairs then check as a class.

#### Additional activity: Mobile debate

Write *Mobile phones do more harm than good* on the board. Put students into small groups and ask them to discuss this statement, and whether it is true or not. Elicit ideas from one or two groups in open class.

#### Answers

- 1 Students' own answers
- 2 Being polite using a mobile phone.
- 3 1 all (is followed by *of them*)  
2 However (There is only one clause in this sentence. *Although* needs both clauses to be in the same sentence.)  
3 it (There is only one clause. *What* is used to link two clauses.)  
4 Every (A time clause is needed here.)  
5 which (The relative clause refers back to the whole of the previous clause about shouting.)  
6 for (the preposition that follows *the reason*)
- 4 7 after (preposition + *-ing* form)  
8 Despite (introduces two contrasting clauses and is followed by an *-ing* form)  
9 your (possessive pronoun that matches the *you* later in the sentence)  
10 not (the *If* needs to be negative)  
11 It (pronoun referring back to the previous sentence)  
12 during (time clause + noun)

**ADDITIONAL PRACTICE** | Maximiser pp.21–22, Reading 1–3 | MEL Unit 3, Reading 1–3 | MEL Extra practice, Reading 2 What is missing? | ActiveTeach Extra activity: Reading Focus

## Vocabulary ► p.32

### Phrasal verbs

#### Aim

- to understand and use a set of phrasal verbs related to phone calls

- 5** Focus students on the phrasal verbs in bold in the article. Do the first question with the whole class to demonstrate the activity. After doing the rest of the questions alone, put students into pairs to compare their answers and then check answers with the class.



Make sure the students understand the meaning of all of the phrasal verbs and remind them that the adverb/preposition in a phrasal verb is generally stressed. Go through the **Language tip**. Point out that if they're not sure, it's almost always correct to keep the verb and object together.

- 6** Put students into pairs to ask and answer the questions in Activity 5. Monitor and note down any errors, especially with regards to the phrasal verbs. Elicit any interesting or surprising answers in open class and elicit corrections to any errors noted down.
- 7** Put students into groups of three or four to discuss the questions. Elicit answers from one or two groups in open class.
- 8** Tell students that they are going to work in the same groups as Activity 7, and write a set of eight rules about good manners in one of the situations in Activity 7. Encourage students to review and use the modals of obligation on p.31 for this, e.g. *You must ... You have to ... You should ...*, etc. While the groups are writing their rules, monitor and elicit corrections where necessary. Each group then presents its ideas to the class. This should preferably be done orally, but if you have a very large class the rules could be written on posters which are then placed around the room for students to read.

#### Answers

- 5** 1 go for 2 turn ... on 3 switch ... off 4 take ... out  
5 call ... back 6 carry on 7 hang up 8 give up  
**6-8** Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.22, Vocabulary 1 | MEL Unit 3, Vocabulary 1 | MEL Extra practice, Vocabulary 2 Communication and technology

## Writing focus

### Email (Part 1) ► p.34

#### Aims

- to understand and use appropriate phrases for various functions in an informal email (Writing, Part 1)

- 1** Put students into pairs to discuss the questions. Remind them that they could use modals for the pieces of advice. Elicit answers from one or two students around the class.
- 2** Ask students to read the email individually then discuss what four things they need to include in a reply. Check answers as a class.

- 3** Get students to read the two emails and then discuss the questions in pairs. Elicit some opinions.
- 4** Focus students on the underlined phrases in the email, then ask students to match them to their functions. Put students into pairs to discuss the answers, then check answers with the class.
- 5** Refer students to the **Writing reference** on p.163. Get students to read the sample exam task and model answer. Point out the useful language box. Give students time to read the exam task and plan their answer. Encourage them to read the checklist on p.153 before they write so that they can keep the requirements in mind. Students could write their emails in class or for homework. If it is done in class, monitor and make sure that the students are on task, helping where necessary.

#### Additional activity: Writing reference: 1.3 Identifying Problem Areas

This could be set for homework before or after this lesson, or completed in class. Refer students to **Writing reference** 1.3 on p.155. Get students to read through the list of common types of errors with a view to reflecting on their own writing and any of the errors they think that they need to watch out for in particular. Students complete Practice 1.3 individually then compare their answers in pairs before checking as a class. After this, students re-read their own piece of writing from Activity 5 and see if they can identify and correct any errors.

#### Writing reference answers

##### Practice 1.3

- 1 I'm really looking forward to **see seeing** you (grammar)
- 2 I'm glad you're excited (punctuation)
- 3 by ~~the~~ taxi (article)
- 4 will only last **take** five minutes (wrong word)
- 5 There is **are** a few (subject-verb agreement)
- 6 I've ~~been~~ **went** there last year (wrong tense)
- 7 animals there ~~wich~~ **which** (spelling)
- 8 I have ~~then~~ other plans for us **then**. (word order)
- 9 ~~Please inform me by text when you are in the taxi:~~ e.g. Can you text when you're in the taxi? (wrong tone – too formal)

#### Answers

- 1 Students' own answers
- 2 To make arrangements about a wedding you are both going to.  
You need to:  
accept the suggestion of getting a gift together

suggest a gift  
 thank Robin for the offer of a lift  
 refuse his offer

- 3 Jamie's email is too short and appears rude. It has just the facts and no functional language.

Max's email has lots of functional phrases, making it clear that he is thanking, apologising, etc.

- 4 1 showing interest 2 accepting a suggestion  
 3 suggesting 4 thanking 5 apologising  
 6 offering

- 5 Model answer

Hi Max,

I'd love to join you for Aunt Lindsay's birthday. Dinner in a restaurant sounds just like the kind of thing she enjoys. It's going to be such a wonderful day. I'm afraid I can't make Friday, though, as I'm not going to be in town that day. Do you think we could do Saturday? It's so kind of you to offer to take me. I'll make sure I'm ready. She loves reading so I think we should buy her some books. I'll try and find out what she wants.

Anyway – I hope Saturday works out. Speak soon.

Ronny

**ADDITIONAL PRACTICE** | Maximiser p.23, Writing 1–4 | MEL Unit 3, Writing 1–4 | MEL Extra practice, Writing 3 Understanding the instructions, Writing 4 Covering all the points, Writing 11 Organising an informal email | Photocopiable 3C *Jigsaw email*

## Review ▶ p.35

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 3

- 1–6 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

- 1 1 Aii, Bi 2 Aii, Bi 3 Ai, Bii  
 2 1 to behave 2 to crowd 3 to change 4 questioning  
 5 to shout 6 watching 7 showing 8 winning  
 3 1 must 2 mustn't 3 should 4 have to  
 5 don't have to 6 have to  
 4 1 up 2 up 3 along 4 after 5 up 6 up  
 7 out 8 up  
 5 1 F 2 B 3 A 4 E 5 C 6 D  
 6 1 disgusted 2 satisfied 3 embarrassed 4 annoyed  
 5 excited 6 amused

## Progress Test I ▶ pp.36–37

### Aim

- to test structures and vocabulary in Units 1–3

- 1–8 Give students notice that the test will take place and ask them to review the language from Units 1–3. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review.

### Progress test 1

- 1 1 What's your favourite month? 2 What free-time activities are you enjoying at the moment? 3 How often do you do sports? 4 When did you last get angry? 5 Who do you most admire? 6 What things do you have to do tomorrow? 7 When did you swim for the first time? 8 Which film was your favourite when you were a child? 9 Which meal of the day do you like the most?
- 2 A doing; both are possible (Q3) B going; to go (Q1) C feeling (Q7) D to help (Q5) E to play (Q10) F watching (Q8) G to start (Q9) H to move; to finish (Q6) I losing (Q4)
- 3 1 're having 2 're sitting 3 is shining 4 usually get up  
 5 go out 6 don't usually stay 7 get back 8 have  
 9 don't often order 10 're staying
- 4 1 shy 2 sensitive 3 punctual 4 curious  
 5 smartly dressed 6 ambitious 7 generous  
 8 strange
- 5 1 shouldn't 2 might/could 3 can't  
 4 must (*have to* is possible but *must* is more appropriate)  
 5 don't have to 6 had to 7 should 8 must
- 6 1 Spicy 2 vegetarian 3 Sweet-and-sour 4 fried  
 5 local 6 sweet 7 ingredients 8 takeaway
- 7 1 E 2 D 3 B 4 A
- 8 1 Do 2 are 3 don't 4 to 5 for 6 be

# 4 Then and now

## Speaking focus ▶ p.38

### Aim

- to introduce the topic of world issues and changes over the last 50 years

### Warmer: City changes

See if anyone can recognise the city in the photo (it's Hong Kong harbour). Elicit from students that it shows modern skyscrapers with a traditional form of wooden boat (called a *junk*). Ask students to discuss in pairs how their towns or cities have changed in the last 20–50 years, and ask: *What traditional forms of transport, or types of building have remained?* Elicit some ideas.

- 1 Students work in pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Direct students to the first photo and caption. Elicit the meaning of *the homeless* (people who have nowhere to live, and who often live on the streets). Get students to work in pairs to discuss the actions in the photos and how they might help with world issues.

### Alternative

Get students to work in pairs. Students decide how helpful they think each action is in helping make progress on the issues listed in Activity 1. What other actions have been or are being taken to make progress on these issues? Elicit some ideas.

- 3 Read through the question with the class then play the recording. Elicit the answer.
- 4 Give students a chance to read the notes and check that students know what a *billion* is (1,000,000,000). Play the recording again for students to complete the gaps. Elicit the answers.
- 5 Students discuss the question in pairs. Elicit some opinions.
- 6 Put students into pairs or small groups to discuss the questions. Conduct whole-class feedback.

### Answers

- 1 Students' own answers
- 2 Possible answers
  - 1 People are better at wasting less food and sharing it with those who need it (e.g. supermarkets do this).
  - 2 More people have access to water thanks to new technology and new systems.
  - 3 More places grow food, such as roof gardens, or in city gardens.
  - 4 Street computers allow children to learn new things.
- 3 He is generally positive on all of the points, except perhaps pollution.
- 4
  - 1 half (of the world's population)
  - 2 10%

3 2.5 (billion)

4 20%

5 80%

5–6 Students' own answers

## Collaborative task (Part 3) ▶ p.39

### Aims

- to become familiar with language of suggestions
- to complete an exam-style collaborative task (Speaking, Part 3)

### Warmer: In my pocket

Ask students to take something out of their pocket or their bag (e.g. a key ring, personal organiser, etc.). Put students into small groups and ask them each to talk about their object, where it came from, why it is in their bag, etc. Model the activity yourself with an object from your own pocket/bag before they start. When they have finished, ask one or two students to share what they learnt about their group in open class.

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Read through the instructions with the class then play the recording. Elicit the kind of event it is. Point out that *-a-thon* is often added at the end of a word describing special community events, or events which are raising money for charity e.g. a *walk-a-thon*, a *dance-a-thon*.
- 3 Check that students understand *soft toy* (a toy for young children that is made of cloth and filled with soft material). Put students into pairs or small groups to discuss whether they have kept the objects at home. Elicit information from one or two groups in open class.
- 4 Play the recording for students to listen and answer the questions. Check answers as a class.
- 5 Play the recording again so students can complete the sentences. Check answers with the class. Point out that *How about* is followed by the *-ing* form of the verb.
- 6 Refer students to the **Exam focus** on p.169. Make sure students understand what they have to do in Part 3 of the speaking exam. Then get students to read the task to answer the questions. Elicit some ideas. Read out the **Exam tip** and remind students that they could use the phrases from Activity 5 when responding to what their partner says.

- 7 Give students time to read the questions first, then play the recording. Elicit the answers.
- 8 Put students into pairs and ask them to do the speaking activity for two to three minutes. Monitor and help where necessary, making sure students are interacting appropriately and using phrases to make suggestions. Note down any common errors you hear.
- 9 In their pairs, students use the questions to discuss how they did and what they can do better next time. Find out from the class what they found easy and what they found difficult about the task, giving advice where possible. Finally, elicit corrections to any errors you noted down. Students could do the task a second time for extra practice, with a new partner.

- 1 Students' own answers
  - 2 An exhibition of personal objects that have special memories.
  - 3 1 a T-shirt 2 a sports ticket 3 a concert programme  
4 a soft toy 5 a photograph
  - 4 the concert programme
  - 5 1 I agree with you 2 Actually 3 Definitely 4 That's right  
5 How about 6 I'd recommend
  - 6 The pictures represent the different possible exhibitions. There are exhibitions of historical musical instruments, historical toys, photographs, historical clothing and fashion, jewellery and the history of computers or technology.
  - 7 1 No, they tend to take turns to discuss each object.  
2 No, they just express their own ideas.  
3 Only to a very limited extent. They seem to be spending the time while their partner talks to prepare their own ideas.  
4 Only to a very limited extent. They seem to be talking about their own likes and dislikes.  
5 These mistakes are very typical in this type of task. Because of these mistakes, their grades will be much lower.
- 8–9 Students own answers.

**ADDITIONAL PRACTICE** | Maximiser pp.24–25, Speaking 1–3 | MEL Unit 4, Speaking 1–4 | MEL Extra practice, Speaking 6A Making and responding to suggestions, Speaking 6B Making and responding to suggestions, Speaking 19A Showing interest, Speaking 19B Showing interest

## Listening focus Multiple choice, pictures (Part 1) ▶ p.40

### Aim

- to develop strategies for an exam-style multiple choice, pictures task (Listening, Part 1)

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Elicit from the class what Part 1 of the listening task involves. Put students into pairs and ask them to remember the best strategy to use when doing this task. Elicit ideas from the class, then refer students to the **Exam focus** on pp.167–168 to check their ideas. Read out the **Exam tip**. Direct students to question 1 and get students to describe the pictures and predict what words or phrases they might hear. Then give students time to work in pairs and predict the vocabulary they will hear in questions 2–7. Elicit ideas in open class. For question 3, check that students understand the nouns *mark* (= *stain*) and *tear* (= *rip*).
- 3 Play the recording so students can listen and choose the correct answer to each question. Play the recording a second time for students to listen and check their answers. Put students into pairs to discuss their answers, check audioscript 25 on pp.192–193 and highlight the parts of the recording that gave each answer. Finally, check the answers as a class. Ask students to say why they chose the answer they did.

### Additional activity: Board race

Divide the class into two groups and ask the students to stand in two lines, one person behind the other, facing the board. Divide the board into two by drawing a line down the middle. The first person in each line has a board pen. Tell students that they have two minutes to write down as many words related to museums as possible. When the time starts, the first person in each line writes a word or phrase. They then hand the pen to the next person in the line and they go to the back of the line. The second person in line writes a word/phrase and then goes to the back of the line. This continues until the time has finished. The team with the most words/phrases wins.

### Answers

- 1 Students' own answers
- 2 The language of locations, e.g. *opposite*, *next to*, etc.
- 3 1 C (... *the national bank on the right-hand side ... the national museum's directly opposite*.)  
2 A (... *he said the pieces were actually bits of an old bowl*.)  
3 C (... *the water system ... left a large mark in the right-hand bottom corner*.)  
4 B (... *there were these baseball caps in blue ... so there was only really one choice in the end*.)  
5 C (... *from two o'clock, it'll be sunny ... The fair's from two 'til four ...*)  
6 A (... *It's got a poem on one side, ... and a snake on the other*.)

7 B (*There will also be an open day on the 23rd September. Anybody taking Advanced Art or a similar level art course is welcome on this day ... There's no charge for this viewing, ...*)

**ADDITIONAL PRACTICE** | Maximiser p.25, Listening 1 | MEL Unit 4, Listening 1 | MEL Extra practice, Listening 5 Predicting language

## Grammar focus

**used to** ► p.41

### Aim

- to use *used to* for talking about habits and situations in the past

### Additional activity: Old school photo

Invite students to bring an old photo of themselves to class to discuss as part of Activity 7. If possible, bring an old one of yourself as well.

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Play the recording so students can listen and guess who the person might be.
- 3 Play the recording again for students to tick whether each action relates to the past or now, or both. Put students into pairs to compare their answers, then check them with the class.
- 4 Put students into pairs to discuss the rules. Refer students to **Grammar reference** section 4.1 on p.142 to check their answers. Read out the **Language tip** and model the weak form of *to*. Use the example sentences in Activity 4 to drill this pronunciation. You could ask students to do Exercise 4.1 in the **Grammar reference** in class, or for homework.

### Grammar reference answers

#### Exercise 4.1

- 1 I used to drive to school every day.
- 2 I used to have long hair.
- 3 I didn't use/used to feel very confident.
- 4 The trees used to be very small.
- 5 The town didn't use/used to have a cinema.
- 6 My best friend used to live in the same town as me.

- 5 Do the first sentence together as a class to demonstrate the activity. Students then complete the other sentences individually before comparing their answers with a partner. Check answers with the class.
- 6 Put students into pairs to discuss the sentences and what happened to the verbs. Check answers with the class. Point out both forms 'didn't use to' and 'didn't used to' are becoming common in normal spoken English. However, it is probably safer to teach the more traditional rule.
- 7 If you have brought an old photo of yourself, pass it around now, and describe what you used to look like as a model. If students have brought a photo, they could show it at this point. With their same partners, students now describe what they looked like six years ago or if they have not changed much in that time, what they looked like when they were a child. Monitor and note down any errors, especially related to *used to*. Elicit any surprising or interesting information in open class and elicit the answers to any errors noted down.

#### Answers

- 1 Students' own answers
- 2 The photo shows Taylor Swift.
- 3 1 past 2 past 3 past 4 now 5 past and now 6 past and now
- 4 were true in the past
- 5 1 used to look 2 used to wear 3 used to feel 4 used to have 5 used to write 6 used to be 7 used to enjoy 8 used to be
- 6 In the question form and after *not* we usually write *use*. After *never*, we write *used*.
- 7 Students' own answers

#### Additional activity: The same as me

Ask each student to write down three things they used to do, like or have when they were a child. Give a sentence about something you used to do as an example and elicit the question form, e.g. *I used to go to dancing classes – Did you use to go to dancing classes?* Students mingle to try to find someone in the class who also used to do all three things that they did. Give students ten minutes to do this and then elicit feedback from the class.

**ADDITIONAL PRACTICE** | Maximiser p.26, Grammar 1–3 | MEL Unit 4, Grammar 1–3 | ActiveTeach Extra activity: Grammar Focus 2 | Photocopiable 4A *Our class survey*

## Reading focus

### Multiple-choice cloze (Part 5) ▶ pp.42–43

#### Aim

- to complete an exam-style multiple-choice cloze task (Reading, Part 5)

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Refer students to the **Exam focus** on p.167. Read through it with the students, making sure they understand what happens in Part 5 of the reading paper. Ask students to focus on the article title and (without reading the text), discuss in pairs how taking photos might be damaging memory. Give students one minute to quickly skim read the text to check their predictions.
- 3 Read out the **Exam tip** and make sure that students understand *precise* (exact). Direct students to the first gap, and elicit the answer for each question in relation to that gap. Then give students time to read the text carefully and answer the questions about the other gaps, then check as a class.
- 4 Students work individually and choose the best word for each gap, taking into account their answers to Activity 3. Put them into pairs to discuss their answers, then check answers with the class.
- 5 Check students understand the phrasal verb to *hold on to* means *to keep* in this context. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

- 1 Students' own answers
- 2 The bad effect of using photos instead of memory to help remember events.
- 3 1 the *to* infinitive 2 an experiment 3 one group of people 4 tested 5 differences 6 attention to (the paintings)
- 4 1 C (*ability* is the state of being able to do something) 2 D (*carried out* is the phrasal verb that collocates with *an experiment*) 3 C (*led* collocates with *a group* and expresses the idea of showing) 4 A (*memory* is someone's ability to remember and therefore something that can be tested) 5 B (*compared to* is an expression meaning in contrast)

6 D (*pay* completes the construction *attention to something – you give something your attention, but pay attention to something*)

5 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser pp.26–27, Reading 1–5 | MEL Unit 4, Reading 1–5 | MEL Extra practice, Reading 16 What is the missing word? | ActiveTeach Extra activity: Reading Focus

## Vocabulary ► p.43

### linkers of addition and contrast

#### Aim

- to understand and use a set of linking words that add and contrast information

**6** Focus students on the words in bold in the text. Check they understand *contrast* (a difference between two or more things). Put students into pairs to discuss the answers to the questions, then check answers with the class. Read out the **Language tip** to students and give an example of *in spite of* replacing *despite* by using the example from the text: *In spite of taking photographs, it seems the photographers didn't ...*

**7** Do the first sentence together in open class, eliciting the new sentence from the class. Students work individually to rewrite sentences 2–7. Monitor and help where necessary. Put students into pairs to compare their sentences, then check answers as a class.

**8** Put students into pairs to discuss which of the sentences in Activity 7 are true for them. While students are speaking, monitor and note down any errors you hear, especially related to the linking words. Elicit any interesting things that students learnt about each other in open class and then elicit corrections to any errors you noted down.

#### Answers

- 6** 1 also, as well as  
2 however, although, despite
- 7** 1 I always keep old concert tickets, despite never looking at them again. OR Despite keeping old concert tickets, I never look at them again.  
2 I'd love to see some of the toys from my childhood, however, I threw them out years ago.  
3 As well as sticking photos into albums, I enjoy putting messages from friends next to them.

4 I record some of my best video game moments, although I don't usually watch them back. OR Although I record some of my best video game moments, I don't usually watch them back.

5 I keep every book I've ever read and I also leave little bookmarks in my favourite pages.

6 I like to wander around the historic parts of the city, despite not knowing very much about them.

7 I'd like to find out more about my family history, in spite of the problems getting that kind of information.

8 Students' own answers

#### Additional activity

Write the following prompts on the board and ask students to make sentences about themselves.

1 I love ... though I prefer ...

2 I'm going to ... despite ...

3 I want to .... . As well as that I'd like ...

4 At the moment I'm ... However ..

Students then work in pairs and compare their sentences to see if they have anything in common.

**ADDITIONAL PRACTICE** | Maximiser p.27, Vocabulary 1–2 | MEL Unit 4, Vocabulary 1–2 | MEL Extra practice, Vocabulary 19 Connectives | ActiveTeach Game: Noughts and Crosses

## Vocabulary focus

### Town and city ► p.44

#### Aims

- to develop vocabulary related to towns and cities
- to understand and use a set of compound nouns

**1** Put students into pairs to discuss the questions. Conduct whole-class feedback.

**2** Ask students to read the eight sentences and discuss in pairs whether they think the sentences are correct or incorrect. Check students understand *growth* (when something grows), *lack of* (when there is not enough of something) and *climate* (the typical weather conditions in an area). Play the recording for students to listen and confirm or change their answers. If necessary, play the recording again before checking answers with the class. Ask students to check audioscript 27 on p.193 and highlight the appropriate parts that give each answer. Finally, make sure that students understand the meaning of the phrases in bold and can pronounce them.

**3** Students discuss the questions in pairs. Elicit some ideas.

- 4** Explain that the phrases in bold in Activity 2 are compound nouns. Read out the **Language tip** and make sure students understand what compound nouns are. Elicit that *population growth* is a noun + noun to demonstrate the activity. Students then work alone or in pairs to decide whether the other compound nouns are noun + noun or adjective + noun. Check answers with the class.
- 5** Students make new compound nouns. Elicit one as an example and then put students into pairs to discuss the rest. Make it clear that *fresh*, *public* and *work* could go with more than one of the words in the box. Check answers with the class and drill pronunciation of the compound nouns where necessary.
- 6** Check students understand *the suburbs* (an area where people live which is away from the centre of a town or city). Play the recording for students to match the speakers to the places. Check answers with the whole class. Ask a few students in open class whether they live in the city, the suburbs or the countryside.
- 7** After students have matched the beginnings and endings of the sentences, play the recording again for students to check their answers.
- 8** Put students into pairs and ask them to discuss which sentences in Activity 7 are true for them. Encourage them to compare where they each live, using the vocabulary in Activity 2 and Activity 7.
- 9** Put students into pairs or small groups for the discussion. Make sure students understand the points before they start. Monitor and note down any errors you hear, especially related to the vocabulary in Activities 2 and 7. Elicit ideas from two or three groups and elicit the corrections to any errors you noted down.

#### Answers

- 1 The general shape of the river, one of the bridges and some of the buildings have remained. However, there are a lot of skyscrapers, fewer small buildings, and fewer boats on the river.
- 2 1 False (the population of 24 million isn't growing that much)  
2 False (The public transport system's excellent.)  
3 True (They have a pollution warning system now.)  
4 False (There aren't many large parks in the city)  
5 True (even the smallest parks have a space for children to play)  
6 True (... full of nightclubs ... There's a lot to do ...)  
7 False (the weather in Shanghai is quite extreme)  
8 True (There are some great jobs for people ...)

- 3 Students' own answers
- 4 Noun + noun combinations: population growth, playground, entertainment facilities, work opportunities  
Adjective + noun combinations: public transport, fresh air, open spaces, mild climate
- 5 Fresh: bread, fruit, ideas, man (American English), start  
Public: holiday, opinion, services, toilets  
Work: book, experience, man, out
- 6 Speaker 1: B  
Speaker 2: C  
Speaker 3: A
- 7 1 E 2 D 3 B 4 F 5 C 6 A
- 8-9 Students' own answers

#### Additional activity: What's important?

On the board write: *public transport, playgrounds, entertainment facilities, climate, forests, mountains, sea, river, neighbours, houses, shops, cost of living, close to work/college*. Ask students to write down the five most important things for them when deciding where to live, and rank them 1 to 5, with 1 being the most important. Put students into groups and ask them to compare their lists.

**ADDITIONAL PRACTICE** | Maximiser p.28, Vocabulary 1-3 | MEL Unit 4, Vocabulary 1-3 | MEL Extra practice, Vocabulary 14 Buildings, Vocabulary 15 Countryside, Vocabulary 16 Town and city | **ActiveTeach Games:** Sheep Out!; Pelmanism | Photocopiable 4B *Don't you agree?*

## Grammar focus

### Past simple and present perfect ► p.45

#### Aim

- to review the present perfect and past simple and practise using them

- 1** Elicit what a *project* is and elicit some types of projects that people get involved in at school, work or in the community. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Ask students to read the headline and look at the photo and predict what kind of project they are going to read about. They then read the article to check if their predictions were correct. Put students into pairs to discuss the question and elicit answers from one or two students in open class.



- 3** Focus students on the verbs in the text, all of which are numbered. Students match the verbs with the uses. Put students into pairs to discuss their answers, then check as a class. Read out the **Language tip** with the class. For more information, refer them to **Grammar reference** section 4.2 on pp.142–143. You could ask students to do Exercises 4.2A and 4.2B on p.143 in the **Grammar reference** in class, or for homework.

#### Grammar reference answers

##### Exercise 4.2A

- 1 have studied; for
- 2 haven't seen; since
- 3 Have you been; for
- 4 has had; for
- 5 haven't stopped; since
- 6 has changed; since

##### Exercise 4.2B

- 1 've gained   2 gave out   3 've given up   4 hung out
- 5 've rented   6 hurried   7 has never managed   8 joined

- 4** Elicit the first two answers from the whole class before students work individually or in pairs to group the time expressions into those used with *for* and those used with *since*. Check answers with the class.
- 5** Put students into pairs to discuss the question and compare the two sentences. Check answers with the class.
- 6** Elicit the questions from the whole class. Elicit an appropriate response to the first question using *for* or *since*. Then put students into pairs to ask and answer the questions using *for* or *since*. Encourage students to use a variety of answers to practise using both words. Monitor and prompt corrections where necessary. Elicit any interesting information learnt from one or two students in open class.

#### Answers

- 1–2 Students' own answers
- 3 1 B 2 A 3 C 4 C 5 D
- 4 For: a few days, ages, a long time, months, three hours, two minutes  
 Since: February, I was a child, last year, my birthday, this morning, yesterday
- 5 1 It describes a period of time that started and finished in the past – they are not in Egypt now.  
 2 It describes a period of time that started in the past but continues now – they are still in Egypt.
- 6 1 How long have you been a student here?  
 2 How long have you known your closest friend?  
 3 How long have you lived in your house?

- 4 How long have you had your hairstyle?
- 5 How long have you owned your mobile?
- 6 How long have you liked your favourite musician or band?

**ADDITIONAL PRACTICE** | Maximiser p.28, Grammar 1–4 | MEL Unit 4, Grammar 1–4 | MEL Extra practice, Grammar 2 Present perfect and Past simple | ActiveTeach Extra activity: Grammar Focus 1; Game: Stepping Stones | Photocopiable 4C *Liar, Liar!*

## Writing focus

### Article (Part 2) ▶ p.46

#### Aims

- to practise using a range of linking words
- to write an article in response to an exam task (Writing, Part 2)

- 1** Check students understand *biography* (a book that tells what has happened in someone's life, written by someone else; a book that someone writes about their own life is an *autobiography*). Put students into pairs to discuss the questions. Elicit some ideas for each question.
- 2** Remind students that in the writing paper, Part 1 is a compulsory email, and there is the choice at Part 2 to write a story or article. For more information about writing articles, refer students to the **Writing reference** on p.164. This could be read in class or for homework. Put students into pairs to discuss the questions about the exam task. Elicit some ideas.

#### Additional activity: Linking words

Ask students to work in pairs to see how many linking words of addition and contrast students can remember from the lesson on p.43. Then get students to check by turning to that page.

- 3** Explain that the next two exercises introduce some more linking words that students can use in their writing. These link a *cause* (a person, event, or thing that makes something happen) and a *result* (something that happens or exists because of something else). Focus students on the first blog comment and find out if students can identify the cause and result, guiding them if necessary. Then get students to try to identify the causes and results in the remaining posts. Check answers as a class.
- 4** Students complete the sentences then compare in pairs before checking as a class. Read through the **Exam tip** aloud.

### Writing reference 1.4: Linking ideas

For some additional practice of linking words, refer students to the Writing reference 1.4 on p.156. Set Practice 1.4 in class or for homework, then check answers as a class or make the answers available for students to self-check.

#### Writing reference answers

##### Practice 1.4

- 1 I was at your restaurant last week, although I wasn't very pleased with the service.
- 2 We were scared so we ran as fast as we could.
- 3 I know you're going to love this group because they play your favourite kind of music.
- 4 As soon as we turned the corner, we saw what was causing the noise.
- 5 I think you should bring a raincoat in case it's wet.

- 5 Set the task in class or for homework. Remind students that it's fine to use invented ideas in the Writing paper, as long as they are not too fantastic! Encourage students to try this as a timed exercise within a time limit of 25 minutes for planning, writing and checking, which is approximately half of the total time they would have in the Writing paper. After that, give students time to review their work in more detail using the checklist on p.153.

#### Answers

- 1 Students' own answers
- 2 A description of the day, why you remember it and how important it is to create special memories.
- 3 1 cause: people think that birthdays and holidays are important  
result: they remember those  
2 result: I only remember to celebrate special days  
cause: my girlfriend  
3 cause: You should try and plan special days all the time.  
result: You'll have so many more memories  
4 cause: I miss my grandmother.  
result: I would choose an ordinary day from my childhood
- 4 1 For that reason 2 because of 3 As 4 as a result
- 5 Model answer

#### It's all about the memories!

I remember it so clearly. The sun was shining brightly on the snow around me, the mountain scenery was beautiful and I was about to ski for the first time.

I remember it as if it were yesterday because the emotions of the day were so strong. I was challenging myself to do something that scared me and the sense of achievement at the end of the day was enormous. What made it even more special was that my friends were by my side and with me in the evening to celebrate.

I think that sometimes, it's just too easy to stay at home and do the same things every day, and it's easy to feel bored as a result. We should all try and make more time for special events in our lives.

**ADDITIONAL PRACTICE** | Maximiser p.29, Writing 1–7 | MEL Unit 4, Writing 1–7 | MEL Extra practice, Writing 15 Adding detail

## Review ▶ p.47

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 4

- 1–5 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

#### Answers

- 1 1 used to have 2 didn't use to miss 3 never used to be  
4 Did you use to go 5 used to visit 6 didn't use to play  
7 Did the car park use to be 8 I used to love
- 2 1 In spite 2 Although 3 also 4 As well as 5 However  
6 Despite
- 3 1 started; earned/earnt  
2 became; lasted  
3 moved; opened  
4 have built; have found  
5 have stored  
6 called; have dreamt  
The city is New York.
- 4 1 for 2 since 3 since 4 for 5 since 6 for
- 5 1 playgrounds  
2 mild climate  
3 public transport  
4 work opportunities  
5 fresh air  
6 population growth  
7 open spaces  
8 entertainment facilities  
*playgrounds* is written as one word.

# 5 Share and share alike

## Vocabulary focus ▶ p.48

### Aim

- to introduce the topic of sharing

- 1** Focus students on the unit title, *Share and share alike*, and elicit what it means. (It's a spoken phrase, used to say that you should share things fairly and equally between everyone.) Organise students into pairs to discuss the questions for a few minutes. Conduct whole-class feedback. Make sure students understand that the verb *share* has a range of related meanings, including to divide something between two or more people, to let someone have or use something that belongs to you, or to have or use something with other people.
- 2** Give students a few minutes to read the article and answer the questions. Then ask students to discuss their answers in pairs before checking as a class. Elicit the difference between *rent* (to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else), *borrow* (to use something that belongs to someone else and that you must give back to them later), and *exchange* (the act of giving someone something and receiving something else from them).
- 3** Read through the first question with the class and find out if students can work out what an *unwanted item* means (something that is not wanted or needed any more). Students discuss the questions in pairs. To develop fluency and confidence, students could swap partners and discuss the questions again.

### Teaching tip: Explain the purpose

Be clear about why students are doing a certain activity. For example, if you do ask students to repeat the discussion questions with a new partner, point out that this is aimed at helping them develop fluency and speaking confidence.

### Answers

- 1** Students' own answers
- 2** 1 All of them.  
2 A system where people share resources; they rent, borrow or exchange items rather than owning them.  
3 The internet because people can advertise and find items to lend or borrow easily.
- 3** Students' own answers

## Verbs related to clothes ▶ p.49

### Aim

- to understand and use a set of verbs related to clothes

### Warmer: Clothing list

Ask students to work in pairs or small groups and make a list of as many clothes words as they can in two minutes. They may like to look around the classroom at what people are wearing. Ask one group to read their list to the class, and the other groups add any items that weren't mentioned.

- 1 Start by reading the question aloud, demonstrating the pronunciation of *clothes* /kləʊðz/. Elicit that *lent* is the past tense of *lend* (to give something to another person, knowing that you will get it back later). Put students into pairs to discuss the question. Ask: *In what situations would you borrow or lend clothes?* Elicit a few responses.
- 2 Get students to read the rubric and questions before you play the recording. Play the recording then elicit the answers.
- 3 Students form sentences individually then compare in pairs before you play the recording again for them to check. Elicit or teach the pronunciation of *ironed* /aɪənd/.
- 4 In their pairs, students discuss the questions. Elicit a few responses.
- 5 Elicit the word that fits the first gap as an example. Students complete the remaining sentences. Don't check the answers yet, as this will be done in Activity 6.
- 6 Play the recording for students to check their answers.
- 7 Students take turns to ask and answer the questions. Encourage students to ask follow-up questions to find out more about each other.

#### Answers

- 4 Students' own answers  
 5-6 1 put on 2 go; with 3 take off 4 try; on 5 iron  
 6 fit  
 7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.30-31, Vocabulary 1-5 | MEL Unit 5, Vocabulary 1-5 | MEL Extra practice, Vocabulary 17 Shopping | Photocopiable 5A *My catwalk show*

## Order of adjectives ► p.49

### Aim

- to understand and practise the correct order of adjectives

- 8 Focus students on Lara's description. Point out that the adjective that shows opinion here is *lovely*. Give students time to complete the rule, then check answers as a class and check that students understand the rule. Point out that it is uncommon to use long lists of adjectives, but the order is important, whether there are two or more than two.
- 9 Check students understand *silk*, *cotton*, *woollen*, *tight* and *leather*. Do the first sentence with the class to demonstrate the activity, and check that students understand the rule fully. Students then work alone to order the adjectives in the remaining sentences. Put students into pairs to compare their answers, then check answers with the class.

### Teaching tip: Image search

Using image searches can be an efficient way to teach words. The materials *silk*, *cotton*, *woollen* and *leather* can be effectively and quickly illustrated using an image. If using this technique, it is advisable to check the image search before class (and/or ensure safe settings are on) to make sure no inappropriate images are shown.

- 10 Focus students on the example sentence. Play the recording and point out the intonation. Play the remaining sentences in Activity 9 and ask students to mark whether the intonation goes up or down on the adjectives and nouns. Play the recording again if necessary. Check the correct intonation with the class.
- 11 Ask students to turn to p.135 and read the instructions. Demonstrate the activity by choosing one of the people and asking students to ask *yes/no* questions until they guess who it is. Put students into pairs to do the activity themselves. Monitor and prompt corrections for any errors, especially related to the order of adjectives.

#### Answers

- 8 1 opinion, size, colour, material  
 9 1 I've bought Mike a lovely green silk tie.  
 2 Can I borrow a white cotton shirt?  
 3 Look at that awful red woollen jumper!  
 4 I like those unusual brown leather trainers.  
 5 Hanna's wearing a horrible tight yellow tracksuit.  
 6 I need a small black leather laptop bag.  
 10 Refer to the recording for the answers.  
 11 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.31, Vocabulary 6-7 | MEL Unit 5, Vocabulary 6-7 | MEL Extra practice, Speaking 15A Giving a full description, Speaking 15B Giving a full description | **ActiveTeach** Game: Sheep Out!

# Listening focus

## Gap-fill (Part 3) ► p.50

### Aim

- to develop strategies for an exam-style gap-fill task. (Listening, Part 3)

### Warmer: Role-play

Focus students on the photos of cars on p.50. Put students into pairs and allocate one person the role of car sales person and the other the role of a customer. Explain that the customer can afford to buy any of the cars, but they want to buy a family car that is comfortable and sensible. The salesperson must try to persuade the customer to buy the sports car. Students role-play the conversation for five minutes. In open class, find out the outcome of the conversation and whether the salesperson was successful.

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- Refer students to the **Exam focus** on p.168. Read through it with the students, making sure they understand what happens in Part 3 of the Listening paper. Ask students to look at the first gap in Activity 4 and read the whole sentence. Elicit what kind of word fits the gap, e.g. verb, number, etc. (it's probably a number in this case). Read out the **Exam tip** and make sure that students understand it. Students then read the other sentences and predict the kind of word that fits in each gap.
- Put students into pairs to discuss their predictions.
- Play the recording twice for students to complete the gaps, then check the answers as a class.
- Put students into pairs to discuss the questions. Conduct feedback as to whether this was a helpful exam strategy. Point out that although it's impossible to predict exactly what you will hear, it's always useful before a listening task to spend a short time deciding what you need to listen out for.
- Put students into pairs to discuss the questions. Monitor and note down any common errors you hear. Elicit answers from one or two students in open class and elicit corrections to any errors you noted down.

### Answers

- Students' own answers
- 1 a number/age. Key vocabulary: more than, years old; Paraphrases: over, older than, age
- 2 noun. Key vocabulary: search, by travel. Paraphrases: look for, find, use ... to find
- 3 verb. Key vocabulary: Pay extra, want, owner. Paraphrases: pay more, an extra fee, would like, person who owns
- 4 noun. Key vocabulary: present, owner. Paraphrases: give, person who owns
- 5 noun. Key vocabulary: write, online. Paraphrases: via the internet, electronic.
- 6 noun. Key vocabulary: During, charges, increase. Paraphrases: in, costs, fees, prices, go up, be higher.
- 4 1 25 2 dates 3 deliver 4 driving licence  
5 review 6 weekend
- 5–6 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.31–32, Listening 1–3 | **MEL** Unit 5, Listening 1–2 | **MEL** Extra practice, Listening 12 Gap completion A, Listening 13 Predicting content of gaps, Listening 14 Gap completion B

# Grammar focus

## Comparatives and superlatives ► p.51

### Aim

- to review comparatives and superlatives and practise using them

### Warmer: The most ...

Write on the board *the most expensive*, *the most comfortable*, and *the easiest to park*. Ask students to look at the three cars on p.50. Ask students to work in pairs to discuss which they think fits each category. Elicit a few responses. Point out that the words you put on the board are examples of superlatives.

- Give students time to read the questions, then ask them to read the text. Put students into pairs to discuss their answers, then check the answers with the class.
- Focus students on the bold words and phrases in the text. Students match these with the rules. Put students into pairs to check their answers, then refer them to the **Grammar reference** on p.143 to read the notes and check their answers. Set **Grammar reference** exercise 5.1 on pp.143–144 for homework.

## Grammar reference answers

### Exercise 5.1

- 1 the most amazing 2 as good 3 tastier 4 fresher  
5 best 6 hardest 7 worst 8 more delicious 9 least difficult

Make sure students understand how to form the different comparative and superlative forms. Read out the **Language tip**. Finally, deal with the use of weak forms used when we say *than* /ðən/ and *as ... as* /əz/. Drill the sentences *It was cheaper than running my own car* and *It was as easy as borrowing my mum's car* to help students pronounce the weak forms appropriately.

- 3** Do the first sentence with the class to demonstrate the activity. Students work alone to complete the other sentences. Put students into pairs to check their answers, then check the answers with the class.
- 4** Go through the example with the class. Elicit some possible sentences for question 1 then get students to write their own sentences using the remaining prompts. Put students into pairs to compare their answers, then elicit some possibilities for each in open class.

### Additional activity: Fast finishers

Fast finishers could write more sentences, using the adjective in brackets with a different pair of items, e.g. *public transport / private transport (expensive)*

- 5** Give students up to three minutes to complete the sentences. In class feedback, write the answers on the board for students to check their spelling.
- 6** Put students into different pairs to ask and answer the questions in Activity 5. Monitor and listen for errors, especially related to comparatives and superlatives. Elicit any interesting or surprising answers in open class, and elicit corrections to any errors you noted down.

### Answers

- 1** 1 To persuade new customers to use the site.  
2 It's easy to use; convenient; cheaper than buying your own and you don't need to pay for insurance.
- 2** A cheaper B easier C more convenient; less stressful  
D as easy as E not as expensive as
- 3** 1 most/least important 2 more/less enjoyable 3 healthier  
4 the quietest 5 cheaper
- 4** Possible answers
- 1 Public transport is less convenient than private transport.  
2 Renting a car is less expensive than owning a car.  
3 Cars in the past weren't as safe as cars today.

- 4 Small cars are as popular as big cars.  
5 Riding a bike is not as dangerous as riding a motorbike.
- 5** 1 more convenient 2 easier 3 most expensive  
4 most unusual 5 healthy 6 furthest
- 6** Students' own answers

### Additional activity: Discussion

Put students into pairs. Each pair is given one form of transport, e.g. *car, train/underground, bus, bike or motorbike*. Students must plan how to persuade a group that their form of transport is the best for the future. This could be in relation to the city/town where they are, but it could also be as a means of transport in general. Put students into groups of four or five students who each think about a different mode of transport. Students present their arguments. The discussion continues until students finally agree on the best form of transport for the future. Ask each group to report the result of their discussion to the class. This could be repeated with other topics such as: holidays (city breaks, beach holidays, adventure holidays, working holidays, walking holidays) and food (French, Italian, Chinese, Indian, Mexican).

**ADDITIONAL PRACTICE** | **Maximiser** p.32, Grammar 1–2 | **MEL** Unit 5, Grammar 1–2 | **MEL** Extra practice, Grammar 16 Comparatives and superlatives | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Noughts and Crosses | Photocopiable 5B *Top five*

## Reading focus

### Multiple matching (Part 2) ▶ pp.52–53

#### Aim

- to develop strategies for the multiple matching exam task (Reading, Part 2)

- 1** Focus students on the photos of homes on pp.52–53. Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class, and check students understand the words in the box.
- 2** Elicit one or two ideas in open class. Then ask students to read the advertisement to check their ideas. Check the answers with the class. Point out the idiom in the first sentence *breaking the bank*, and elicit what it means (when something costs a lot of money, or more money than you have).
- 3** Ask students to read expression 1 and find something in the advertisement that means the same thing but

uses different words. Check the answer. Once students are clear on the activity, ask them to match the other expressions. Put them into pairs to compare their answers, then check the answers as a class. Finally, read out the **Exam tip**. Point out ways in which a text might express the same idea in different words (e.g. with synonyms, using a few different words to say the same as one word, using noun phrases rather than verb phrases, or using passive forms rather than active forms).

- 4** Elicit from students what they have to do in Part 2 of the Reading paper. Put them into pairs and ask them to remember the best strategy to use for this task. Elicit ideas in open class, then refer students to the **Exam focus** on p.166 to check their ideas. Remind students that they should underline the needs and wants of the five people/couples and match these with the homes in the text, but different words will be used in the text. Give students time to underline the needs and wants of the five people/couples first, then check these with the class. Ask students to read the text and match the homes with the five people/couples. Put students into pairs to discuss their answers, then check the answers with the class.

- 5** Put students into pairs to discuss the question. Elicit answers from a few students in open class.

#### Answers

- 1 Students' own answers
- 2 People live in each other's homes for a short time. It's a cheap way of having a holiday, seeing a different place and meeting local people.
- 3 1 It's not just about saving money.  
2 Visit our house exchange website  
3 Just add a description of your home  
4 from a few days to a few weeks  
5 It gives you a chance to see places that aren't on the tourist map  
6 explain where you'd like to stay
- 4 1 D (enjoy views of the city centre – *see many famous buildings*; hoping to see several musicals – *several popular London theatres are just a short walk away*; Manuela doesn't like cats – *No pets are allowed in the building*)  
2 A (from which they can drive to places ... and learn about how people used to live – *offers easy access to several beautiful historic places by road*; want to be able to play tennis and go swimming – *leisure centre and pool just ten minutes away*; They don't mind pets – *a dog that needs looking after*)  
3 G (want to see both the countryside and central London – *opposite a large forest*; *get around the area or take one of the regular trains to the city centre*; don't have a car – *can borrow our bikes, regular trains*)  
4 C (learn about history of art and watch plays – *many theatres and galleries*; safe and peaceful – *quiet, good security*; has pets at home – *a cat to feed*)

5 F (go out dancing and try food from different countries – *nightclubs and restaurants serving meals from around the world*; Taking regular exercise is important – *a gym and pool*)

- 5 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.32–33, Reading 1–3 | **MEL** Unit 5, Reading 1–3 | **MEL** Extra practice, Reading 5 What information matches best? | **ActiveTeach** Extra activity: Reading Focus | Photocopiable 5C *Pet sitters*

## Vocabulary ▶ p.53

### House and home

#### Aim

- to understand and use a set of vocabulary related to houses and homes

- 6** Focus students on the bold words and phrases in the advertisement. Students categorise the words and phrases, either individually or in pairs. Check answers with the class and make sure students understand the meaning and pronunciation of the words and phrases.
- 7** Complete the first sentence with the class to demonstrate the activity. Students then complete the sentences alone before checking answers in pairs. Check answers as a class.
- 8** Tell students to include the type of home it is, what parts there are, and what things are in it. Students could write their description in class or for homework. Collect the descriptions and number them. Place them around the classroom for students to walk around and read. Ask a few students to share about one of their classmate's houses they would like to stay in and why.

#### Alternative: Online post

Students could write their description and post it to a forum in your class online area. They could accompany it with an image. Ask each student to read and comment on the descriptions they liked.

#### Answers

- 6** Types of home: town house, flat, cottage  
Parts of a home: garage, garden, floor, balcony, entrance, office  
Things you find in a home: antique furniture, blinds, wooden floors, curtains, carpets, air conditioning, central heating, duvet, blanket, fan
- 7** 1 town house/flat; cottage 2 antique furniture 3 garden; balcony 4 carpets 5 blanket; duvet 6 air conditioning; central heating
- 8** Students' own answers

**Additional activity: Your perfect holiday home**

Put students into pairs to swap the descriptions they wrote in Activity 8. Then ask students to do some online research to match their partner's preferences to a real-life holiday home, either in class or for homework. Students can present the chosen holiday home to their partner, who says if it matches their description well or not.

**ADDITIONAL PRACTICE** | Maximiser p.34, Vocabulary 1–2 | MEL Unit 5, Vocabulary 1–2 | MEL Extra practice, Vocabulary 9 House and home A, Vocabulary 10 House and home B | **ActiveTeach** Game: Pelmanism

## Speaking focus

### Individual long turn (Part 2) ► p.54

#### Aim

- to use a good range of vocabulary when describing pictures

#### Warmer: Discussion

Put students in pairs to talk about the most recent time they...

- 1 painted something
- 2 baked something
- 3 played a musical instrument
- 4 learned a new skill (not including English!)

Ask a few students to share something they said with the class.

- 1 Direct students to the photos. Elicit a description of the first photo. Then get students to discuss the questions in relation to the other photos in pairs. Ask students what they remember about the individual long turn activity, then ask them to turn to the **Exam focus** on p.169 to check their ideas.
- 2 Play the recording and elicit the answer.
- 3 Get students to read the adjectives in the box and check they know what each one means. Play the recording for students to tick the adjectives. Elicit which ones were used, and the answer to the question.
- 4 Get students to work in pairs to decide which word in each pair shows a better level of English. Elicit the answers. Check students know how to pronounce the words, especially *cosy* /kəʊzi/ and *dull* /dʌl/.

- 5 Ask students to read the **Exam tip**. Then, get students to work in pairs to decide which adjectives could be used for each photo. Elicit answers.
- 6 Go through the instructions with the class, then get students to time each other for the activity. If time allows, students could practise again, swapping pictures.
- 7 Students discuss the questions in pairs. As a follow up, students could discuss: *What other skills would you like to learn?*

#### Answers

- 1 1 In the first photo, people are learning how to paint.  
In the second photo, a mother is teaching her daughter how to bake.  
In the third photo, a teacher is teaching students at a school how to play the keyboard.
  - 2 You could describe the place, the people, their actions and the objects you can see.
  - 2 She describes the people, what they're doing, what they're wearing and look like, and what's on the table.
  - 3 huge, silver-haired, colourful, plain, striped, serious, middle-aged, bright.  
These are less common than the unused ones and show a good intermediate level of English.
  - 4 1 cheerful 2 experienced 3 helpful 4 attractive  
5 cosy 6 neat 7 dull 8 enormous
  - 5 Photo B – cheerful, helpful, attractive (child), cosy (kitchen). Also: messy (hands), delicious-looking (cake), cute (jumper), calm/patient (mother), wavy (hair)  
Photo C – experienced (teacher), helpful (teacher), neat (classroom/uniform), enormous (keyboard). Also: serious/hard-working (girls), patient (teacher), light blue (top), bright blue (jumper), medium-length, wavy (hair), plain (jacket), shiny, black (keyboard).
- 6–7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.34, Speaking 1–3 | MEL Unit 5, Speaking 1–3 | MEL Extra practice, Speaking 5A Making comparisons, Speaking 5B Making comparisons

## Grammar focus

### too and enough, so and such ► p.55

#### Aim

- to review *too* and *enough*, *so* and *such* and practise using them



- 1 Ask students to discuss the first question in pairs before reading the article. Students read the article then discuss whether they were right, and what skills they could swap. Elicit answers from one or two students in open class.
- 2 Give students time to read the question, then play the recording. Elicit the answer.
- 3 Get students to read the quotes and see if they can remember any of the gapped words. Play the recording again for students to complete the quotes. Put students into pairs to discuss their answers, then play the recording a second time if necessary.
- 4 This activity focuses on *too* and *enough*. Ask students to underline the examples of these words in the quotes in Activity 3 and complete the rules. Refer students to the **Grammar reference** section 5.2 on p.144 to check their answers. They should focus on just points 1 and 2 in both the Use and Form sections. Read out the **Language tip** and make sure that students understand it. You might want to draw students' attention to the difference between *too* and *very* at this stage (*very* means *to a large degree*, whereas *too* means *more than I would like / more than is acceptable*).
- 5 Students complete the activity then check as a class. Students could discuss in pairs whether any of the sentences are true for them.
- 6 Ask students to underline the examples of *so*, *such a*, *such* in the quotes in Activity 3 and complete the rules. Refer students to points 3 and 4 of the **Grammar reference** on p.144 to check their answers. Set Exercise 5.2 in class or for homework.

#### Grammar reference answers

##### Exercise 5.2

- 1 so 2 enough 3 such a 4 too 5 such 6 enough  
7 so 8 such an

- 7 Do the first sentence with the class to demonstrate the activity and check students' understanding of the language. Students work alone to complete the remaining sentences. Put them into pairs to discuss their answers, then check answers as a class.
- 8 Go through the example to demonstrate the activity and elicit another possibility from the prompts (e.g. *Sharing skills is so useful. I often learn things from other people.*). Students work alone to do the remaining sentences.
- 9 Put students into pairs to compare and discuss their answers. Circulate, monitoring for correct use of *too*, *enough*, *so* and *such*.

#### Answers

- 1 Students' own answers
- 2 Speaker 1 – not positive, skill too unusual, couldn't find people to swap with  
Speaker 2 – positive, useful, found person to look after dog, feels part of a really useful community
- 3 1 wonderful 2 attractive 3 hard 4 useful  
5 time 6 helpful
- 4 1 before 2 after; before
- 5 1 too 2 enough skills 3 good enough 4 aren't  
5 very 6 don't have
- 6 1 so 2 such a 3 such
- 7 1 such a 2 such 3 so 4 such a 5 so 6 so
- 8–9 Students' own answers

#### Additional activity: Love it or hate it

Put students into pairs. Write some places that students will be familiar with on the board, e.g.

- beaches
- shopping centres
- airports
- expensive restaurants
- big cities

Students take it in turns to make sentences about the place using *so*, *such*, *too*, *enough*. For example, *There are too many people there. The weather's so great all the time.* Tell students that one person in each pair must say good things about the place, and the other must say negative things about the place. Elicit some ideas. Write up a different place type and have students swap roles within their pair so they both get the chance to list positive or negative points.

**ADDITIONAL PRACTICE** | Maximiser p.35, Grammar 1–2 | MEL  
Unit 5, Grammar 1–2 | ActiveTeach Extra activity: Grammar Focus 2; Game: Stepping Stones

## Writing focus

### Email (Part 1) ► p.56

#### Aims

- to practise analysing the requirements of a writing exam task
- to use a range of appropriate phrases for giving suggestions in an informal email

- 1 Put students into pairs to discuss the questions. Elicit ideas in open class. If it doesn't come up, point out that many language exchanges take place online these days.
- 2 Remind students that Part 1 of the exam tests ability to write an email (see the **Writing reference** on p.163).

Ask students to read the email to find out why Marzia is writing to Adam, and then to read the email again to read Adam's notes in red. Elicit the answers.

- 3 Give students time to read Adam's reply and check whether he included all four points. Go through the **Exam tip** with the class. Elicit or suggest some strategies for making sure they include all the information (e.g. reading the task carefully to make sure they understand what needs to be included, planning their answer using the notes, ticking the notes as they are included).
- 4 Ask students to find and underline the four suggestions Adam makes. Rewrite them on the board. Ask students to notice the verb forms after *How about*, *I suggest*, *Why don't we*, *You could*. Point out that the first two are followed by an *-ing* verb, and the last two are followed by an infinitive without *to*.
- 5 Students complete the suggestions then compare their answers in pairs before checking as a class.
- 6 Refer students to the **Writing reference** on p.163 to see another exam task, model answer, and advice (or ask them to read it for homework). Use Section 1.5 of the **Writing reference** section on pp.156–157 to give students more information and practice in planning a piece of writing, either in class or for homework. Back on p.56, give students five minutes to read the exam task and plan their writing. Then up to 20 minutes to write their email.

#### Writing reference answers

##### Practice 1.5

Suggested answers:

- a) Hi Ronny
- b) Congratulations! That's fantastic news!
- c) I'd love to be there / I wouldn't miss it for the world!
- d) The weather's so great / awful, I'd go for ... / A barbecue would be ...
- e) I'd definitely go for ... / I think your guests would prefer to listen to ...
- f) Let me know if there's anything I can bring.

#### Answers

- 1 Students' own answers
- 2 1 To ask if he'd like to do a language exchange.  
2 He wants to say it's a great idea, suggest a day to meet, say which place he'd prefer to meet and what things he'd like to learn.
- 3 Yes

- 4 How about meeting on Tuesday at 6 p.m.?

I suggest meeting in a café.

Why don't we talk about it when we meet next week?

You could email me your ideas, though.

- 5 1 start 2 having 3 giving 4 spend

- 6 Model answer

Hi Emma,

Thanks for your email. This will be my first skills swap and I'm so pleased to be able to help.

Thank you also for offering to teach me something creative – that sounds fantastic! Anyway, I'm open to ideas, but how about painting or photography?

Now, I suggest we meet on the weekend because I usually work during the week. Would this Saturday at 3 o'clock suit you?

And, as you'll have the computer with you, why don't I come to you? I think that would probably be the easiest way. Don't forget to let me know your address.

I'm looking forward to meeting you.

Yasmine

**ADDITIONAL PRACTICE** | **Maximiser** p.35, Writing 1–4 | **MEL** Unit 5, Writing 1–4 | **MEL** Extra practice, Writing 14 Organising an informal email

## Review ▶ p.57

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 5

- 1–5 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

#### Answers

- 1 1 most useful 2 hardest 3 more interested  
4 as important 5 best 6 as scary as 7 easier  
8 less important
- 2 1 take 2 fit 3 trying 4 go 5 iron 6 puts
- 3 1 nice long purple 2 correct 3 big blue woollen  
4 lovely white silk 5 correct 6 short black leather
- 4 1 such a 2 enough 3 so 4 such an 5 too 6 so  
7 such 8 enough
- 5 1 central heating 2 blind 3 antique furniture 4 garage  
5 entrance 6 cottage 7 duvet 8 air conditioning  
9 flat

# 6 You live and learn

## Speaking focus ▶ p.58

### Aim

- to introduce the topic of education and learning

- 1 Get one student to read each excuse aloud, and check students understand the words and phrases they include, in particular, *evidence*, *ghost*, *have something framed*, *demand*, *older and wiser*. Put students into pairs to answer the questions. Conduct whole-class feedback.

### Teaching tip: English to English dictionary

At this level, encourage students to check unknown words in English to English dictionaries such as the Longman Dictionary of Contemporary *English* at [www.ldoceonline.com](http://www.ldoceonline.com)

- 2 Put students into pairs to discuss the questions for about five minutes. For extra practice, students could swap partners and discuss again.

### Answers

1–2 Students' own answers

## ▶ p.59

### General questions (Part 1) and Discussion (Part 4)

### Aim

- to practise using a range of language when answering questions about yourself and taking part in a discussion

- 1 Get students to read the advert. Put students into pairs to discuss the questions. Elicit answers from a few students in open class.
- 2 Go through the rubric and elicit what *enthusiastic* means (feeling or showing a lot of interest and excitement about something). Play the recording so students can listen and answer the questions. Put students into pairs to discuss the answers, then check with the class.
- 3 Students match the questions and responses then check as a class.
- 4 Give students time to re-read Ellie's answers from the conversation and predict the missing word(s). Play the recording a second time for students to fill any remaining gaps and then check answers with the class. Ask students to notice how Ellie has used a range of different phrases to talk about her likes and interests, and that students should aim to do the same in the exam (rather than repeating the same phrases).

### Additional activity: General questions

Get students to look again at questions 1 and 2 from Activity 3. Get them to write a short answer of 1–2 sentences to answer each question. Encourage them to use at least one of the phrases from Activity 4 that Ellie uses. Students work in pairs to ask and answer questions, only referring to their written sentences if need be (rather than reading out their answers).

- 5** Focus students on the boxed section of exam questions. Emphasise that these are sample questions only. Get students to work in pairs and answer questions A–E about the exam questions (not the exam questions themselves). Play the recording for students to check their answers and elicit these. For more information, refer students to the **Exam focus** on pp.168–169.

### Additional activity: Part 1 practice

Get students to work in pairs to take turns to be examiner and candidate. The examiner asks the Part 1 questions from Activity 5 to the candidate out of order, and the candidate responds.

- 6** Point out that the three listed follow-up questions are useful ways to include your partner in a discussion. Ask a stronger student to model the activity with you by asking you one of the questions from Part 4. Give a brief answer (and incorporate one of the phrases from Activity 4 if possible) and then ask one of the follow up questions for the student to respond to. Students then practise in pairs.

### Answers

- 1 Students' own answers
- 2 She likes DJ-ing. Her intonation is positive and she sounds interested. She uses a lot of phrases to say that she enjoys things and so sounds enthusiastic.
- 3 1 B 2 A 3 D 4 C
- 4 1 've always loved: *-ing* form  
2 'd rather: infinitive without *to*  
3 mad about: *-ing* form  
4 love: *-ing* form  
5 'm really into: *-ing* form  
6 favourite: noun  
7 don't mind: *-ing* form  
8 'm keen on: *-ing* form  
9 'm not really into: *-ing* form
- 5 A Part 1 tends to ask more about facts of your life and simple likes and dislikes.  
B Part 4 tends to ask more about your attitudes or opinions.

- C Both parts
- D Part 1 is between you and the examiner only.
- E Part 4 is led by the examiner, but you have to also listen to your partner's questions and answers as you might be asked to comment on what they say.
- 6 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser pp.36–37, Speaking 1–5 | MEL Unit 6, Speaking 1–5 | MEL Extra practice, Speaking 16A Expressing likes, dislikes and preferences, Speaking 16B Expressing likes, dislikes and preferences, Speaking 16C Expressing likes, dislikes and preferences

## Reading focus ▶ pp.60–61

### Multiple choice, short texts (Part 1)

#### Aim

- to develop strategies for completing the multiple choice, short texts task (Reading, Part 1)

- 1** Ask students to read the advert, then put them into pairs to discuss the questions. Conduct whole-class feedback.
- 2** Read through the notice with the class and get students to discuss the three questions in pairs before checking as a class.
- 3** Tell students to read options A–C carefully and decide which best matches the ideas they discussed and the information in the notice itself. Elicit the answers.
- 4** Direct students to the two reasons and emphasise that both reasons are important for eliminating options in the multiple choice, short texts task. Elicit what students remember about the task (and strategies) and then refer them to the **Exam focus** on p.166 to check their ideas.
- 5** Give students six minutes to complete the exercise individually. Students then compare their answers in pairs, sharing the words that helped them identify the correct answer. Finally go through the answers as a class.

#### Teaching tip

Throughout the course, gradually increase the frequency of using time limits to encourage students to complete tasks under time pressure as they will have to in the exam. Students will have 45 minutes in the reading paper to complete six tasks (32 items).

- 6** Put students into pairs or small groups to discuss the questions.

### Additional activity: Explaining signs

Find some pictures on the internet of more short signs and notices in English, or take some photos of signs around your school or area which are relevant to your class. Print or photocopy these signs, number them, and place them around your class. Get students to walk around in pairs, and take turns to explain to each other in different words what the sign or notice means.

#### Answers

- 1 Students' own answers – the main thing about the school is that learning to fly a plane is part of the normal school curriculum.
- 2 1 not less than  
2 go on their first flight  
3 an experienced pilot
- 3 C
- 4 A 2 – We don't know if you can fly on your first flight or if the experienced pilot does that.  
B 1 – You have to 'be accompanied by an experienced pilot'.
- 5 1 C (*in case there are room changes*)  
2 A (*unless the member of staff in charge is present*)  
3 B (*Already studying with us? ... before Friday at the latest*)  
4 A (*I can take yours if you want.*)  
5 A (*Can you take it back and ask for a refund?*)  
6 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser pp.37–38, Reading 1–3 | MEL Unit 6, Reading 1–3 | MEL Extra practice, Reading 9 Similar or different meaning? | ActiveTeach Extra activity: Reading Focus

## Vocabulary ► p.61

### Prepositional phrases

#### Aim

- to understand and practise using a set of prepositional phrases

- 7** Ask students to notice how each phrase in bold begins with a preposition, and explain that these are called prepositional phrases. Elicit the answer to the first definition in open class to demonstrate the activity. Students work alone to match the remaining phrases. Put students into pairs to compare their answers, then check them in open class. Make sure students understand the meaning of the phrases and can pronounce them.
- 8** Complete the first sentence in open class to demonstrate the activity. Students work alone to complete the

remaining sentences. Put students into pairs to compare their answers, then check them in open class.

- 9** Demonstrate the activity by telling the class one or two sentences that are true for you and why, and then change another one or two sentences so that they become true for you. Put students into pairs or small groups to discuss and change the sentences. Monitor and note down any errors you hear. Ask one or two students to share any interesting information they learnt about their partner(s) in open class. Elicit corrections to any errors noted down.

### Additional activity: Writing sentences

As a follow up, students can write their own sentences using the prepositional phrases. Students could write these on sticky notes and then stick them on charts around the classroom, grouped by prepositional phrase. Alternatively, in your online classroom space, start new forum posts for each prepositional phrase for students to add their example sentences. For example, *at least* (A: *I always have at least two coffees before 9 am.* B: *I check the news at least five times a day.*)

#### Answers

- 7 1 at least 2 up-to-date 3 on sale 4 at all  
5 in charge 6 at the latest 7 in fact 8 in case
- 8 1 at the latest 2 In fact 3 at least 4 at all  
5 up-to-date 6 in charge 7 on sale 8 in case
- 9 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.38, Vocabulary 1 | MEL Unit 6, Vocabulary 1 | MEL Extra practice, Vocabulary 18 Prepositions of time and place | ActiveTeach Game: Pelmanism | Photocopiable 6A *Prepositional phrase snap*

## Grammar focus

### Past simple and past

### continuous ► p.62

#### Aim

- to review the past simple and past continuous tenses and practise using them

- 1** Put students into pairs to discuss the questions. Give students some ideas of different kinds of skills, e.g. other languages, creative skills, musical instruments, computer skills, etc. Elicit answers from one or two students in open class.
- 2** Play the recording for students to listen and answer the question. Check the answer with the class. Check

that students understand *comedy* (entertainment that makes people laugh) and *comedian* (someone whose job it is to make people laugh).

- 3 Give students time to read the sentences, and see if they can remember any of the answers. Elicit the meaning of *rewarding* (making you feel happy and satisfied because you feel you are doing something useful or important) and play the recording again. Put students into pairs to compare their answers, then check the answers as a class.
- 4 Put students into pairs to discuss the questions. Conduct whole-class feedback.
- 5 Focus students on the sentences from the conversation and ask students to answer the questions. Put students into pairs to discuss their answers. Refer students to section 6.1 of the **Grammar reference** on pp.144–145 to read the notes to check their answers. Make sure students understand the form and use of both tenses. Get students to complete Exercise 6.1 on p.145 then check the answers with the class.

#### Grammar reference answers

##### Exercise 6.1

1 were standing; were waiting 2 was having; rang 3 had; took 4 got; was listening 5 were living; visited 6 were putting; went 7 broke down; tried 8 was running; fell

Read out the **Language tip** and give the example of how the clauses in A–C could be re-ordered, e.g. *I saw an ad for a comedy course as I was looking for the football results last night. She did a live performance on the last night of my friend's course. The audience were talking while he was telling his jokes.*

- 6 Play the recording so students can notice the use of the weak forms of *was* and *were*. Get students to listen and repeat the sentences so they practise using the weak forms.
- 7 Divide the class into two halves, A and B. Student As turn to p.135. Student Bs remain on p.62. Ask students to work alone to complete the stories and then compare their answers with those of another student in their group. Check answers with each group by eliciting the verb forms only.
- 8 Tell students they should try to tell the jokes from memory. Ask them to write down six to ten key words which will help them to tell the joke. Give students time to remember the joke and perhaps practise saying it with a student in the same group as them. Put students into A/B pairs to tell each other their jokes. Monitor and note down any errors you hear, especially related to the two past tenses. Elicit which joke students found the funniest.

#### Answers

- 1 Students' own answers
- 2 He wants to invite her to do a comedy course with him.
- 3 1 false 2 false 3 true 4 false 5 true 6 true
- 4 Students' own answers
- 5 1 B 2 A 3 C
- 6 They are both weak forms when they are auxiliary verbs.  
*Was* is pronounced /wəz/ and *were* is pronounced /wə/.  
When they appear in questions, we use the strong forms, /wɒz/ and /wɜːz/.
- 7 Student A  
1 was sitting 2 was waiting 3 sent 4 was standing  
5 was looking 6 noticed 7 went 8 had to 9 asked  
10 Did you attend 11 explained 12 did you teach  
Student B  
1 was walking 2 noticed 3 looked 4 was expecting  
5 stopped 6 saw 7 feared 8 knew 9 discussed  
10 decided 11 went 12 wanted
- 8 Students' own answers

#### Additional activity: My favourite joke

Give students time to think of (or find) a joke or funny story to tell, either one in their own language which they can translate into English or an English joke. Emphasise that students should be careful to choose a joke that is not offensive. Students work in small groups and tell each other their joke in English. The other students say whether they think it is funny or not. If students in your class come from different cultures, the jokes may not translate very well, but this can generate a lot of discussion about why jokes do not 'travel' across different languages.

**ADDITIONAL PRACTICE** | **Maximiser** p.39, Grammar 1–3 | **MEL** Unit 6, Grammar 1–3 | **MEL Extra practice**, Grammar 17 Sequencers | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones | Photocopiable 6B *Great minds think alike*

## Vocabulary focus

### Education ► p.63

#### Aim

- to develop vocabulary related to the topic of education and school reports

- 1 Start by telling students about what you were like at primary school and what teachers said about you. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

**2** Read the title with the class, and check students understand the adjective *mean* (not kind). Students read the school reports and answer the questions. Put students into pairs to discuss their answers, then check the answers with the class. Teach or elicit the meanings of *stick and the carrot* (a way of trying to persuade someone to do something by offering them something good if they do it – the carrot, and a punishment if they do not – the stick), *inability* (being unable to do something) *interrupt* (to stop someone from continuing what they are saying or doing by suddenly speaking to them) and *obvious* (easy to notice or understand).

**3** Focus students on the phrases in italics in the school reports. Give students time to read the questions. Students find the phrases in the reports and guess their meaning. Put students into pairs to discuss their guesses. Check answers as a class, making sure that students understand the meaning and pronunciation of the phrases.

**4** Put students into pairs or small groups to discuss the questions. Elicit any interesting answers from students in open class.

#### Answers

1–2 Students' own answers

3 1 find it hard to concentrate 2 set homework 3 attend class 4 made progress 5 register for 6 revise for tests

4 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.39, Vocabulary 1 | **MEL** Unit 6, Vocabulary 1 | **MEL Extra practice**, Vocabulary 3 Education

## Adverbs ► p.63

### Aim

- to understand and practise using a set of adverbs

**5** Read out the **Language tip**. Elicit an example of an adverb from Activity 2 (e.g. *Obviously*). Ask students to highlight or underline the adverbs then complete the sentences in Activity 5. Put students into pairs to compare their answers, then check answers as a class.

**6** Read through the next **Language tip** with the class. Another similar pair of adverbs which have different meanings which you could draw students' attention to are *late* and *lately*, e.g. *Lately, she's been working late*. Read the first rule of life with the class. Elicit responses to it, encouraging students to use adverbs. Put students into small groups to discuss the remaining rules.

**7** Students could do this activity in the same groups as Activity 6. Students could brainstorm some possible *rules of life* and choose the best two to share with the class.

#### Answers

**5** Adverbs in the text: obviously, hard, definitely, generally, previously, still, basically, always, really, probably, rarely, originally, unfortunately, also

1 always 2 originally 3 hard 4 Basically

5 generally 6 definitely 7 unfortunately 8 Previously

6–7 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.39, Vocabulary 2 | **MEL** Unit 6, Vocabulary 2 | **ActiveTeach Games**: Sheep Out!; Noughts and Crosses

## Listening focus

### Multiple choice, short texts

#### (Part 2) ► p.64

#### Aim

- to complete an exam-style multiple choice, short texts task (Listening, Part 2)

**1** Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

**2** Elicit what students have to do in this exam task and put them into pairs to try to remember the best strategies to use. Elicit ideas in open class, then refer students to the **Exam focus** on p.168 to check their ideas. Play the recording for students to hear an example of a short text, and to answer the question. Elicit the answer.

**3** Point out that sentences 1–3 are all from the recording. Emphasise that students are matching the topics in 1–3 (not the meanings) to options A–C. Do this as a class. Then elicit which is the correct answer to question 1 (i.e. which of sentences 1–3 expressed the same idea as one of the options). Point out that the recording will not use the same words as the correct option but will use different words to express a similar idea. Read out the **Exam tip**.

**4** Give students up to a minute to skim the questions quickly (and underline key words in the question stems) before you play the recording. Remind them that they will not have time in the exam for a detailed reading of the questions before the recording starts. Play the recording twice. Give students time to discuss their answers with a partner, either before you play the recording a second time or after. Check answers as a class. You could direct them to audioscript 40 on pp.195–196 to look more closely at the parts of the conversation that gave the answers.

- 5** Elicit some of the adverbs from p.63 which could be valuable for giving advice, e.g. *Generally ...*, *Obviously ...*, *Definitely ...*, *Basically ...*. Put students into pairs to discuss what advice they would give.

### Additional activity: Giving advice

After students have discussed the kind of advice they'd give in Activity 5, organise students into new pairs to act out being a person moving to a new town, and a friend giving advice. Students role-play the conversation, then swap roles. Conduct class feedback by asking: *What was the best piece of advice you received?*

#### Answers

- 1** Students' own answers
- 2** She has been to visit a university.
- 3** 1 B 2 C 3 A  
Only 2 and C say the same thing.
- 4** 1 C (*huge lecture halls ... they don't have any, ... they can only fit a few people in each class*)  
2 A (*I see from all those boxes ... I'll put those in the bin later. ... I did that when I started last year. Then it was hard to find new ones when I had to empty my room at the end of the year.*)  
3 C (*I'd be keen to go back and try again, though.*)  
4 C (*There's lots on the group's social media site. You could try there.*)  
5 B (*I looked through the section on research methods and I can see how it'll be helpful for our practical work. ... I was worried how to write up a report until I looked at that chapter.*)  
6 A (*I can't believe what time I got home this morning! ... I might regret the decision to stay until the last song once I'm in the middle of my first class*)
- 5** Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.40, Listening 1 | MEL Unit 6, Listening 1 | MEL Extra practice, Listening 6 Understanding connected speech

## Grammar focus

### Past perfect ► p.65

#### Aim

- to review and practise using the past perfect simple

- 1** Make sure students understand that *intelligence* means the ability to learn, understand, and think about things. Elicit answers from one or two students in open class.

### Background information: Different types of intelligence

Howard Gardner, a professor from Harvard, proposed the theory that rather than there being only one narrow kind of intelligence (IQ), there are eight different kinds of intelligence. These include intelligences related to mathematical skills, linguistic skills, body skills, musical skills and people skills.

- 2** Ask students to look at the photo of Kim Ung-Yong, read the headline, and predict why he might be a *failed genius*. Put students into pairs to discuss this and then elicit possible answers in open class. Give students time to read the text to see if they are correct and answer the questions. Put students into pairs to compare their answers, then check with the class.
- 3** Put students into pairs to discuss the questions. Conduct whole-class feedback.
- 4** Focus students on the underlined verb forms in the text. Put students into pairs to discuss the questions, then refer them to the **Grammar reference** on p.145 to check their answers. Read out the **Language tip** and check that students understand the use and form of the past perfect simple. Use the timeline in section 6.2 of the **Grammar reference** to help students understand. Set Exercise 6.2 on p.145 to complete in class or for homework.

#### Grammar reference answers

##### Exercise 6.2

1 had just finished; came 2 phoned; hadn't arrived 3 had left; got 4 felt; had said 5 Had you met; joined 6 had stopped; decided 7 had put; caught 8 went; actually managed

- 5** Elicit the correct verb forms for the first sentence in open class to demonstrate the activity and check that students understand the two tenses. Students complete the remaining sentences. Monitor and help where necessary. Put students into pairs to compare their answers, then check as a class.
- 6** Give students time to make notes on a person they want to talk about. Monitor and help where necessary. Encourage students to think about their use of the Past perfect simple. Alternatively, set this activity for homework so students have time to do some research.

### Alternative: Homework

Set Activity 6 as a writing task for homework, giving students more time to find information.



- 7** Put students into pairs and ask them to describe their person to each other. Monitor and note down any significant errors you hear, especially related to the target language. If you have a small class, students could give their mini-presentations to the class. When they have finished speaking, ask students to work in pairs/groups to choose the most successful person and discuss why. Elicit answers from students around the class. Elicit corrections to any errors noted down.

#### Answers

- 1 Students' own answers  
 2 1 to read four languages 2 a physics PhD  
 3 four years 4 completed a second PhD  
 3 Students' own answers  
 4 1 learn, attend, complete, graduate  
 2 the past perfect  
 5 1 was; had taught 2 was; had become 3 had already become; turned 4 had already solved; started  
 5 celebrated; had already started 6 managed; had read  
 6-7 Students' own answers

#### Additional activity: Personalisation

Ask students to think of the following things. Then put them into small groups to compare their answers and find out what they have in common.

- *three things they had already learned by the time they were ten.*
- *three things you had already finished before coming to class today*
- *three things they hadn't known before starting this course.*

**ADDITIONAL PRACTICE** | **Maximiser** p.40, Grammar 1 | **MEL** Unit 6, Grammar 1 | **MEL Extra practice**, Grammar 3 Past simple, Past continuous and Past perfect | **ActiveTeach** Extra activity: Grammar Focus 2

## Writing focus

### Story (Part 2) ► p.66

#### Aim

- to write a story in response to an exam-style task (Writing, Part 2)

- 1** Remind students that they will be given a choice between writing an article or a story in Part 2 of the Writing paper. Make sure students understand a *lucky escape* (a situation in which you only just avoid danger, difficulties, or trouble). Put students into pairs to discuss

the question. Encourage them to discuss a lucky escape that someone they know has had if they cannot think of a story about themselves. Elicit any interesting stories in open class.

- 2** While students brainstorm ideas for a possible story, monitor and prompt where necessary. Elicit one or two ideas for each of the three points in open class.
- 3** Ask students to read the story and answer the questions, then put them into pairs to compare their answers. Check answers as a class.
- 4** Ask students to answer the questions individually, then put them into pairs to compare their answers. Check answers as a class.

#### Alternative

If your students are struggling with purposes for the first question, write the purposes on the board in the wrong order and ask students to match them to the paragraphs.

- 5** Point out that using a range of appropriate narrative tenses appropriately will help students get a better mark in the exam. Explain that the story they are going to read is based on true events. Elicit the correct form of *spend* in number 1 to demonstrate the task. Monitor while students are completing the text and help if necessary. Put students into pairs to compare their answers, then check as a class. Elicit reactions to the story from the class.
- 6** Go through the instructions. Be clear that the story can be made up. Emphasise the importance of having a clear beginning, middle and end to a story, and the importance of using a variety of adjectives and adverbs to add interest. Read out the **Exam tip** to the class. Students write their own stories, either for homework or in class. As they will have 45 minutes in the exam to complete both writing tasks, they will need to plan and write the Part 2 answer in around 25 minutes. Suggest a time limit of 15 minutes for the writing part because students have already planned the story. This leaves a few minutes at the end to re-read and check their work. For homework, ask students to read the **Writing reference** section on spelling on pp.157–158 and complete the practice exercises on p.158 for homework. Then, they should carefully check their spelling in their story before handing it in.

#### Writing reference answers

##### Practice 1.6A

- 1 a two b too c to  
 2 a They're b There c Their

3 a which b witch

4 a hear b here

5 a meet b meat

### Practice 1.6B

answer calm climb comfortable interesting island knife  
psychology restaurant Wednesday

### Answers

1–2 Students' own answers

3 1 He continued to write after the exam had finished.

2 With the boy's paper buried in the middle of all the others, the teacher would have no idea who to punish.

4 1 Paragraph 1 sets the scene; paragraph 2 tells the main story; paragraph 3 ends the story.

2 Set the scene: Past perfect to give background information about what happened before the main story.

Tell the main story: Past simple and past continuous

End the story: Past simple (Past continuous might also be used.)

3 strict, surprisingly calm, very slowly, annoyed

4 The story uses direct speech to make it more exciting.

5 1 had spent / were spending 2 had planned 3 had got

4 were watching 5 had pushed / were pushing

6 had warned 7 were trying 8 pulled 9 came

10 were 11 noticed 12 had built 13 climbed

14 reached 15 opened

6 Students' own answers

### Additional activity: Storytelling fluency

Get students to work in pairs and re-tell the story they wrote, allowing them to use their text as a prompt. Then get students to choose ten words to write down from their story as notes, change partners, and re-tell their story. Finally, get students to re-tell their story one more time to a new partner, without using any notes.

**ADDITIONAL PRACTICE** | Maximiser p.41, Writing 1–4 | MEL Unit 6, Writing 1–4 | MEL Extra practice, Writing 13 Joining sentences and clauses | Photocopiable 6C *A day I'll never forget*

## Review ▶ p.67

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 6

1–5 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

### Answers

1 1 up 2 at 3 in 4 at 5 at 6 in

2 1 was trying; went for 2 was grilling; caught  
3 interrupted; was watching 4 met; were hitchhiking  
5 was opening; downloaded 6 was performing; fell; hurt  
7 ran; was screaming 8 was serving; realised

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

4 1 Basically 2 originally 3 definitely 4 generally  
5 Unfortunately 6 previously

5 1 considered 2 chose 3 translated 4 became 5 won  
6 was not 7 had already made 8 took 9 discovered  
10 had played 11 returned 12 hadn't won / didn't win  
13 switched 14 decided 15 had taken 16 ended

## Progress test 2 ▶ pp.68–69

1 1 have appeared 2 introduced 3 decided  
4 has wandered 5 once used 6 got 7 received  
8 have you thought

2 1 D (past simple for repeated actions in the past)  
2 D (used to for things that were true in the past but not now)

3 B (past simple for repeated actions in the past)

4 C (past continuous for an interrupted action)

5 D (past perfect for an action that happened before another)

6 D (past perfect for an action that happened before another)

7 B (past simple for a continuous action with a state verb)

8 B (present perfect for an action that is still true now)

3 1 I work at the **biggest** **biggest** company in the neighbourhood.

2 correct

3 This book wasn't **as** interesting as the last one.

4 You'll be ~~more happy~~ **happier** if you change jobs.

5 I need to work ~~more fast~~ **faster** to be able to finish.

6 The road looks ~~badder~~ **worse** today than last week.

7 correct

8 That film is much funnier ~~that~~ **than** the romantic one.

9 My dad was ~~angryer~~ **angrier** than I've ever seen him.

10 correct

4 1 serious 2 Basically 3 idea 4 plain 5 qualifications  
6 hard 7 least 8 progress

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

6 1 ugly brown woollen socks 2 large red leather handbag  
3 clear plastic packaging 4 nice plain cotton socks

7 1 work opportunities 2 public transport 3 fresh air  
4 entertainment facilities

8 1 How about 2 too 3 so 4 suggest 5 much  
6 enough 7 such a 8 such

# 7 Water

## Vocabulary focus ▶ p.70

### Aim

- to introduce the topic of water and to show a range of numbers in context

- 1 Read the questions with the class then play the recording. Get students to discuss their answers in pairs. Play the recording again, pausing after each sound to elicit what it was.
- 2 Give students time to read the facts, then discuss which facts are surprising with a partner. Elicit which facts were surprising.
- 3 Get students to discuss the questions in pairs, then conduct whole-class feedback.
- 4 Point out that a *power shower* means a short and effective shower. Another collocation using *power* with this meaning is *power nap* (a short and effective nap). Tell students to estimate the amount of water they use, in litres.
- 5 Play the recording for students to check their answers. Students could then discuss whether they would want to revise their estimate of how much water they used that they made in Activity 4. Write up the answer *80* to make sure students didn't write *18*.

### Teaching tip: Teaching the difference between similar words/sounds

When teaching two commonly confused words or sounds, start by giving students a chance to notice the sounds, e.g. write *18 / 80* on the board, and point to one and say it, and then the other. Repeat this a few times, and get students to notice the differences (in this case, the final sound and the difference in syllable stress). Then say a string of words, e.g. *18, 18, 80, 18, 80*, and get students to write the words they hear. When students are able to do this, put them in pairs to take turns to give a string of numbers for each other. This could become more complex, e.g. *17, 80, 16, 54, 18*.

- 6 Put students into small groups to discuss their ideas. Ask each group to briefly report back to the class.

### Useful resources

There are lots of online water calculators which take students through a series of questions and estimate their water usage. Choose one in English to recommend to your class. There are also lots of websites devoted to tips for saving water. Students could supplement their discussion in Activity 6 with some brief online research, and then decide which are the most practical and effective tips to share with the class.

### Answers

- 1 1 rain against a window 2 waves on the seashore 3 ice cubes in a glass 4 a bath running 5 steam coming out of an old-fashioned kettle 6 a waterfall  
The thing they have in common: water
- 2–4 Students' own answers

- 5 1 2 or 3 litres 2 80 litres 3 80 litres 4 65 litres  
5 6 litres with the tap running  
6 Students' own answers

## Weather ► p.71

### Aims

- to understand and practise using vocabulary related to weather
- to review the forming of superlatives with adjective + est

### Warmer: Discussion

Choose some of the following questions for students to discuss in pairs. Elicit a few responses for each.

- 1 What is the weather like today?
- 2 Where do you think the driest / wettest / windiest place on Earth might be?
- 3 What activities do you like doing in warm, sunny weather?
- 4 Do you like going to hot places on holiday?
- 5 Would you ever like to visit a very cold country?
- 6 How do you feel when it's cold or rainy outside?

- 1 Put students into pairs to complete the quiz. Monitor and help with vocabulary where necessary, or encourage students to look up unknown words in a dictionary if they have access to one. Tell students to guess the answers if they do not know them.
- 2 Play the recording for students to check their answers to the quiz. Check answers as a class to make sure students heard the words correctly. Give students time to calculate their scores and read the comments at the end of the quiz. Students are likely to need help understanding the idiomatic expressions: *take something by storm* (do something very successfully), *be in a bit of a fog* (be lost), *feel under the weather* (feel weak or sad). Find out if any pairs got all the answers correct. Draw students' attention to the **Language tip**. Point out that the word *degrees Celsius* can also be used for °C. You could also check students know how to say *240 kph* from fact 5 (two hundred and forty kilometres per hour).
- 3 Elicit which adjective each superlative is based on and write these on the board. Get students to notice and review the formation of these (i.e. that if the adjective ends in *y* there is a spelling change to *i*, final *e* is dropped, and final consonants *n* and *t* are

doubled). Check students know how to pronounce the superlatives. Students discuss the question in pairs. Elicit some ideas.

### Alternative

Some country climates may not be variable enough to include all the superlatives. For example, if students' countries don't have any icy weather, instead ask students to think of the nearest place they could go to experience icy weather.

- 4 If necessary, remind students that *collocations* mean words that are used together in English. Demonstrate pairing *rain* with the words in the box to identify the collocations, e.g. ask *Can we have a rain breeze?* No, *a rain centigrade?* No, *how about a rain shower?* Yes, *a rain shower*. Students fill in the remaining collocations. Check as a class. Point out that *thunderstorm* is one word.
- 5 Tell students that phrases they'll hear in the recording follow the order in the list in Ex 4. Play the recording again then elicit the answers.
- 6 Elicit how *rain shower* and *thunderstorm* are formed (noun + noun). Students complete the activity, then check answers as a class.
- 7 Focus students on the weather map and the weather symbols. Put students into pairs to follow the instructions. Monitor for appropriate use of the vocabulary from the lesson.

### Alternative

Instead of using the map in the book, display a current weather map of the UK, or the region students are in, to talk about that instead.

- 8 Put students into pairs or small groups to discuss the questions.
- 1-2 1 wettest 2 driest 3 highest 4 lowest 5 windiest  
6 sunshine 7 lightning 8 sunniest 9 snowfall 10 ice
- 3 Students' own answers
  - 4 1 rain shower/storm 2 get wet 3 degrees Celsius  
4 mild temperatures/weather 5 freezing temperatures  
6 blow a gale 7 a light breeze/shower 8 thunderstorm  
9 dry heat/weather 10 heavy snowfall
  - 5 rain shower, gets wet, degrees centigrade, mild weather, freezing temperatures, blowing a gale, light breeze, thunderstorm, dry heat, the heaviest snowfall
  - 6 1 mild temperatures/weather, freezing temperatures, a light breeze/shower, dry heat/weather, heavy snowfall

2 rain shower/storm, degrees Celsius, thunderstorm

3 blow a gale 4 get wet

7–8 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.42, Vocabulary 1–3 | MEL Unit 7, Vocabulary 1–3 | MEL Extra practice, Vocabulary 21 Wildlife, Vocabulary 22 The natural world, Vocabulary 23 Weather | **ActiveTeach** Game: Pelmanism | Photocopiable 7A *How's the weather?*

## Listening focus

### Multiple choice, long text (Part 4) ► p.72

#### Aim

- to practise a multiple choice, long text task (Listening, Part 4)

- 1 Give students two minutes to make a list. Encourage them to use the photo on p.72. Elicit ideas.
- 2 Play the recording, then elicit the answers.
- 3 Remind students what they have to do in Part 4 of the Listening exam. Put students into pairs and ask them to remember the best strategies for this task. Elicit ideas from the class, then refer students to the **Exam focus** on p.168 to check their ideas. Get students to underline key words in the question stem and options. Elicit possible synonyms or paraphrases students might hear (or have heard) in the recording.
- 4 Play the recording again, but don't elicit the answer at this point.
- 5 Put students into pairs to discuss the questions. If necessary, play the recording one more time before eliciting the answer.
- 6 Read out the **Exam tip** and make sure that students understand it. Give students about a minute to read the questions and underline key words in the question stems. Play the recording twice for students to answer the questions. Put students into pairs to compare their answers. Check answers with the class. You could ask students to look at audioscript 45 on pp.196–197, to find out which part of the text gave each answer.
- 7 Put students into pairs to discuss the questions. Conduct feedback as a class.

#### Answers

- 1 Suggested answers:  
Boats, ships, fish, mammals (e.g. whales, seals) and other sea life, shellfish, plants like seaweed, rubbish, swimmers, divers, etc.
- 2 He mentions fish and plastic products.
- 3 Suggested answers  
think, biggest problem, oceans (e.g. largest issue for our oceans)  
large amounts, rubbish (e.g. huge amounts, waste, things we don't want)  
too much fishing (e.g. catch too many fish)  
rising temperatures (e.g. warmer oceans)
- 4 A
- 5 The speaker mentioned ideas relating to all three options but only one answer is correct. He says they're all problems but that *the main issue for me is the huge number of plastic products that end up in the water.*
- 6 1 B (However, I'd say it's the fact that it doesn't damage easily.)  
2 A (A bigger issue is the plastic that goods from shops are sold in)  
3 A (What upsets me is the fact that there are tiny bits of plastic in the water we drink. That can't be very good for us at all.)  
4 C (we chose to develop something to replace plastic)  
5 B (2050 is more realistic and is my guess)
- 7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.43, Listening 1–2 | MEL Unit 7, Listening 1–2 | MEL Extra practice, Listening 7 Identifying paraphrase A, Listening 11 Identifying paraphrase B, Listening 18 Identifying paraphrase C, Vocabulary 5 Environment

## Grammar focus

### Countable and uncountable nouns ► p.73

#### Aim

- to review countable and uncountable nouns and quantifiers, and practise using them

- 1 Give students a few minutes to read the advert and answer the questions individually. Put students into pairs to discuss their answers, then elicit answers from the class.
- 2 Elicit where the first word in bold (*water*) fits (row 4). Students complete the table, then discuss their ideas for additional words in pairs. Check as a class.

- 3** Ask students to re-read the advertisement to find out which quantifiers are used with countable and uncountable nouns. When students have completed the rules, check as a class. Read through the **Language tip** with the class. For more information, refer students to the **Grammar reference** on pp.145–146 and Exercise 7.1 on p.146 for homework.

#### Grammar reference answers

##### Exercise 7.1

1 a lot of 2 many 3 isn't much 4 a few 5 a little 6 some

- 4** Students complete the sentences, then compare answers in pairs before checking as a class. Fast finishers could discuss where each conversation might take place.
- 5** Read through the first two sentences as an example with the class. Encourage them to think about the difference in meaning between the countable and uncountable nouns. Elicit the answers.
- 6** Ask students to turn to p.137. Put them into pairs to do the activity. Monitor and note down any errors you hear, especially related to countable/uncountable nouns and quantifiers. Ask one or two pairs to share their conclusions with the class, and elicit corrections to any errors noted down in open class.

#### Answers

- 1** 1 Wave pools, a lazy river, children's rides, a big scary tube ride called the Spinning Top, scuba diving, a spa.  
2–3 Students' own answers
- 2** 1 palm tree 2 river 3 kilometre 4 water 5 scuba diving 6 Spanish 7 fun  
Other examples could be: 1 dog, 2 table, 3 litre, 4 metal, 5 skiing, 6 Chinese, 7 peace
- 3** 1 a few; many 2 a little; much
- 4** 1 A many B a few 2 A much B a few 3 A many B much  
4 A much B a little
- 5** 1 A a noise B Noise 2 A Painting B a painting  
3 A time B a time 4 A a glass B Glass
- 6** Students' own answers

#### Additional activity: In my suitcase

Ask students to think about the last time they went away somewhere, either for a holiday or overnight, and make a list of ten items they took with them in their suitcase. Put students into pairs or small groups and ask them to talk about what they took with them and why. They should use nouns, uncountable nouns and quantifiers to compare what they packed. Monitor and prompt corrections to errors. Elicit any surprising or interesting information in open class.

**ADDITIONAL PRACTICE** | **Maximiser** p.43, Grammar 1–2 | **MEL** Unit 7, Grammar 1–2 | **MEL Extra practice**, Grammar 12 Countable and uncountable nouns, Grammar 13 Quantifiers | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Noughts and Crosses

## Reading focus

### Gapped text (Part 4) ► p.74

#### Aims

- to consider how some common linkers may be used, and how these may provide clues in a gapped text task
- to complete an exam-style gapped text task (Reading, Part 4)

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Remind students what they have to do in Part 4 of the Reading paper. Put students into pairs and ask them to remember the best strategy to use for this task. Elicit ideas from the class, then refer students to the **Exam focus** on pp.166–167 to check their ideas. Give students a minute to skim the text to find out what they can do at the spa.
- 3** Get students to read the quotes and match the first and second parts. Elicit the answers.
- 4** Point out that the bold words and phrases are different kinds of linking words. Get students to complete the activity then check as a class. Point out that these linking words may also be useful to students in their writing.
- 5** Read through the rubric and **Exam tip** with the class. Look at gap 1 with the class, give students time to read through A–H, then elicit the answer.
- 6** Give students time to complete the task, then put them into pairs to compare their answers. Check answers as a class.

#### Answers

- 1** Students' own answers
- 2** You can go in different types of baths and have different treatments to improve your skin and to relax.
- 3** 1 D 2 E 3 A 4 F 5 B 6 C
- 4** 1 also, As well as that  
2 Because of that, That's why  
3 Although, Having said that
- 5** 1 F (*However* contrasts *variety of backgrounds* and *one thing in common*.)

- 6 B (*As well as that* adds another benefit to *blood flows more easily*).
- 3 D (*The silence* refers back to *in a dark room with nothing around you*).
- 4 H (*That's why* introduces the result of *the bath leaves your skin feeling softer*).
- 5 E (*These* refers back to *positions*).

**ADDITIONAL PRACTICE** | Maximiser p.44, Reading 1–3 | MEL Unit 7, Reading 1–3 | MEL Extra practice, Reading 14 What comes next? | ActiveTeach Extra activity: Reading Focus

## Vocabulary ▶ p.74

### adjectives and prepositions

#### Aim

- to understand and practise using prepositions with adjectives

- 7 Elicit the first missing preposition from students. Guide them to the first paragraph of the brochure on p.75 to check their answer, making it clear that all the adjectives and prepositions can be found in the text. Give students time to complete the rest of the survey questions, then check answers with the class. Read through the **Language tip** with the class.
- 8 Put students into pairs to ask and answer the questions. Elicit one or two answers to each question in open class.

#### Alternative: Mingle

Ask students to choose a question from the survey, or allocate one question per student. Give students ten minutes to ask their question to as many other students in the class as possible, to find out the number of students who answer yes. Monitor and note down any errors you hear, especially related to the adjectives and prepositions. For very large classes, divide the students into two groups and ask them to mingle just within their group. Ask each student to feed back the results of their survey in open class. Elicit corrections to any errors you noted down.

#### Answers

- 7 1 for 2 to 3 to 4 by 5 with 6 about 7 on 8 for 9 of 10 in 11 by 12 by
- 8 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.45, Vocabulary 1–2 | MEL Unit 7, Vocabulary 1–2 | ActiveTeach Game: Sheep Out!

# Grammar focus

## Articles ▶ p.76

#### Aim

- to review articles and practise using them

- 1 Ask students to look at the photo, but tell them not to read the article yet. Put students into pairs to discuss the question. Elicit suggestions from students in open class, but don't tell them if they are correct or not at this stage.
- 2 Give students one minute to read the article to check if their predictions were correct. Ask the class if the predictions given in open class in Activity 1 were correct or not.

#### Alternative activity: Recreating a text

This is an activity that requires students to listen, read, write, speak and use their knowledge of grammar and vocabulary. After students have made predictions about the lives of the Mokens, read out the first part of the article at normal speed while students sit and listen only. When you have finished, ask students to note down words, phrases, information they remember. Put students into pairs to share what they have written down.

Now explain that students must recreate the text so that it has the same meaning as the one you read out, although the words can be different. Give them time to start this. Students will find it difficult at this stage, but they will be able to put some ideas together. Read out the article twice more, following the same format: students listen, then note down words/phrases they remember, then share it with their partner and then work together to add/change/edit their text.

Finally, ask students to compare their texts with the one in Activity 2 and notice any differences. This activity helps to get students to notice how their writing could be improved and one of the ways could be with the use of articles.

- 3 Focus students on the uses of *a/an*, *the* and no article. Ask them to look at the first use of *a/an* and to find an example of this in the text to demonstrate the activity. Ask students to do the rest of the activity alone, then put them into pairs to compare their answers. Refer students to the **Grammar reference** on pp.146–147 to check their answers and do Exercise 7.2 on p.147. Make sure students are clear about how articles are used. Read out the **Language tip** and check that students understand it.

## Grammar reference answers

## Exercise 7.2

1 the 2 a 3 – 4 – 5 the 6 a 7 – 8 –

- 4** Ask students to complete the rest of the article on the Mokens. Monitor and help where necessary. Put students into pairs to compare their answers, then check the answers with the class.
- 5** Put students into pairs to discuss the questions. Monitor and note down any errors, especially related to articles. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.

## Answers

1–2 Students' own answers

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

4 Student A

1 – 2 – 3 A 4 the 5 the 6 the 7 the 8 –

Student B

1 – 2 – 3 the 4 a 5 the 6 – 7 – 8 The

5–6 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.45, Grammar 1–3 | **MEL** Unit 7, Grammar 1–3 | **MEL Extra practice**, Grammar 11 Articles | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones | Photocopiable 7B *Articles and quantifiers*

## Speaking focus

### Collaborative task (Part 3)

► p.77

#### Aim

- to practise encouraging your partner to speak in a collaborative task (Speaking, Part 3)

- 1** Before students open their books, put students into pairs and ask them to discuss whether they've ever been in a race, and what happened. Then ask students to open their books and look at photos A and B to discuss questions 2 and 3. Elicit answers from one or two students in open class.

#### Additional activity: Picture description

Use the two photos on p.77 for additional practice of Part 3 of the Speaking exam. Put students into pairs. Ask one student to describe photo A and one student to describe photo B for one minute each. Students should listen to each other and give feedback on whether the description was detailed.

#### Background information: Maldon Mud Race

The Maldon Mud Race takes place each year in Maldon, UK. Around 250 people run, walk and crawl through 400 metres of mud over the bed of the River Blackwater during low tide to raise money for charity.

#### Siberian Ice Marathon

The Siberian Ice Marathon takes place each January in Omsk, in Russia. Thousands of runners compete for financial prizes. The race is actually a half marathon, and temperatures can get down to as low as  $-39^{\circ}\text{C}$ .

- 2** Ask students to look at the items in the picture. Put students into pairs to discuss which three items they think are the most important. Elicit ideas in open class. Play the recording for students to answer the questions. Ask students to discuss the answers in pairs, then check the answers with the class. Point out that it's not necessary to come to an agreement, but candidates should try and work towards one. Students should be aware that they should try to discuss the items fully before choosing one. It is the discussion which gains marks, not coming to an agreement.
- 3** Play the recording again for students to complete the sentences. Check as a class. Read out the **Exam tip** and make sure that students understand it. Ask students to complete the statements so they are true for them. Monitor and help where necessary.
- 4** Students turn to p.135 and complete the tasks. Give students time to match the compound nouns to the pictures. Put students into pairs to check their answers and underline the stress in each word. Check answers as a class and drill the words where necessary. In pairs, students discuss the objects and try and decide on the most important one. For extra practice, ask students to swap partners and complete the task again.

1 Students' own answers

2 They don't actually agree on which is most important. They're trying to decide between the trainers and swimsuit when the examiner stops them because their time is up.

The man asks questions to encourage the woman to say more.

3 1 think 2 Why 3 about 4 useful 5 idea 6 important

4 energy bars ski gloves snow shoes sunglasses T-shirt  
water bottle woollen hat



## Discussion (Part 4) ▶ p.77

### Aim

- to practise encouraging your partner to speak (Speaking, Part 4)

- 5 Draw students' attention to the **Exam tip**. Go through the instructions and put students into pairs to do the speaking task. Give them two or three minutes to do this. Monitor and assess students' progress with the task, especially how they are interacting and prompting their partner to speak. Note down any significant or common errors. Ask one or two pairs to tell the class which items they chose and why. Give feedback to students on how well they did the task, and elicit corrections to any errors noted down. If students need more practice, put them into different pairs and ask them to do the task again.

**ADDITIONAL PRACTICE** | **Maximiser** pp.46–47, Speaking 1–5 | **MEL Unit 7, Speaking 1–5** | **MEL Extra practice, Speaking 4A** Giving reasons and example, Speaking 4B Giving reasons and example

## Writing focus

### Email (Part 1) ▶ p.78

### Aim

- to develop strategies for writing an exam-style email (Writing, Part 1)

- 1 Direct students to the photo and elicit what sport it is (water polo). Brainstorm on the board as many water sports as possible. Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2 Give students about a minute to read the email, then elicit the four things Jamie wants to say.
- 3 Point out that it's useful for students to remember a few different ways to give advice so that they can avoid repetition in the exam. Students write their advice individually then compare in pairs. Elicit some ideas. Ask students to check that the verb forms following each of the prompts given should be infinitive without *to*.
- 4 Give students time to read Jamie's reply and answer the question. Make sure that students understand what is meant by *punctuation* (using full stops, commas, capital letters, etc. correctly). Explain that without correct punctuation, a text can be extremely difficult to

read or understand. Note that students do not need to correct any errors at this point – they will correct them in Activity 6.

- 5 Give students time to decide how the email should be divided, and do so by drawing lines to separate the paragraphs. Check as a class.
- 6 Students complete the activity and compare answers with a partner. Check answers as a class. Read out the **Exam tip**. Point out that students will need to complete two writing tasks in 45 minutes, so allow around 20 minutes to write and a few more minutes to check each one. For more work on punctuation, set Practice exercise 1.7 in the **Writing reference** on p.159.

### Writing reference answers

#### Practice 1.7

It all began with a telephone call one Sunday morning. I was just sitting down to read *The Times* newspaper and enjoying a cup of coffee when the phone rang.

'Is that Miss Abrahms?' asked the voice on the other end of the phone. I didn't recognise the voice. I thought it was probably one of those sales people. 'I have a special message for you from your long lost Uncle Frank,' he said. I was going to put the phone down on him, because I didn't have an Uncle Frank that I knew of when he explained that he was a lawyer and was looking for Frank Jameson's only living relative.

Three weeks later, I was in the first class section of a plane to Toronto to sign the papers that were going to make me so rich I would never need to work again.

- 7 Remind students of the useful language section and tips in the **Writing reference** on p.163. Students can refer to this while they write their email. Get students to work on this task as a timed activity for 20 minutes in class or for homework. Remind them to plan their work first. If you're doing this as timed practice in class, allow students to ask you for guidance if they need it.
- 8 In class, encourage students to read their letters again, and improve their writing where possible. Collect students' work. If students feel comfortable enough, they could swap replies with another student to peer-assess each other's work against the checklist on page 153.

### Answers

- 1 Suggested answers: swimming, water polo, wind surfing, water skiing, surfing, etc.
- 2 Give advice about water sports, agree to go, say which day, suggest what to take
- 3 Possible answers: go surfing, try water skiing

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

5 Para 1: from 'I think' to 'enjoy it'

Para 2: from 'I'd love' to 'easier'

Para 3: from 'We should' to 'need it'

6 1 I'm seeing some old friends on Saturday

2 I'd love

3 ought

4 on Sunday

5 I played it last year

6 I've got a spare one

7–8 Model answer

Hello Noemi,

Thanks for the email. It's difficult to decide, but I think beach football is the best one. It's more fun, and you don't need any special equipment. All you need to take with you is a ball and some good shoes!

I'd love to come with you. Thanks for asking! The best way to get to the beach is by bus. There's a bike path, but you might want to save your energy for the match!

See you soon,

Cliff.

**ADDITIONAL PRACTICE** | Maximiser p.47, Writing 1–4 | MEL Unit 7, Writing 1–4 | MEL Extra practice, Writing 10 Formal or informal language? | Photocopiable 7C *Agony aunts*

## Review ► p.79

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 7

**1–5** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

### Answers

1 1 showers 2 temperatures 3 snowfall 4 degrees  
5 gale 6 thunder 7 breeze 8 mild

2 Countable nouns: instructor, kilometre, lesson, litre, pool, tree  
Uncountable nouns: English, fun, happiness, Japanese, scuba diving, water

Both: coffee (some coffee/a coffee), glass (material/cup), noise (some noise/a noise), space (some space/a space), time (some time/a time)

3 1 much 2 much 3 a few 4 many 5 lots of 6 much  
7 a little 8 much

4 1 familiar 2 similar 3 keen 4 known 5 stressed out  
6 useful 7 attracted 8 disappointed

5 1 the 2 a 3 – 4 an 5 a 6 the 7 a 8 –  
9 the 10 the 11 The 12 –

# 8 Nearly famous

## Listening focus ▶ p.80

### Aim

- to introduce the topic of celebrity and provide speaking practice

- 1 Check students understand what a *celebrity* /sə'leibrəti/ is (a famous living person) and that the stress is on the second syllable. Put students into pairs to discuss the questions. If necessary, brainstorm some possible jobs that people do for celebrities with the class before students discuss which one they would like to do (e.g. personal trainer, chef, photographer, cleaner, business manager, stylist, etc.). Elicit some ideas.
- 2 Get students to look at the advert and take turns to read out the questions. Teach or elicit the meaning of *cope* (to succeed in dealing with a difficult problem or situation). Students discuss the questions in pairs. Conduct whole-class feedback.

### Answers

1–2 Students' own answers

## Gap-fill (Part 3) ▶ p.81

### Aim

- to use the strategy of prediction and using surrounding information to help complete an exam-style gap-fill task (Listening, Part 3)

- 1 Ask students to look at the photo. Elicit what is happening and why to establish what *reality TV* is. Note that the New York Reality TV School is a real place. Give students time to read the advertisement and then put them into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Remind students what they have to do in Part 3 of the Listening exam. Put students into pairs and ask them to remember the best strategy to use for this task. Elicit ideas from the class, then refer students to the **Exam focus** on p.168 to check their ideas. Give students time to read the sentences, then play the recording for them to select the best option. Then check the answers with the class.
- 3 Give students time to read the questions, then play the recording again. Put students into pairs to compare their answers, then check answers with the class. Read out the **Exam tip** and make sure that students understand it.
- 4 Give students time to read the notes and predict what they are listening for. Check students understand *register* and *screen test* (an occasion when someone is filmed while they are performing, in order to see if they are suitable to act in a film). Put students into pairs to discuss their predictions.

- 5** Play the recording twice for students to complete the notes. Put students into pairs to compare their answers, then check answers as a class.
- 6** Put students into pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit correction to any errors noted down.

#### Answers

- 1 Students' own answers
- 2 1 money  
2 your partner
- 3 1 *fame ... has disadvantages ... There's obviously a lot of money in this job, though, ... so that's what persuades such huge numbers of people to do it.*  
2 *you need to, should; in advance of sending in that application form.*
- 4 1 a verb that you do in front of a camera  
2 a noun related to personal qualities  
3 a number  
4 something included in the workshop price of \$995  
5 a date  
6 somewhere you can meet past students
- 5 1 *smile (Our professionals will share their secrets, like how to smile naturally when you know your actions are being filmed.)*  
2 *clothes – (We'll help you develop your own individual style through a choice of clothes that really suit your character)*  
3 *two (... the six-week workshop course. It takes place every two months.)*  
4 *accommodation (If you are able to provide your own accommodation, the price is reduced to \$395.)*  
5 *25th March (Students who book and pay before the 25th of March can take 10 percent off the course fees.)*  
6 *open day (If you're interested and need further information, come to our open day and meet and talk to teachers and some students from previous courses.)*
- 7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.48, Listening 1–2 | MEL Unit 8, Listening 1–2 | MEL Extra practice, Listening 20 Listening for detailed information | Photocopiable 8A **Fill it in**

## Vocabulary focus

### Entertainment ► p.82

#### Aim

- to understand and practise using a set of compound nouns related to entertainment

#### Warmer: Entertainment

Write these forms of entertainment on the board:

*books, cinema, TV, online videos, magazines, theatre*

Encourage students to call out any other forms of entertainment and add these on the board. Put students into pairs and ask them to rank the forms of entertainment, according to which is most entertaining.

Get feedback from the whole class, and encourage students to give reasons for their choices.

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students around the class.
- 2** Focus students on the picture and title. Check students understand what a *vlogging star* is (a vlogger is someone who posts personal videos online, and does it regularly). Ask students if they know of any vloggers or watch any vlogs. Give students time to read the article and answer the questions. Put students into pairs to discuss their answers, then elicit feedback from one or two students around the class.
- 3** Focus students on the bold compound nouns in the text. Elicit the compound noun to complete the first question. Remind students that a compound noun is a noun that is made up of two words. Give students time to complete the other questions. Check answers as a class.
- 4** Put students into pairs to discuss the questions.

#### Alternative

Students could discuss the first five questions with one partner, then change partners for the last five questions.

- 5** Play the recording and ask students to underline the stressed word in each compound noun. Get students to read the **Language tip** and then get students to practise saying the compound words from Activity 3. Generally, the stress is on the first syllable, although *designer clothes* and *radio broadcasts* are exceptions to this.
- 6** Put students into pairs to discuss the questions. Monitor and note down any errors, especially related to the compound nouns. Elicit any interesting or surprising answers in open class, and elicit corrections to any errors noted down.

#### Answers

- 1–2 Students' own answers
- 3 1 magazine covers 2 ballet dancer; rock star; stage actor  
3 show business 4 designer clothes 5 soap opera; chat show  
6 television commercials 7 film studio 8 stadium concert  
9 talent show 10 radio broadcasts

- 4 Students' own answers
- 5 1 chat shows 2 magazine covers 3 show business  
4 rock stars 5 film studios
- 6 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.49, Vocabulary 1 | MEL Unit 8, Vocabulary 1 | MEL Extra practice, Vocabulary 4 Media and entertainment | ActiveTeach Games: Sheep Out!; Pelmanism

## Grammar focus

### Reported speech ► p.83

#### Aim

- to review and practise using reported speech

- 1 Put students into pairs to discuss the question, then elicit answers from two or three students in open class.
- 2 Ask students to match the four quotes with sentences A–D. Put students into pairs to compare their answers, then check the answers with the class.

#### Background

Johnny Depp is an actor famous for his role in the *Pirates of the Caribbean* films; Beyoncé Knowles is a famous American singer; Daniel Radcliffe is an actor famous for playing the lead role in the *Harry Potter* film series; Andy Warhol was a famous American artist who was important in the pop art movement of the 1960s.

- 3 Focus students on the first quote and elicit the subject (*acting*) and the verb (*is*). Then focus on the reported speech and elicit the change (*is* has become *was*). Get students to circle the subject and underline the verb in the quotes and sentences and discuss the changes in pairs. Check answers as a class.
- 4 Students complete the table individually. Refer students to the **Grammar reference** on p.147 to check their answers. In open class, make sure students understand how tenses change when speech is reported, and how pronouns also change. Highlight that time expressions also have to change sometimes, e.g. *'I'm going to the cinema tonight'* – He said he was going to the cinema that night. Set Exercise 8.1 on p.148 for homework.

#### Grammar reference answers

##### Exercise 8.1

- 1 My teacher said (that) it was a lovely day that day.
- 2 He said (that) his sister was going to have a baby.

- 3 Jane said (that) she was still waiting.
- 4 My dad said (that) he had seen Coldplay in concert in 2005.
- 5 Dave said (that) he hadn't been there before.
- 6 Suzie promised (that) she wouldn't tell anyone my secret.

- 5 Elicit the answer to the first sentence to demonstrate the activity. Monitor while students work on their own to complete the other sentences, and help where necessary. Put students into pairs to compare their answers, then check the answers with the class. Read out the **Language tip** and make sure that students are clear about how *say* and *tell* are used in reported speech.
- 6 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 7 Put students into A and B pairs. Ask Student As to turn to p.136 and Student Bs to p.138, and tell them they should not look at each other's pages. Students follow the instructions and complete the activity. Monitor and elicit corrections where necessary. When they have finished, ask the pairs which quotes they agree with. Elicit some reactions to the quotes in open class.

#### Additional practice: Reported quotes

In your online space, create a forum for students to post an interesting quote about fame by a celebrity they admire. Before posting, students should rewrite the quote using reported speech. If they wanted to, they could choose a quote in their own language, and translate it as well as reporting it.

#### Answers

- 1 Students' own answers
- 2 1 D 2 A 3 C 4 B
- 3 1 Acting is easier and smoother than singing.  
Beyoncé Knowles said that acting was easier and smoother than singing.
- 2 In the future everybody will be world-famous for fifteen minutes.  
Andy Warhol said that in the future everybody would be world-famous for fifteen minutes.
- 3 I don't understand girls but I'm slowly learning.  
Daniel Radcliffe said he didn't understand girls but was slowly learning.
- 4 I hate fame. I've done everything I can to avoid it.  
Johnny Depp said that he hated fame and had done everything he could to avoid it.

4	Direct speech	Reported speech
	present simple	past simple
	present continuous	past continuous
	past simple	past perfect
	present perfect simple	past perfect
	<i>will</i>	<i>would</i>
	<i>can</i>	<i>could</i>

- 5 1 said; didn't hang out 2 told; he had only been  
3 said; he had learned; it was 4 told; he had always  
wanted 5 told; he was thinking

6–7 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser pp.49–50, Grammar 1–4 |  
MEL Unit 8, Grammar 1–4 | MEL Extra practice, Grammar 10  
Reported speech | ActiveTeach Extra activity: Grammar Focus 1

## Speaking focus

### General questions (Part 1) ▶ p.84

#### Aim

- to practise answering questions on the topic of film (Speaking, Part 1)

- 1 See if students can remember the two phases in Part 1 of the Speaking paper. Get students to check their ideas in the **Exam focus** on pp.168–169. The questions in this section are examples of the kind of questions students could be asked during Part 1 Phase 2. Get students to take turns to be the examiner and the student, and to take turns to answer the questions. Ask two or three students to share their answer to each question in open class.

#### Additional activity

Before the 'examiner' asks the 'candidate' the questions, the examiner could start the activity with phase 1, the four standard questions students will be asked variations of at the beginning of the speaking test: *What's your name? Where are you from? Do you work or study? What do you do for work / study?*

#### Teaching tip: Speaking practice strategies

Elicit a range of ways that students can practise answering general questions confidently for this section. Ideas some students have found helpful in the past include: getting someone at home to ask you questions out of order; recording yourself answering questions on a mobile phone; practising in front of a mirror; writing a range of questions on pieces of paper, and picking them up out of order to answer.

#### Answers

- 1 Students' own answers

## Individual long turn (Part 2) ▶ p.84

#### Aim

- to practise using a range of language to describe items in a photograph for the individual long-turn task (Speaking, Part 2)

- 2 Elicit what the individual long turn involves. Get students to check their ideas in the **Exam focus** on p.169. Focus students' attention on the photo. Play the recording for students to point to the objects.
- 3 Play the recording for students to match the words to the object. Elicit the answers. Read the **Exam tip** with the class.
- 4 Elicit some ways to complete the first sentence. Students complete the remaining sentences, then compare their answers in pairs. Elicit some ideas for each sentence, checking that they make sense and are correct.
- 5 Put students into A and B pairs. Remind students to start by describing the foreground before moving to the background. Tell students to time each other while their partner describes the photo.
- 6 Remind students that they can use some of the phrases from Activity 4 in the descriptions. For class feedback, get a few students to describe one of the objects, and other students have to say which one it is.
- 7 Choose an everyday item to describe for the class to guess, e.g. *It's a thing which you can wear on your head* (hat). Students take turns to describe objects for their partner to guess.

## Alternative

1 Students could work in pairs to write three descriptions of objects, making sure they use a range of phrases from Activity 4. Both pairs should write copies of their description. Organise students into new pairs to share their description and guess the objects.

2 Bring in a range of objects or display pictures for students to choose to describe.

### Answers

2–3 Students should have indicated the following

- 1 necklace 2 microphone 3 cables 4 sweatshirt  
5 baseball cap

4 Possible answers

- 1 to record sound and the things you see around you  
2 metal and plastic; on your head over your ears; sounds or music  
3 building; garden/yard  
4 metal or wood

5–7 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** pp.50–51, Speaking 1–4 | **MEL** Unit 8, Speaking 1–4 | **MEL Extra practice**, Speaking 9A Asking for repetition and clarification, Speaking 9B Asking for repetition and clarification | Photocopiable 8B *Ten out of ten*

# Grammar focus

## Reported questions ► p.85

### Aim

- to report questions using appropriate tenses and word order

- Put students into pairs to discuss the questions. Elicit answers from two or three students in open class.
- Give students time to read the text. Elicit what the problem is.
- Direct students to the questions 1–3 and elicit which one students think is most annoying and why. As a class, work through questions A–C for the first question. Give students time to answer them for questions 2 and 3. Elicit the answers then refer students to the **Grammar reference** on p.148 for more information. Check that students understand how to report questions, focusing on the word order, the lack of auxiliary verb and the use of *if/whether* with *yes/no* questions. Set Exercise 8.2 on p.148 for homework.

### Grammar reference answers

#### Exercise 8.2

- She asked me if I was ready.
- John asked us if we had got the right answers.
- The boy asked his mum where she had put his jumper.
- The organiser asked how many people were there.
- The man asked us why we were going to visit Paris.
- My friend asked my brother what he thought about the film.

- Get students to match the responses to the questions in Activity 3. Check students understand the idiom *rabbit food* is often used to describe the kind of healthy but uninteresting food people have to eat when they're on a diet to lose weight.
- Students complete the reported speech then check as a class.
- Check students understand *audition* (a short performance by an actor, singer, etc. that someone watches to judge if they are good enough to act in a play, sing in a concert, etc). Put students into pairs to discuss the questions.
- Elicit the answer to the first sentence in open class to demonstrate the activity, then ask students to complete the other sentences themselves. Monitor and help where necessary. Put students into pairs to compare their answers, then check answers as a class.
- Play the recording so that students can answer the question. Play it a second time if necessary, then check answers as a class.
- Put students into A and B pairs. Ask Student As to turn to p.136 and Student Bs to turn to p.138. They ask and answer the questions to each other and to try to remember the answers.
- Put students into different pairs and ask them to report the questions they asked to their first partner and the answers they received. Monitor and prompt corrections where necessary. Elicit any interesting information in open class.

### Additional activity: Who asked what?

Allocate a range of question starters to different students:  
*Do you ...? Have you ever ...? What kind ...?*  
*How often ...? Which do you prefer ...?*

Get students to each write a question to ask the other students in the class. Students mingle and ask and

answer each other's questions. They need to try to remember what other students asked. After the activity, get students to see how many questions they can remember and write them down using reported speech, e.g. *Hamid asked whether I had ever been abroad. Teresa asked how often I go to the cinema.*

### Answers

- 1 Students' own answers
- 2 Female actors get asked different questions about their work in interviews compared to male actors
- 3 A
  - 1 Did you have to work out or did you follow any special diet ...  
... asking Scarlett Johansson if she had had to work out or if she had followed any special diet ...
  - 2 How do you manage to balance your career and marriage?  
... asked Keira Knightley how she managed to balance her career and marriage.
  - 3 Do you think it's just a matter of time before superhero films have more female leads?  
... asked Megan Fox if she thought it was just a matter of time before superhero films had more female leads.
- B  
We use positive sentence word order when we report questions.
- C  
if
- 4 A 2, if (he) was going  
B 3, if (he) thought that (she) was going to  
C 1, was asked ... was asked
- 5–6 Students' own answers
- 7 1 if it was important  
2 if she had; he was expecting  
3 how he should  
4 if it would be  
5 what the best thing to say at the end of the audition was
- 8 1 It's not important.  
2 It's better to just start, or only ask questions about the character.  
3 Know your character well.  
4 Turn your best side to the camera.  
5 Be professional.
- 9–10 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.52, Grammar 1–2 | MEL Unit 8, Grammar 1–2 | ActiveTeach Extra activity: Grammar Focus 2; Game: Stepping Stones | Photocopiable 8C Scoop!

## Reading focus

### Multiple-choice cloze (Part 5) ▶ p.86

#### Aim

- to complete an exam-style multiple-choice cloze task (Reading, Part 5)

- 1 Put students into pairs to answer the questions. Elicit answers from a few students in open class.
- 2 Check students understand *breakdown* in this context means a list of all the separate parts of something (the expenses). Point out that it's an example of a compound word that is one word. Get students to look at the breakdown in pairs. Ask them to discuss the question. Elicit some responses.
- 3 Give students about 30 seconds to quickly read the heading and introduction. Elicit what the article is about. Ask students to find the idiom in the title meaning that something is very expensive (*it costs a fortune*) and a word that means all the time, or very often (*constantly*).
- 4 Make sure students understand that the main task here is to choose the correct alternatives in the text, and that questions 1–4 are clues. Give students time to complete the task, then put them into pairs to compare their answers. Check answers as a class.
- 5 Students complete the activity individually, then compare their answers in pairs. Elicit or share reasons why each response is correct.
- 6 Put students into pairs to discuss the questions. With weaker classes, brainstorm some positives and negatives with the class first before students discuss them in pairs. Monitor and note down any significant or common errors you hear. Elicit answers in open class and elicit corrections to any errors noted down.

#### Answers

- 1 Students' own answers
- 2 Students will notice that this celebrity spends a lot more than she earns – over four times!
- 3 The text is about how celebrities are tempted to spend more than they earn.
- 4 1 publish 2 afford 3 brief 4 financial
- 5 5 C – meaning 'easy to understand', and unlike simple, it collocates with 'to everyone'



- 6 B – meaning money you receive for work completed, wage doesn't collocate with annual
- 7 D – meaning the most important or necessary things
- 8 A – meaning to make something smaller (drop cannot be used with objects with this meaning)
- 9 B – meaning to tell someone what to do when you have special knowledge
- 10 B – meaning to make someone decide to do something
- 6 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.52, Reading 1–3 | MEL Unit 8, Reading 1–3 | MEL Extra practice, Reading 18 Which word fits the context? | ActiveTeach Extra activity: Reading Focus

## Vocabulary ▶ p.86

### -ed and -ing adjectives

#### Aim

- to understand and practise using -ed and -ing adjectives

- 7** Focus students on the adjectives in bold in the article. Elicit the adjective which matches definition 1. Give students time to match the other definitions, then put students into pairs to compare their answers. Check answers as a class.
- 8** Ask students to discuss the questions in their pairs. Check answers with the class and make sure that students understand the difference between -ed and -ing adjectives. Read out the **Language tip** and drill the words to demonstrate the pronunciation.
- 9** Put students into pairs to practise saying the adjectives in Activity 7. Monitor and help where necessary. Elicit the pronunciation in open class and correct/drill it where necessary.
- 10** Give students time to complete the activity, then put them into pairs to compare their answers. Check answers as a class.

#### Additional activity

Ask pairs to discuss which sentences from Activity 10 they agree and disagree with. Encourage students to give reasons for their choices. Elicit some ideas.

#### Answers

- 7** 1 surprised 2 interesting 3 fascinated 4 depressing  
5 worrying 6 encouraged 7 amazing 8 frightening
- 8** 1 -ed 2 -ing
- 9** surprised /d/, fascinated /ɪd/, encouraged /d/
- 10** 1 depressing 2 fascinated 3 worried 4 interesting  
5 surprised 6 encouraged 7 frightening 8 amazing

#### Additional activity: About me

Write a set of -ed and -ing adjectives on the board, e.g. the ones from Activity 7. Put students into small groups and ask them to make sentences about themselves or people they know using those adjectives. Tell students they are going to read their sentences in pairs and ask follow-up questions. Demonstrate the activity by making a statement and inviting students to ask you more, e.g. *I find spiders really frightening. Really? Why? What do you do if you see a spider?*, etc. Elicit interesting or surprising information from groups in open class.

**ADDITIONAL PRACTICE** | Maximiser p.53, Vocabulary 1–3 | MEL Unit 8, Vocabulary 1–3 | ActiveTeach Game: Noughts and Crosses

## Writing focus

### Article (Part 2) ▶ p.88

#### Aim

- to practise an exam-style writing task (Writing, Part 2)

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

#### Useful resources

There are lots of websites which provide news articles aimed at English-language learners. Find a suitable website and choose two articles on different topics at pre-intermediate / intermediate level. Photocopy the articles or post links to them in your class online space. Divide students into A and B pairs and have one student read each article and tell their partner what it was about. Then get students to read their partner's article and say which article they enjoyed more and why.

- 2** Give students time to read the exam task. Elicit the answer to the question.
- 3** Put students in pairs to think of reasons. Elicit some ideas.
- 4** Get students to read the two paragraphs. If they find the question difficult, you could ask *Which paragraph has sentences in a more logical order?* Elicit the answer.
- 5** Point out that 1–4 is a more logical order for Eliane's paragraph. Get students to match her sentences A–D with the points 1–4. Check as a class.

- 6** Students match the linker to the sentence. Students could rewrite Eliane's paragraph at this point as a whole, including the linkers and new order. Read the **Exam tip** with the class.

### Writing reference: Organising paragraphs

Use Section 1.8 of the **Writing reference** on p.159 to give students more information and practice in organising paragraphs, including linkers. Use the material in class or for homework. Set Practice exercise 1.8 on p.160 for homework.

#### Writing reference answers

##### Practice 1.8

A 3 B 4 C 1 D 2

- 1 When
- 2 However (the only word that can come at the beginning of a sentence before a comma)
- 3 Although
- 4 also
- 5 because
- 6 and

- 7** Students re-order the sentences individually then compare and discuss their answers in pairs.
- 8** See if students can remember what kinds of things are on the checklist on p.153. By this stage of the course, they should be starting to internalise the checks they should complete. Set the writing task in class or for homework as timed practice. Collect in the articles and provide individualised feedback, especially concentrating on logical ordering within paragraphs.

#### Answers

- 1 Students' own answers
- 2 This is a general topic, but it is most likely going to be family reading.
- 3 Suggested answers  
They may want to help, and can raise a lot of money quite easily because they can persuade TV channels to help. They may have personal reasons, such as someone in their family that has experienced illness etc. It may also be just to make them look good.  
They may not want to help because they are busy, or don't enjoy spending their time or money on these things. They also sometimes behave very badly, spend too much money, worry too much about their looks, etc. and charities might not want them to help.
- 4 The second is easier to understand. The sentences are in a logical order and the start of the sentences helps to show the relationship between ideas.

- 5 1 C, 2 A, 3 B, 4 D
- 6 In my opinion, – C  
It's true that – A  
However, – B  
That's why – D
- 7 The correct order is B A E C D

The idea of the paragraph is introduced by *in my opinion*. Then, there is an example of someone who does good a *good example ... who does this* – the word *this* refers back to *encourage fans to try harder and do better*. Then *his* refers back to Michael Jordan. *Advice like this* refers back to getting up after making mistakes. *Similarly* refers to the way that fans copy the celebrities, whether they are doing good work or behaving bad.

- 8 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.53, Writing 1–3 | MEL Unit 8, Writing 1–3 | MEL Extra practice, Writing 12 Putting sentences in order

## Review ▶ p.89

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 8

- 1–5** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

- 1 1 Jane said that she wanted to be famous one day. 2 Dan said that he'd always wanted to travel. 3 Matthew told us that he'd spent a lot of time in theatre school. 4 Michelle said that she wasn't going to waste her life singing. 5 James told us that he didn't know what he wanted to do later in life. 6 Suzie said that she would always be there for me/us.
- 2 1 asked what President Obama's last name was 2 asked how she could stop 3 she had to go 4 she told him 5 wanted to know if he could add 6 wanted to know if an egg was 7 asked if looking directly at a photograph of the sun would hurt 8 asked if 60 seconds were 9 the microwave jumped 10 if there were
- 3 1 John asked (me/us) if I/we was/were ready. 2 Kara asked (me/us) what that was. 3 Jacky asked (me/us) if I/we wanted any help. 4 Steph asked (me/us) if we had any homework. 5 My dad asked my brother if he was going to meet our mum. 6 Mum asked me if I would speak to my sister about her car.
- 4 1 designer clothes 2 ballet dancer 3 soap operas 4 television commercials 5 film studio 6 stadium concerts 7 chat shows 8 magazine covers
- 5 1 worried 2 surprising 3 amazing 4 fascinated 5 depressed 6 frightening 7 encouraged 8 interested

# 9 Creativity

## Grammar focus ▶ p.90

### Aim

- to develop fluency and give opinions about the topic of creativity

- 1 Check that students understand *creative* (using the imagination to think of new things and ideas) and *creativity* (being creative). Give an example on the board of how the creativity test works. Write up the word *book* and get students to brainstorm verbs that go with it, e.g. *read, write, buy*. Get students to read about and do the creativity test in pairs. Tell students that this is actually one of the questions from Professor Gray's test. Put students into pairs to discuss what they think about their result.
- 2 Give students time to read the questions, then play the recording. Put students into pairs or small groups to discuss the questions. Elicit some ideas in open class.

### Answers

1–2 Students' own answers

## Modals of ability ▶ p.91

### Aim

- to review modals of ability and practise using them

- 1 Get students to discuss the questions in pairs then elicit some ideas. You could also show some other drawings by Lee Hadwin for students to discuss.
- 2 Give students a minute to quickly skim the article to answer the question. Check answers with the class and elicit reactions to Lee's ability from students around the class.
- 3 Ask students to re-read the text and answer the questions individually, then put them into pairs to compare their answers. Check answers as a class.
- 4 Refer students to the modals of ability in bold in the article and ask students to use the examples to complete the rules. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.148 to check their answers. Set Exercise 9.1 to complete in class or for homework.

### Grammar reference answers

#### Exercise 9.1

1 finish 2 could 3 's been able to 4 were able to 5 could 6 were able to  
7 can 8 Could

- 5** Elicit the first answer from the class to demonstrate the activity, then give students time to complete the letter. Monitor and help where necessary. Put students into pairs to check their answers, then check answers with the class. Read out the **Language tip**. Point out that while both *can* and *could* are used to make polite requests, *could* is considered more polite.
- 6** Divide the class into A and B pairs. Ask Student As to turn to p.136 and Student Bs to turn to p.138. Within each group, students work in pairs or groups of three to discuss the abilities and predict how many people in the class have them. Ask them to add two more abilities to the bottom of the list. Put students into A and B pairs and give them time to ask and answer their questions. Tell them to make a note of their partner's answers. Ask all the Student As to come together and all the Student Bs to come together. Students now work together in their groups to add up the total number of students who have the four abilities listed. Elicit the results in open class, and ask for any surprising answers.

#### Answers

- 1** Suggested answers: an alarm clock or a stop watch, a star, a bowl, a worm wearing a king's crown, a modern building, the world, some rope, arrows, some toes with nail polish on, a lightbulb
- 2** He draws in his sleep.
- 3** 1 He discovered it by accident at a friend's house.  
2 no  
3 He wants to show them in public.
- 4** 1 can; be able to 2 could 3 was able to  
4 be able to
- 5** 1 was able to give 2 can't draw 3 couldn't use  
4 was able to make 5 can design 6 can tell
- 6** Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.54, Grammar 1–3 | MEL Unit 9, Grammar 1–3 | ActiveTeach Extra activity: Grammar Focus 1; Game: Stepping Stones | Photocopiable 9A *The world's greatest invention*

## Reading focus

### Multiple matching (Part 2) ► p.92

#### Aims

- to develop fluency and introduce the topic of photography
- to complete an exam-style multiple-matching task (Reading, Part 2)

#### Warmer: The last photo I took

Put students into small groups and ask them to ask each other questions about the last photo they took. Elicit what these questions could be, and demonstrate the activity by answering them yourself about the last photo you took, e.g. *Where was it? Who was in it? Why did you take it?* If students have their phones with them, they could show each other the last photo they took to make it more interesting. Ask individual students to tell the class any interesting information they learnt about their partners.

- 1** Focus students on the photos. Put students into pairs or small groups to discuss the questions. Elicit answers to one or two questions in open class.
- 2** Get students to look at the advertisement. Elicit what it is advertising. Ask students to quickly read the text to find out what kinds of photography courses it is advertising.
- 3** Elicit from the class what Part 2 of the Reading exam involves and the best strategy to use. Refer students to the **Exam focus** notes on p.166 if necessary. Read out the **Exam tip** and make sure that students understand it. Then ask students to read Justin's profile. Elicit the three things he wants.
- 4** Encourage students to underline the key wants, needs and limitations of each person. After students have matched the people and courses, put students into pairs to compare their answers, then check answers with the class. Elicit the information in the text that confirms each answer.

#### Answers

- 1** 1 Suggested answers – relaxed because the scene looks peaceful, concerned because the area is flooded, interested in the light and the shapes, sad because it looks wintry  
2–3 Students' own answers
- 2** Photography courses at a college
- 3** 1 exchange ideas with others  
2 Improve his pictures on a computer  
3 not Wednesdays
- 4** 1 F 2 H 3 A 4 E 5 G

**ADDITIONAL PRACTICE** | Maximiser pp.55–56, Reading 1–2 | MEL Unit 9, Reading 1–2 | ActiveTeach Extra activity: Reading Focus

## Vocabulary ► p.93

### Formal language

#### Aim

- to learn to recognise formal language, and practise using it

- Elicit from the class when we use formal language and when we use informal language, to check that they understand the concepts. Read out the **Language tip**, then refer students to the dictionary entry for *depart* to highlight that dictionaries will often say if a word is more formal or not. Focus students on the six words in the activity and explain that they are all in the descriptions of photography courses. Elicit the first answer from the class before giving students time to do the activity. Put students into pairs to compare their answers, then check answers as a class.
- Give students time to change the sentences to make them more formal and polite, using the more formal and polite words from Activity 5. Put students into pairs to compare their answers, then check answers as a class.
- Ask students to read the notice and decide on the option that best describes what it says. Elicit the answer. Ask *Does the notice use formal or informal language?* (formal). Point out that students may also come across examples of formal English in this part of the Reading exam.
- Put students into pairs to discuss the questions. If students have their special photo on their mobile phone, they could show it.

#### Answers

- 1 depart 2 would like 3 completed  
4 request 5 further 6 provides (you) with
- 1 If you would like further information, please email us.  
2 We provide you with advice about taking holiday photos before you depart for the airport.  
3 You can request a certificate when you complete the course.
- B (they need *written permission*)
- Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.56, **Vocabulary** 1–3 | **MEL** Unit 9, **Vocabulary** 1–3 | **MEL Extra practice**, Reading 3 *Does it mean the same?*, **Vocabulary** 8 *Hobbies and leisure*

## Listening focus

### Multiple choice, long text (Part 4) ► p.94

#### Aim

- to develop strategies for the multiple choice, long text task (Listening, Part 4)

#### Warmer: Describe the photo

Focus students on the photo and get them to work in pairs to describe it. Elicit some ideas as to where the photo is from. (Suggested answer: It's a man dressed up as a character from a video game.)

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class. If students need a review of what's expected in the multiple choice, long text task, refer them to the **Exam focus** on p.168.
- Give students time to read the question and options. Play the recording.
- Put students into small groups to discuss the question. Elicit some ideas.
- Ask students to turn to audioscript 53 on p.198. Elicit the phrases. Read out the **Exam tip** and check that students understand it. Emphasise that sometimes their assumptions can give them a wrong answer.
- Give students about 45 seconds to quickly read the questions and underline the key words, focusing on the question stems first.
- Play the recording twice for students to answer the questions, then put students into pairs to compare their answers. Check answers with the class and ask students if they can remember which parts of the text gave them their answers.
- Put students into pairs or the same small groups from Activity 3 to discuss the questions. Elicit answers from a few students in open class.

#### Answers

- Students' own answers
- C *I think gamers are learning valuable skills ...*
- 3–4 Students' own answers

- 5 1 helped, start enjoying 2 people who dislike video games  
3 keen, study the effect 4 think, include fighting  
5 favourite type 6 would like to see more
- 6 1 A – *I realised that whenever there was a new challenge, I was able to handle it.*  
2 B – *the complaints never seem to change.*  
3 B – *We found that the part of the brain that controls where our hands and arms go actually grew.*  
4 C – *There's no doubt that this type of game can make people behave in a bad way ...*  
5 B – *For me, it's about working with a team. I feel connected.*  
6 C – *There's been interesting work with people who have problems with their eyes and it'll be a huge step forward if games can make a difference to that.*
- 7 Students' own answers

### Additional activity: It's not a waste of time!

Divide the class into two halves: A and B. Give each group a different activity that some people might say is a waste of time, e.g. *watching television* and *going fishing*. Give students five minutes to work with someone from their group and think of reasons why their activity is *not* a waste of time. Monitor and prompt ideas where necessary. Put a Student A with a Student B to make new pairs. Give the pairs ten minutes to debate the two topics to decide which activity is most useful. Monitor and note any errors. Finally, ask the class to vote to find out which activity students in the class really think is a waste of time. Elicit corrections to any errors noted down.

**ADDITIONAL PRACTICE** | Maximiser p.56, Listening 1–2 | MEL Unit 9, Listening 1–2 | MEL Extra practice, Listening 10 Listening for gist A, Listening 14 Listening for gist B

## Grammar focus

### Relative clauses ► p.95

#### Aim

- to review relative clauses and practise using them

- 1 If you can, show students a few images from simulation games (from the internet). Make it clear that they are one kind of video game. Elicit what kind of games they are. Put students into pairs or small groups to discuss the questions. Elicit answers from a few students in open class.
- 2 Elicit which game matches the first description. Give students time to match the other descriptions, then check answers as a class.

- 3 Focus students on the relative clauses in italics in the sentences in Activity 2, then give them time to answer the questions. Put students into pairs to compare their answers, then check as a class.

- 4 Get students to work through the questions in pairs then refer them to the **Grammar reference** on pp.148–149 to check their answers. Make sure students are clear about the differences between defining and non-defining relative clauses. Read out the **Language tip** and make sure that students are clear about when *that* can be used to replace *which/who* (i.e. only in defining relative clauses). Set Exercises 9.2A, 9.2B and 9.2C on pp.148–149 for homework.

#### Grammar reference answers

##### Exercise 9.2A

- 1 who 2 where 3 which 4 whose 5 when 6 that

##### Exercise 9.2B

- 1 The game which came top of the charts last year was Minecraft.  
2 Minecraft, which is a building game, is played all over the world.  
3 The man who created the game sold it to Microsoft.  
4 Several bloggers who make videos about Minecraft are millionaires.  
5 Minecraft maps, which are places where you can play games, are usually free.  
6 My favourite map in the game is the one where you have to jump over a river.

##### Exercise 9.2C

- 1 People who/that can sing make a lot of money.  
2 I have a game that/which allows you to play in teams.  
3 There are a lot of people in my class, which makes it interesting.  
4 London, which is a great place for a holiday, is nice at this time of year.  
5 My dad works at that factory where they make computer parts.  
6 I met a man whose son was on a talent show.

- 5 Go through the example with the class to demonstrate the activity and check that students can form defining relative clauses. Give students time to do the remaining sentences on their own, then put them into pairs to compare their answers. Check answers as a class.

**6** Look at the example sentence with the class to demonstrate the activity and to check that students understand and can form non-defining relative clauses. Give students time to do the remaining sentences on their own, then put them into pairs to compare their answers. Check answers as a class.

**7** Give students time to think about the people mentioned in Activities 5 and 6 and rank them from 1 to 8 depending on their influence on the world (with 1 as the most influential and 8 the least influential). Monitor and help where necessary. Put students into pairs and ask them to discuss the people and find a ranking that they both agree on. Monitor and assess their speaking skills. Finally, put two pairs together and ask them to discuss the people and agree together on a top three. Ask each group to present their top three to the class and compare results.

#### Answers

- 1 Students' own answers
- 2 1 flight simulator 2 sports games 3 zoo-keeping games  
4 zoo-keeping games 5 city living games  
6 sports games
- 3 1 A 2 B
- 4 Sentence 4 contains a non-defining clause; sentences 3, 5 and 6 contain defining clauses.  
Non-defining clauses have a comma before them, and after them if they are in the middle of the sentence.
- 5 1 In the 1980s, Alexey Pajitnov created a computer game which/that he called *Tetris*.  
2 Albert Einstein developed a theory of energy which/that he called the theory of relativity.  
3 Walt Disney created the modern idea of theme parks where people can spend the whole day.  
4 Leonardo da Vinci was an artist and engineer whose helicopter design became a reality centuries later.
- 6 1 Marie Curie, who won two Nobel prizes, is famous for her research into radioactivity and for developing modern medicine.  
2 Thomas Midgley, whose inventions included putting lead into petrol and CFC gases, has been described as the most dangerous man that ever lived.  
3 JK Rowling wrote the Harry Potter books, which encouraged millions of children to read.  
4 Steve Jobs, who was Chief Executive of Apple, created many modern technological inventions including the iPad.
- 7 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.57, Grammar 1–2 | **MEL** Unit 9, Grammar 1–2 | **MEL** Extra practice, Grammar 14 Relative pronouns, Grammar 15 Relative clauses | **ActiveTeach** Extra activity: Grammar Focus 2 | **Photocopiable** 9B *You give the clues!*

## Vocabulary focus

### Job skills ► p.96

#### Aim

- to understand vocabulary related to job skills and practise using it

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students around the class.
- 2** Before students listen, get students to discuss in pairs what each job might involve. Play the recording for students to answer the question. Put students into pairs to discuss their answers, then check answers as a class.
- 3** Give students time to read through the skills, then play the recording again for students to match the skills to the speakers. Put students into pairs to compare their answers, then check answers as a class. Check that students understand the meaning of all the phrases related to job skills. Model and drill pronunciation if necessary.
- 4** Put students into pairs to discuss the questions. Monitor and check students are using the language related to job skills correctly. Elicit answers from one or two students in open class.

#### Answers

- 1 Students' own answers
- 2 Speaker 1 is a web designer; Speaker 2 is an accountant; Speaker 3 is a shop manager
- 3 Speaker 1: C, D, H Speaker 2: A, G Speaker 3: B, E, F
- 4 Students' own answers

**ADDITIONAL PRACTICE** | **MEL** Extra Practice, Vocabulary 24 Jobs | **ActiveTeach** Games: Sheep Out!; Pelmanism; Noughts and Crosses | **Photocopiable** 9C *What's the job?*

### Prefixes ► p.96

#### Aim

- to understand and practise using a set of words with prefixes

- 5** Explain that the sentences have come from the recording in Activity 2. Put students into pairs to discuss the prefixes and how they change the meaning of the words. Check answers in open class and make sure students are clear about how to use the prefixes.

- 6** Read out the **Language tip**. Students mark the word stress. Play the recording for students to check, then play it again for students to listen and repeat. Give students time to practise reading the sentences in Activity 5 with the correct stress in the word with the prefix.
- 7** Divide the class into two halves: A and B. Ask the Student As to remain on p.96 and the Student Bs to turn to p.138. Ask students to work with someone in their group to complete the questions with an appropriate prefix. Check answers with each group.
- 8** Put students into A and B pairs, and ask them to interview each other with their questions. Monitor and prompt corrections related to the use of prefixes. Elicit any surprising information from students in open class.

#### Answers

- 5** *im-*, *dis-*, *un-* and *ir-* all make the word negative.  
*re-* means again  
*self-* means about yourself
- 6** rebuild, impossible, disagree, unexciting, self-confident, irregular
- 7** Student A: 1 im 2 un 3 dis 4 ir 5 re 6 un 7 self  
 Student B: 1 self 2 re 3 im 4 dis 5 un 6 dis 7 un

**ADDITIONAL PRACTICE** | Maximiser pp.57–58, Vocabulary 1–5 | MEL Unit 9, Vocabulary 1–5

## Speaking focus ▶ p.97

### Collaborative task (Part 3)

#### Aim

- to practise using a range of phrases to introduce your opinions in an exam-style collaborative task (Speaking, Part 3)

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Give students time to read the question, then play the recording. Elicit the answer.
- 3** Play the recording again for students to complete the phrases. Read the **Exam tip** with the class.
- 4** Play the recording for students to decide which speaker sounds more interested.
- 5** Give students time to practise individually.

- 6** Put students in pairs to discuss the questions. Elicit some ideas.
- 7** If students need a review of the collaborative task requirements, refer them to the **Exam focus** on p.169. Put students in pairs to do the exam task. Remind them to use some of the phrases from the lesson to express their opinions, and to use interested intonation. Students could try the task again with a new partner to improve fluency and confidence. Make sure students give reasons for their opinions, talk about whether the activity is relaxing, and invite each other to speak and take turns.

#### Answers

- 1** Students' own answers
- 2** They mention the cost of equipment, the cost of entering races and competitions and the cost of buying food and drink afterwards.
- 3** 1 suppose 2 not sure that 3 Personally 4 Speaking for myself 5 the experts 6 guess you can't
- 4** 1 B 2 A 3 B 4 A
- 5–7** Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.58, Speaking 1–4 | MEL Unit 9, Speaking 1–4 | MEL Extra practice, Speaking 7A Sounding polite when making negative responses, Speaking 7B Sounding polite when making negative responses

## Writing focus

### Story (Part 2) ▶ p.98

#### Aim

- to practise writing better paragraphs (Writing, Part 2)

#### Warmer: Discussion

Write the following questions on the board for students to discuss in pairs.

- 1 *How often do you read novels?*
- 2 *What do you think of the following genres? horror, mystery/thriller, real-life drama, romance science fiction*

- 1** Read the opening lines with the class. Put students into pairs to discuss the questions. Elicit answers from a few students in open class.
- 2** Focus students on the exam task. Point out that it's up to the student to choose what kind of genre their story is. Elicit some ideas for a horror story in response to this task. Then get students to work in pairs to think of ideas for the other genres. Elicit some ideas.



- 3 Give students a few minutes to read the paragraphs and discuss the questions with a partner. Elicit some ideas.
- 4 Read the **Exam tip** with the class. Elicit how to turn the first sentence in blue into a relative clause with the class. Students complete the remaining clauses then check as a class.
- 5 Students could write this in pairs or individually.

### Writing reference: Making your writing interesting

Refer students to the **Writing reference** section on making writing interesting on pp.160–161. Students can complete the Practice tasks in class, or for homework.

#### Writing reference answers

##### Practice 1.9A

Suggested answer

Our journey to the old city was as I expected. The hotel was beautiful. The weather was terrible, but there was a wonderful, indoor swimming pool. I thought that the food was delicious, but that's because I always go for Greek food.

##### Practice 1.9B

Suggested answers

- 1 When we eventually arrived at the town centre, we saw a tall, thin man with a long, black beard.
- 2 There's a snow-topped mountain near a beautiful, cool stream.
- 3 We walked slowly up to the old house and saw a young, attractive woman at the window.
- 4 The narrow streets were beautifully decorated and people were dancing happily to the music.
- 5 Shall we book a large, double room for two nights?

##### Practice 1.9C

- 1 I trust my brother to do the right thing.
- 2 My grandma slipped on the ice last week.
- 3 I knocked the post down with my car.
- 4 You need to fry the onions in a pan.
- 5 The owner of the shop refused to help us.

- 6 Brainstorm what students remember about the checklist on p.153 and write the points on the board. Then get students to turn there and see if they missed anything. Get students to write their story as a timed writing exercise for 20 minutes, either in class or homework. As a follow up, students could take turns to read their stories with expression in small groups.

### Additional activity: Model answer

Photocopy the model answer below. Get students to read it and find how much it follows the checklist criteria on p.153. Get students to find and underline the relative clauses.

#### Answers

- 1–2 Students' own answers.
- 3 Jaime has written very simple sentences. He needs to use a wider range of grammar to get a higher mark.  
Diana has used relative clauses to add descriptions to her story, which makes it more interesting.
- 4 The door was unlocked, so I went inside. I walked into the building, which was cold and dark inside. I wished that I had brought my bag which had my mobile phone in it. The man who was waiting for me was no friend of mine. It had been years since we last saw each other.
- 5 Model answer  
I walked inside and put down the large envelope which I was holding tightly.  
'Is the money inside?' the man asked in a voice which sounded angry and cold. I couldn't speak. I just moved my head up and down in agreement.  
'He's over there,' he said, pointing to a person who looked hurt and afraid. I'd waited so many months to see this face again. I hoped I'd never have to wait that long again.
- 6 Model answer  
The door was unlocked, so I went inside. It was finally the day of my interview and it was for a job which I wanted more than anything else in my life. The person who let me in was sitting at a desk, which looked old and expensive.  
'So, Miss Brown,' the man pointed at another door, 'you can go through now.' I walked into the next office and five disappointed-looking people were sitting waiting. One of them pointed to a chair which was much lower than theirs. I felt my heart almost stop.  
'I'm so pleased to be here today.' I said, hurriedly. One of them looked over the glasses which rested on his nose.  
'We will start the conversation, thank you Miss Brown,' he said very strictly. I realised then that perhaps this wasn't my dream job after all.

**ADDITIONAL PRACTICE** | Maximiser p.59, Writing 1–2 | MEL Unit 9, Writing 1–2 | MEL Extra practice, Writing 8 Identifying common grammatical mistakes

## Review ▶ p.99

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 9

- 1 – 6** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

- 1** 1 was able to 2 could 3 be able to 4 been able to  
5 couldn't 6 was able to 7 can't
- 2** 1 that 2 who 3 where 4 when 5 whose
- 3** 1 My brother John, who is a champion tennis player, has won lots of prizes.  
2 My sister Dahlia, who takes after my mother, can play the piano really well.  
3 My best friend has a lot of pictures which she painted herself on her wall.  
4 I want to go to art gallery which has the Mona Lisa on display.  
5 I saw information online about a gallery where they show paintings in an old railway station.  
6 Damien Hirst, whose artwork has sold for millions of dollars, is going to open an exhibition next month.
- 4** re – rebuild, review  
im – impatient, impossible  
dis – disagree, dislike  
un – unemployment, unexciting  
self – self-confident, self-employed  
ir – irregular
- 5** 1 E 2 H 3 B 4 A 5 C 6 D 7 G 8 F
- 6** 1 depart 2 further 3 would like 4 requested  
5 provide 6 completed

## Progress test 3

► pp. 100–101

- 1** 1 for 2 a 3 The 4 by 5 had 6 most  
7 which/who (organisations can be thought of as things, in which case you use *which*, or as the people who work there, in which case you use *who*.)  
8 which
- 2** 1 we were not makers of history, we were made of history  
2 attitude was a little thing that made a big difference  
3 you could do anything if you had enthusiasm  
4 well-behaved women rarely made history  
5 those who didn't know history were destined to repeat it  
6 the future belonged to those who prepared for it today

- 3** 1 if she knew where to hide a lot of money  
2 if she could sneeze  
3 if she wanted to go on a date  
4 if she was able to say any bad words  
5 how much she weighed
- 4** 1 Bill Gates, **which who** lived in the USA, has given a lot of money to charity.  
2 Stephen Hawking was a scientist **who whose** life was turned into a film.  
3 correct  
4 Malala Yousafzai, who has inspired millions of young girls, campaigns for education.  
5 Elon Musk's inventions, **that which** have become world famous, range from Paypal to spacecraft.  
6 Oprah Winfrey, **who** grew up in poverty, is one of the wealthiest women in the USA.  
7 Sheryl Sandberg, **that who** is Facebook's chief operating officer, is one of the most important women in the technology business.  
8 correct
- 5** 1 In Bangladesh, many areas flood. That's why the government decided to transform boats into floating classrooms.  
2 In Dongzhong, a school was set up inside a cave. Over 180 students were enrolled, however, the government closed the school because they were worried about how safe it was.  
3 The River Plate football stadium has fans all around the world. The stadium is also home to over 2,000 students when the football season ends.  
4 At the Microsoft-designed School of the Future in Philadelphia, every student has a laptop and they use this instead of pens and paper, which are banned.  
5 At the village school in Gulu, Shen Qijun teaches all the academic subjects, as well as teaching rock climbing because his students have to climb a mountain just to get to school.  
6 Although children have lessons in maths and languages at the Forest Schools in Europe, they do this outside in the woods most of the day. / Children have lessons in maths and languages at the Forest Schools in Europe, although they do this outside in the woods most of the day.
- 6** 1 the 2 the 3 a 4 the 5 a 6 a 7 the 8 the 9 –
- 7** 1 can (present ability)  
2 could (past ability)  
3 can (non specific time)  
4 could (future possibility)  
5 can (general possibility)  
6 was able to (ability at a specific time)  
7 could (general possibility)  
8 'll be able to (future possibility at a specific time)

# 10 What's it worth?

## Grammar focus ▶ p.102

### Aim

- to introduce the topic of value and provide speaking practice

- 1 Direct students to the photos and put students in pairs to discuss the questions. Elicit some ideas.
- 2 Get students to read the quiz and match the items. Check students know what *Brussels sprouts* (a small, green vegetable) and *bubble gum* are. Ask students to compare their ideas in pairs. This is a good opportunity for students to review the pronunciation of large numbers.
- 3 Play the recording. Elicit anything students found interesting or surprising.
- 4 Put students into pairs or small groups to discuss the questions.

### Answers

- 1 It's an auction. These often happen online these days.
- 2-3 1 \$450,000 2 \$14,000 3 \$3.26 4 \$3,000,000 5 £34 6 \$138
- 4 Students' own answers

## Passive voice ▶ p.103

### Aim

- to review and practise using the passive voice

### Warmer: How much would you pay for this?

Find some paintings online – especially ones that have recently been sold at a high price. Show two or three paintings and ask students to discuss in pairs whether they like the paintings and guess how much they were sold for.

- 1 Put students into pairs to discuss the questions. Elicit some ideas. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Give students the chance to read the questions, then play the recording. Share the background information below.

### Background information

The painting mentioned at the beginning of the recording which sold for \$450 million was the *Salvator Mundi* by Leonardo da Vinci. It was purchased by the Louvre in Abu Dhabi in 2017. Consider finding the picture on the internet to show students.

- 3** Give students a moment to read the sentences. Play the recording then get students to compare their answers in pairs before checking as a class.
- 4** Focus students on sentence 1 in Activity 3. Ask the questions in open class. Then get students to work through the questions for the remaining sentences in pairs.
- 5** Get students to use what they noticed in Activities 3–4 to complete the rules. Refer students to the **Grammar reference** on p.149 to check their ideas. Set Exercise 10.1 on pp.149–150 for students to complete in class or for homework.

#### Grammar reference answers

##### Exercise 10.1

- 1 was built 2 is spoken 3 are being cleaned 4 hadn't given  
5 was stolen 6 are freshly picked

- 6** Ask if anyone has visited or knows anything about the Hermitage Museum in St Petersburg. Consider showing a few pictures of the opulent museum if you can, to arouse more interest. Students choose the correct verb forms then compare in pairs but don't check the answers yet. Go through the **Language tip** with the class. Check students understand how to pronounce the weak forms. Model the pronunciation of the example sentence.
- 7** Play the recording for students to check their answers. Then play it again, for students to listen and repeat, paying attention to the weak forms and stressing the past participle.
- 8** Divide students into A and B groups. Get students to complete their respective sentences, working with people in their group as required. Circulate, checking verb forms. In reference to question 5, note that Leonardo da Vinci wrote many of his notes using mirror writing (i.e. backwards, so it can only be seen properly when reflected in a mirror).
- 9** Re-group students into A and B pairs for this activity. As students read out their sentences, remind them to think about the **Language tip**. Conduct whole-class feedback. Ask: *What did you learn? What was the most surprising fact?*

#### Answers

- 1 Students' own answers  
2 Because they like it or they appreciate the technique and creativity or to make money

- 3 1 450 2 the world 3 ten 4 art galleries 5 Japan
- 4 1 We only know in sentences 4 and 5 because the information is given at the end of the sentence.  
2 It's always on the action.  
3 In sentences 1, 3 and 5, it's in the past. In sentences 2 and 4, it's in the present (2 is present continuous; 4 is present simple).
- 5 1 past participle 2 by
- 6 1 was 2 were 3 celebrates 4 displayed 5 are attracted
- 7 Students' own answers
- 8 Student A  
1 was stolen 2 was questioned 3 were given  
4 is sold 5 was hung 6 was made  
Student B  
1 were made 2 is visited 3 is painted 4 was sold  
5 were written 6 were painted
- 9 See answers at the bottom of each quiz.

**ADDITIONAL PRACTICE** | **Maximiser** pp.60–61, Grammar 1–5 | **MEL** Unit 10, Grammar 1–5 | **MEL** Extra practice, Grammar 6 Passives | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones | Photocopiable 10A *Gold and diamonds*

## Reading focus

### Open cloze (Part 6) ► p.104

#### Aim

- to develop strategies for an exam-style open-cloze task (Reading, Part 1)

- 1** Do this activity before students open their books. Write the idiom on the board. Put students into pairs to discuss what it means and whether they agree. Elicit some ideas.
- 2** Remind students that in a cloze activity, an important strategy is to quickly read the text to get an idea of what it's about, before attempting the individual gaps. Give students 30 seconds to read the post and answer the question.
- 3** Point out that this activity is not an open cloze because the words are provided. The purpose of this is to give students the opportunity to notice the strategies they use in this cloze, and then try to apply them to the open cloze activity later in the lesson. Students discuss what helped them decide with a partner.

4 Check students understand what a *noun phrase* is (a group of words which function as a noun, e.g. *gifts for friends; an old map of our town*) and what a *clause* is (a group of words that contains a subject and a verb, but which is usually only part of a sentence, e.g. *he gave to his brother*). Either work through the questions as a class, or have students work through them in pairs before checking as a class.

5 Point out that this text has an open cloze task. The activity is aimed at students reading for gist, and predicting the kind of word for each gap. Encourage students to do it quickly, in about one minute.

6 Get students to complete the cloze, using some of the strategies they identified earlier in the lesson, and then put the **Exam tip** into practice. Check answers as a class.

**Answers**

1 1 It means that something that one person thinks is rubbish, might be something that another person thinks is very valuable or useful.  
2 Students' own answers

2 C

3 1 my 2 them 3 every 4 a 5 which 6 on 7 has 8 One

4 1 a, every, my, on 2 one, them 3 which 4 has

5 He collected unwanted books and created a community library in his house.  
1 an article 2 a quantifier 3 a pronoun  
4 part of a verb form 5 a quantifier 6 a linker of addition

6 1 a 2 too 3 him 4 was 5 no 6 and

**ADDITIONAL PRACTICE** | Maximiser p.61, Reading 1–2 | MEL Unit 10, Reading 1–2 | MEL Extra practice, Reading 19 Which word has a different meaning?, Reading 20 Which words collocates or fits grammatically? | ActiveTeach Extra activity: Reading Focus

## Vocabulary ► p.105

### Verbs and prepositions

**Aim**

- to understand and practise using a set of verbs with appropriate prepositions

7 Ask students to complete the six statements with an appropriate preposition, then find the verbs in the texts to check their answers. Check answers as a class.

8 Elicit the correct preposition to complete the first question to demonstrate the activity. Check that students understand *insist, succeed* and *lend*. Give students time to do the activity themselves, then put them into pairs to compare their answers.

9 Play the recording so students can check their answers. Then play it again for students to listen to how the prepositions are pronounced. Check answers as a class, and read out the **Language tip**. Demonstrate the pronunciation of the examples.

10 Play the recording again for students to listen and repeat.

11 Put students into pairs to ask and answer the questions. As they do so, remind them to think about using the strong or weak forms of the prepositions as they have practised in Activities 9–10.

**Answers**

7 1 on 2 to 3 for 4 to 5 for 6 for

8 1 of 2 for 3 for 4 from 5 in 6 to 7 from 8 to

9 *Of, for, to, from, to* are pronounced in their weak forms in questions 1, 2, 3, 6, 7, 8 because they are unstressed. In question 4, *from* is pronounced in its strong form because it sits at the end and is therefore stressed. In question 5, *in* has no weak form.

10–11 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.62, Vocabulary 1–3 | MEL Unit 10, Vocabulary 1–3 | ActiveTeach Game: Pelmanism

## Vocabulary focus

### Shops and services ► p.106

**Aim**

- to understand a set of phrases related to shops and services

**Warmer: Shopping is ...**

Ask students to write down the words *Shopping is ...*, and then continue the sentence in their own words. Encourage them to be as creative as they can in their answers. Put students into groups and ask them to tell each other what they wrote and why, comparing whether their ideas were similar or different. Elicit one or two answers in open class.

- 1 Check that students understand *neighbourhood* (an area of a town or city). Put students into pairs to discuss the questions. Elicit answers from a few students in open class.
- 2 Check that students understand the shops and services in the box before they match the phrases to each shop or service. Put students into pairs to compare their answers, then check the answers with the class.

### Additional activity

Read out the **Language tip**. Remind students what a compound noun is (a noun made up of two or more words). Ask students to find and underline examples of compound nouns in Activity 2. With a weaker class, write up the first word of each compound in the list and get students to find the other word in the compound. Finally, elicit which compound noun is of each type in the language box, and get students to practise saying the words with correct stress.

art gallery (n + n) beauty salon (n + n)  
dry cleaners (adj + n) hairdressers (n + n)  
post office (n + n) sports centre (n + n) airmail (n + n)  
cough medicine (n + n) sculpture exhibition (n + n)  
low-dry (n + n) ten percent discount (n + n + n)

- 3 Check students understand that *hardly ever* means almost never. Put students into pairs to discuss the questions. Monitor and check students are using correct syllabic stress. Elicit answers from a few students in open class.
- 4 Focus students on the phrases in bold in Activity 2. Elicit the missing word in the first question in the quiz to demonstrate the activity. Give students time to do the rest of the activity themselves, then put them into pairs to compare their answers. Check answers with the class and make sure that students understand the meaning of the vocabulary.
- 5 Put students into pairs and ask them to interview each other using the questions to find out whether they have similar or different spending habits. While students are working, monitor and note down any errors, especially related to the vocabulary. Ask a few students to share something they had in common.

### Answers

- 1 Students' own answers
- 2 1 beauty salon 2 dry cleaner's 3 hairdresser's  
 4 post office 5 chemist's 6 restaurant 7 art gallery  
 8 sports centre
- 3 Students' own answers

- 4 1 pay 2 send 3 make 4 charged 5 giving away  
 6 pick up 7 pay 8 offer
- 5 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.63, Vocabulary 4–5 | MEL Unit 10, Vocabulary 4–5 | ActiveTeach Games: Sheep Out!; Noughts and Crosses

## Grammar focus

### get/have something done

► p.107

#### Aim

- to review the structure *get/have something done* and practise using it

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students for each pair of items in open class.
- 2 Ask students to read the article, then elicit answers in open class.
- 3 Students share their opinions in pairs. Elicit a few ideas.
- 4 Students do the task individually, then check their answers against the information in the **Grammar reference** on p.150. Set Exercise 10.2 in class or for homework. Read through the **Language tip** with the class and ensure students can recognise and produce the difference between strong and weak forms of *had*.
- 5 Direct students to Dylan's diary. Elicit the answer to the first question as an example, ensuring students use *have/get something done*. Students write answers to the remaining questions. As students compare their answers in pairs, remind them to use the strong form of *has*. Elicit answers from the class.
- 6 Students discuss the questions in pairs while you circulate, monitoring for correct use of *get/have something done*. Elicit a few other ideas.

### Additional activity: A day of luxury

Students write a list of things they would have done for them on a day of luxury (i.e. if they did not have any budget limitations). Students ask and answer about each other's days. For example, *I'd get my breakfast made. I'd have my shirt ironed. I'd get my car washed. I'd get my whole house cleaned. I'd get my hair cut*, etc.

Answers

- 1 Students' own answers
- 2 That technology is making us lazy because it does everything for us so we don't use our bodies or brains.  
Having shopping delivered, getting shopping items recommended, getting playlists created, getting films downloaded to her phone
- 3 Students' own answers
- 4 1 someone or something else 2 get / have
- 5 1 He had his hair cut. He had his eyes tested. He had his heating fixed. He had a takeaway delivered.  
2 He's having a new suit made at the tailor's.  
3 He's going to have his grass cut. He's going to have his carpets cleaned. He's going to have a takeaway delivered.  
4 He has a takeaway delivered.  
(Note that we can use *get something done* in each sentence too.)
- 6 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.63, Grammar 1–4 | **MEL** Unit 10, Grammar 1–4 | **ActiveTeach** Extra activity: Grammar Focus 2 | Photocopiable 10B *The big day*

# Listening focus

## Gap-fill (Part 3) ► p.108

**Aim**

- to complete an exam-style gap-fill task (Listening, Part 3)

- 1 Put students into pairs to discuss the questions. Elicit some ideas.
- 2 If students need to refresh what is expected in the gap-fill task, refer them to the **Exam focus** on p.168. Give students time to read the rubric and notes before you play the recording. Check the answers as a class. Read out the **Exam tip** and check that students understand it.
- 3 Give students time to read the notes and fill in any information they remember. Put them into pairs to discuss what types of words are missing in each gap. Play the recording twice for students to complete the notes. Ask them to compare their answers with their partner before you check answers as a class.

- 4 Give students about a minute to read the notes. Get students to discuss the questions in pairs.
- 5 Play the recording twice. Check the answers as a class.
- 6 Get students to discuss the questions in pairs then elicit a few opinions.

**Additional activity: I'll spell that for you**

Point out that spelling names or other items is a common part of this part of the Listening paper. Spell out one of the names below for students to write down. Then get students to work in A and B pairs with As sitting with their back to the board. Write up one of the names and get B to spell it out for A to write down. Then students swap roles. Possible names: *Llewellyn, Tchaikovski, Bewsher, Braithwaite, Shehadeh*. As an extension, get students to write down an email address to spell out for their partner, real or imaginary. (Make sure they know that @ is usually pronounced *at*, and . is usually pronounced *dot*. Students take turns to spell the email address for each other and see if they can answer it correctly.

Answers

- 1 1–2 Students' own answers  
3 People offer to buy things and the person who offers the most buys it. The money goes to charity. The items are usually donated by people and businesses.
- 2 1 Razzia 2 mytravel 3 Linsey 4 Grenville 5 Debden
- 3 1 1976 2 30th June 3 ten 4 four fifteen/4.15  
5 sixteen
- 4 1 Gap 5 2 Gap 1 3 Gaps 2, 3, 4 6 – nouns
- 5 1 7.45 (...we'll begin selling items at seven forty-five.)  
2 (online) advert (Look out for our online advert. If you share it ...)  
3 training centre (We intend to use the money from the auction to build a brand-new training centre, ...)  
4 music festival (We expect the most interest will be in the tickets to next month's music festival.)  
5 Campbell (If you have anything else for the sale, please get in touch with Miss Campbell. I'll spell that for you.)  
6 (people's) coats (... we are looking for volunteers to take care of people's coats as they enter.)
- 6 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.63, Listening 1–2 | **MEL** Unit 10, Listening 1–2 | **MEL** Extra practice, Speaking 2A Spelling in English, Speaking 2B Spelling in English, Listening 9 Predicting vocabulary

# Speaking focus

## Collaborative task (Part 3)

► p.109

### Aim

- to use a range of phrases to respond to your partner in exam-style collaborative task (Speaking, Part 3)

- Put students into pairs to discuss the questions. Elicit answers from a few students in open class.
- If students need a review of the collaborative task type, refer them to the **Exam focus** on p.169. Check students understand the words for the possible wedding gifts. Ask students to discuss in pairs which of the gifts they think would be a good wedding gift. Then play the recording for students to answer the questions. Elicit the answers.
- Give students time to read the phrases. Play the recording again for students to mark (J) or (B). Check as a class.
- Draw two columns on the board titled *agree* and *disagree* respectively. Get two students to come up and write phrases in each column, assisted by the class. Highlight the use of a positive response followed by *but* to disagree politely. Get students to read the **Exam tip**. Point out that using a range of phrases to show agreement or disagreement will help them get a better mark than if they repeat the same phrases.
- Students work in pairs for the task. Remind them to use a variety of phrases to agree and disagree.

### Alternative

Put students into groups of three. Two students complete the task while one student listens and ticks the phrases that the other students use. Students take turns to be the listening student so that each student listens once, and completes the task twice.

### Answers

- Students' own answers
- Agree on: slow cooker because it saves busy people time; designer beach bag because it's useful, it looks good and people don't usually buy that kind of thing for themselves.  
Reject: a photo frame isn't expensive enough and other guests will buy one and they want to buy something different; plates will become too expensive because you

have to buy dishes etc. as well; speakers are something that most people have already; money is too cold and people can compare how much you spent with other guests.

- 1 B 2 B 3 B 4 J 5 J 6 B 7 B 8 B 9 J 10 B
- Agree: 3, 4, 5, 10  
Disagree: 1, 2, 6, 7, 8, 9
- Students' own answers

## Discussion (Part 4)

► p.109

### Aims

- to practise encouraging your partner to speak
- to respond to what your partner says, in an exam-style discussion (Speaking, Part 4)

- Go through the instructions and ask two student volunteers to demonstrate the task. Point out that when their partner asks their opinion, they could begin their response with one of the phrases from Activity 3. Students complete the task in pairs.

### Answers

- Students' own answers

**ADDITIONAL PRACTICE** | Maximiser pp.64–65, Speaking 1–4 | MEL Unit 10, Speaking 1–4 | MEL Extra practice, Speaking 8A Sounding enthusiastic about suggestions, Speaking 8B Sounding enthusiastic about suggestions | Photocopiable 10C *The perfect gift*

## Writing focus

### Article (Part 2) ► p.110

### Aim

- to complete an exam-style writing task (Writing, Part 2) using appropriate linking words

- In preparation for class, or as students are arriving, ask them to re-read the **Writing reference** and sample answer about articles on p.164. Tell students about an object that is special to you as an example, making sure that you include something about each bullet point. Give students a couple of minutes to think of an item and what they're going to say, then put students into pairs to discuss.



- 2 Check that students remember that in Part 2 of the Writing paper, they will have a choice of task, and an article is one of the choices. Get students to read the exam task then elicit the answer to the question. Point out that for the third question within the task, students should mention at least one of the options given, two if possible to contrast them.
- 3 Give students time to read the articles and discuss in pairs which one was more interesting. Elicit the answer.
- 4 Read sentence 1, and elicit which of the sentences A–E has a similar meaning (B). Ask which is more interesting and why. Students match the remaining sentences then compare their answers in pairs. Check as a class. Point out that using a range of interesting structures and language will help students get a higher mark in the exam.
- 5 Get students to rewrite the sentences in a more interesting way. Circulate to provide assistance and monitor for accuracy. Put students into small groups to share their ideas. Refer students to the **Writing reference** section on 'Getting the right tone' on p.161 and set Practice exercise 1.10 in class or for homework.

**Writing reference answers**

**Practice 1.10**

- 1 It was so good to hear from you.
- 2 I can't believe you haven't seen the film *Highlander* yet.
- 3 You'll love it.
- 4 I can't wait to hear from you so write back soon.
- 5 Love

- 6 Go through the instructions then give students three minutes to write their plan. Remind students that their answer can be made up if it's easier.
- 7 Give students a couple of minutes to share their plans and provide feedback.
- 8 Set this task as a timed practice for 20 minutes in class or for homework. Give students the opportunity to share their writing with a new partner that they haven't worked with so far, before collecting in to provide individualised feedback.

**Answers**

- 1 Students' own answers
- 2 Say if you own a special object and what it is  
Say when or how you use it  
Say why it's special

- 3 Henry's is more interesting to read because he speaks directly to the reader (might surprise you), asks the reader questions (It doesn't look particularly special, does it?), uses more extreme adjectives to show enthusiasm (incredible adventures) and uses language of emphasis (*far* more valuable to me, so excited).
- 4 1 B (1 is more interesting – *What I love is* is used for emphasis)  
2 E (2 is more interesting – the most amazing)  
3 D (D is more interesting – *had to save for months* – emphasises how difficult it was)  
4 A (4 is more interesting – spend hours – emphasis)  
5 C (C is more interesting – *You probably think* – speaking directly to the reader; so light – emphasis)  
The more interesting sentences tend to use a wider range of grammar and vocabulary.
- 5 Suggested answers:  
1 I was delighted when my grandad gave me his old watch.  
2 The watch might be old-fashioned but it's actually really attractive.  
3 I always think of my grandad when I wear it.  
4 I only wear the watch a few times a year.  
5 It's surprising that none of my friends wear a watch.
- 6–8 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser p.65, Writing 1–4 | MEL Unit 10, Writing 1–4 | MEL Extra practice, Writing 9 Identifying relevant content

# Review ▶ p.111

**Aim**

- to revise the structures, vocabulary and exam tasks covered in Unit 10

- 1 – 5 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

**Answers**

- 1 1 was stolen 2 is using 3 are spoken 4 was given  
5 forgot 6 is being served 7 was created 8 is cleaned
- 2 1 had; cleaned 2 have; delivered 3 had; fixed  
4 are having; cut 5 has; checked 6 'm having; painted  
7 had; painted 8 have; delivered
- 3 1 of 2 for 3 from 4 to  
5 in 6 on 7 for 8 to
- 4 1 charge; deposit 2 bill 3 make 4 away  
5 parcel; pick 6 discount
- 5 1 sports centre 2 restaurant 3 beauty salon  
4 chemist's 5 post office 6 hairdresser's



# A small world

## Vocabulary focus ▶ p.112

### Aim

- to introduce the topic of the unit and to provide speaking practice

### Warmer: Where in the world?

Direct students to the picture on p.112. Ask students to discuss in pairs where in the world the satellite picture is. Elicit some ideas. (Australia and Indonesia).

- 1 Give students a few minutes to complete the quiz individually. Help students with any unknown vocabulary.

### Alternative

Put students into teams of three to complete the quiz in a five-minute time limit. Then go through the answers as a class.

- 2 Put students into pairs to compare their answers. Then check as a class.
- 3 Check students understand that the first question is comparing the interest in the world of people today with the interest in the world of people in the past. Get students to discuss the questions in pairs or small groups, and then give someone from each group a chance to briefly report back for each question.

### Answers

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

3 Students' own answers

### Additional activity: Photo find

Ask students to look for a photo online from somewhere in the world to provide stimulus for discussion. Tell them to try not to make it too easy or too hard to guess.

Students could post it to a forum on your class online space. Then, other students could work in pairs to speculate where each one is, and post a guess.

Alternatively, to start or finish the next few lessons, bring up one or two of the images chosen, for students to describe in pairs and then guess where it was taken.

## Travel and transport ▶ p.113

### Aim

- to understand nouns related to travel in context and practise using them

### Additional activity: Categories

Write the categories below on the board.

*a capital city; a type of transport; a holiday activity; something you find on a beach; something you might pack in your bag for a holiday*

Put students into pairs or small groups. Choose a letter at random (avoid less common letters like V and Z) and give students four minutes to think of one item for each category that begins with that letter. The idea is that they try to choose items which the other teams do not choose. Make sure they write just one answer down for each category. When the four minutes are up, elicit the answers from each group for each category in turn. An item that no other group has given gets two points, but an item that another group has also given gets just one point. The group with the most points wins.

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Students work in their pairs and discuss whether they have any apps related to travel and transport and, if they do, what they are and what use they serve. Ask them to brainstorm apps that they would like to have to help them travel more easily. Elicit ideas from pairs in open class. Give students time to read the article and discuss the question with their partners. Elicit answers from one or two students.
- 3 Elicit the missing words in the first sentence (a noun from the box and an italicised noun from the text) with the class to demonstrate the activity. Give students time to complete the activity on their own, then put them into pairs to compare their answers. Check answers with the class and make sure that students understand the meaning of the nouns and can pronounce *souvenirs* /su:vənɪz/.  
*souvenirs* /su:vənɪz/.
- 4 Put students into pairs to discuss the sentences in Activity 3. Demonstrate the activity first by telling students whether the first three sentences are true for you or not, making sure that you give reasons for your answers to encourage students to do the same. While students are speaking, monitor any errors related to the verb and noun combinations. Elicit any interesting or surprising answers from students in open class, and elicit corrections to any errors noted down.

### Answers

- 1–2 Students' own answers
- 3 1 go sightseeing 2 share; photos 3 read; guidebook  
4 make; reservation 5 take; trip 6 buy souvenirs
- 4 Students' own answers

## Phrasal verbs of travel ▶ p.113

### Aim

- to understand and practise using a set of phrasal verbs related to travel

- 5 Focus students on the words in bold in the text and elicit what kind of words they are. Using the context of the article, elicit which definition describes the meaning of the first phrasal verb in the text (*look for*) from the class. Give students time to do the rest of the activity themselves and then put them into pairs to compare and discuss their answers. Check answers as a class and make sure that students are clear about their meaning. Point out that students should be aware that many phrasal verbs have more than one meaning, depending on the context e.g. *set off* means to start a journey, but it also can have the meaning of to make something start happening, especially when you do not intend to do so, e.g. *I accidentally set off the house alarm*.
- 6 Ask students to complete the sentences with the phrasal verbs. Don't check the answers yet as this will be done in Activity 8.
- 7 Read the **Language tip** and demonstrate the pronunciation of the linked pronunciation of *set off* and *set up*. Get students to draw a link (like the link in the language tip examples) under the phrasal verbs that link together.
- 8 Play the recording for students to check their answers to Activity 6.
- 9 Put students into pairs to ask and answer the questions, paying attention to the pronunciation of the phrasal verbs as they do so. Conduct whole-class feedback.

## Answers

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

6 1 setting off 2 ended up 3 look for 4 pick, up  
5 catch up with 6 get rid of 7 turned into 8 set up

7 set off, get rid of, pick up, set up, end up, turn into, catch up with

9 Students' own answers

## Additional activity: Writing

Ask students to choose one of the questions in Ex 6, and write an answer to the question of at least four sentences. Students could either post their response to a forum in your class online space to be able to read each other's, or students could work in small groups, reading their paragraphs aloud.

**ADDITIONAL PRACTICE** | Maximiser p.66, Vocabulary 1–3 | MEL Unit 11, Vocabulary 1–3 | MEL Extra practice, Vocabulary 19 Transport, Vocabulary 20 Travelling by air | ActiveTeach Games: Sheep Out!; Noughts and Crosses | Photocopiable 11A *The holiday of a lifetime*

# Reading focus

## Multiple choice, long text (Part 3) ▶ p.114

### Aim

- to complete an exam-style multiple choice, long text task (Reading, Part 3)

- 1 Put students into pairs to discuss the questions. Elicit answers from two or three pairs around the class. Focus students on the photo. Ask students where they think it is.
- 2 Elicit from students what the best strategy is for this part of the Reading exam. Refer students to the **Exam focus** on p.166 if necessary. Read out the **Exam focus** and make sure that students understand it. Remind students that questions 1 and 5 test their understanding of the whole text. Put students into pairs to read the title and predict what the text is about. Elicit suggestions in open class. Give students one minute to skim read the text to find out if their predictions were correct. While they are doing this, bring up the location of the town of Nazareth, Colombia on an online map in satellite view, then gradually zoom out to show the location.
- 3 Give students a time limit (e.g. five minutes) to complete the activity. When they have finished, ask students to compare their answers in pairs. Check answers with the class, asking students to pinpoint where the answers were found in the text for questions 2–4.

- 4 Put students into pairs to discuss the questions. Conduct whole-class feedback.

## Answers

- 1 Suggested advantages: tourists bring money into the local economy; more work for locals; lively; more restaurants and entertainment facilities  
Suggested disadvantages: crowded; people aren't always respectful; damaging to the environment; waste; noisy
- 2 It's about the people who live in the town of Nazareth in the Amazon. They've decided to ban tourists from their town.
- 3 1 C (*Residents have chosen to stop travellers from entering their town*)  
2 D (*some tourists can't see the difference between the wildlife and the residents*)  
3 A (*While a few residents have been able to increase their wages by selling necklaces and handmade objects, they say that most of the tourists' money goes to travel agencies.*)  
4 D (*Residents in other towns do not take the same view.*)  
5 B (*what a tourist may think are friendly, curious questions about the local culture often make the tourists seem rude to local people.*)
- 4 Students' own answers

**ADDITIONAL PRACTICE** | Maximiser pp.67–68, Reading 1–3 | MEL Unit 11, Reading 1–3 | MEL Extra practice, Reading 6 What is the main topic of each paragraph?

# Vocabulary ▶ p.115

## Compound adjectives

### Aim

- to understand and practise using a set of compound adjectives

- 5 Focus students on the compound adjectives in bold in the text so that they can use the context of the adjectives to guess the meaning, then use the adjectives to complete the sentences. Put students into pairs to compare their answers. Check answers with the class making sure that students fully understand the meaning of the compound adjectives. Read through the **Language tip** with the class, and demonstrate the pronunciation of the examples given. Highlight the fact that some compound words have hyphens and some don't. While there are some patterns, it's often best for learners to learn whether individual words are hyphenated or not. Proficient speakers don't always know how to use hyphens themselves and often have to check in a dictionary, learners should do the same.

**6** Elicit the answer to the first sentence from the class to demonstrate the activity, then give students time to complete the activity on their own. Put students into pairs to compare their answers, then check the answers as a class.

**7** Demonstrate the activity by asking the class if they think the first three sentences are true for you. Encourage them to give reasons for their opinions. Tell them if they are correct or not, then put them into pairs and ask them to do the activity. Tell them they should try to use the compound adjectives wherever possible to practise saying them. Ask several pairs in open class whether they knew their partners well or not, and why.

#### Answers

**5** 1 twenty-minute 2 brightly lit 3 badly behaved  
4 world-famous 5 well-controlled

**6** 1 way 2 paid 3 service 4 efficient 5 made  
6 fashioned 7 behaved 8 up

**7** Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.68, Vocabulary 1–3 | **MEL** Unit 11, Vocabulary 1–3 | **ActiveTeach** Extra activity: Reading Focus; Game: Pelmanism

#### Additional activity: Discussion

Put students into pairs or small groups to discuss the following questions about their own area that tourists might ask.

1 *Is it cheaper to buy **one-way** tickets on public transport or a return or combined ticket?*

2 *Is the area **well-lit** at night?*

3 *Do you have any **world-famous** attractions here?*

4 *What local **handmade** souvenirs can I buy?*

5 *Is there anything worth visiting which is a **one-hour** train ride away?*

## Grammar focus

### Future forms ► p.116

#### Aim

- to review the uses of different future forms and practise using them

**1** Put students into pairs to discuss the questions. Elicit answers from a few students in open class.

**2** Give students a moment to read the statements. Then play the recording for students to decide which are true.

#### Additional activity

Play the recording a second time and ask students to identify the different viewpoints about pandas that will be presented.

**3** Get students to match the uses A–D with each form then check as a class. Read through the **Language tip** with the class. Give some more examples, e.g. *We're going to the wildlife park this weekend. Are you coming to class next week?* Refer students to the **Grammar reference** on p.150. Set Exercise 11.1 on pp.150–151 for completion in class or for homework.

#### Grammar reference answers

##### Exercise 11.1

**1** will arrive (prediction based on opinion)

**2** begins (schedule)

**3** 're going to try (intention)

**4** 're watching (arrangement)

**5** 're meeting (arrangement)

**6** 'm going to see (intention)

**4** Explain that some people have commented online about the conference. Elicit which future form is used in the first comment (and why) to demonstrate the activity. Give students time to complete the activity, then put students into pairs to compare their answers. Check the answers as a class.

**5** Put students into pairs to discuss the questions. Tell students to be careful about what verb form they use when talking about the future. Elicit answers from two or three students in open class.

**6** Use the prompts to give some of your own examples as a model. Tell students they could be about future work, study, travel, personal goals, etc. Give students a few minutes to write their sentences.

**7** Ask a few students to share one of their sentences, and ask a follow-up question (which they answer) as a model. Students share and ask questions in pairs.

#### Answers

**1** Students' own answers

**2** 1 False. It's a two-day conference. 2 True.

**3** False. It's tigers, not pandas.

**4** False. It begins on Thursday.

- 3 1 is holding – B 2 are going to present – C  
3 will disappear – A 4 begins – D
- 4 1 'll continue 2 'm going to stop 3 'm attending  
4 starts 5 'm flying 6 will be 7 'm doing  
8 'm going to give 9 begins 10 will be
- 5–7 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.68, Grammar 1–2 | **MEL** Unit 11, Grammar 1–2 | **MEL** Extra practice, Grammar 4 The Future | **ActiveTeach** Extra activity: Grammar Focus 1 | Photocopiable 11B *Make a date*

## Speaking focus

### General questions (Part 1)

► p.117

#### Aim

- to practise answering general questions about animals (Speaking, Part 1)

- 1 Put students into pairs to take turns to ask and answer the questions. Elicit some ideas.

### Individual long turn (Part 2)

► p.117

#### Aims

- to identify specific ways to improve performance in the individual long turn
- to complete an exam-style individual long turn task (Speaking, Part 2)

#### Additional activity

Check students remember what is required in Speaking Part 2. If they need a refresher, refer them to the **Exam focus** on page 169. In pairs, students take turns to describe photo A and time each other for one minute. Then get students to reflect on the questions in Activity 2 in relation to their own task completion.

- 2 Students read the questions. Play the recording then get students to discuss the questions in pairs before checking as a class.
- 3 Read out the questions, then play the recording a second time. Elicit the answers.

#### Alternative

Students could look at the audioscript 68 on p.201 to answer the third question, underlining words and phrases that were used to show a variety of language.

- 4 Elicit what Marco did less well (his answer could have been better organised). Give students time to read the suggestions for improving performance in the long-turn task, and decide which they would recommend to Marco. Elicit any other ideas.
- 5 Put students into pairs and give them three to four minutes to do the exam tasks. Monitor and assess their skills, making some notes on general areas for improvement.
- 6 Give students time to give feedback to their partners using the questions and their notes to help them. Monitor and check that students are giving feedback constructively. When they have finished, give feedback yourself from what you observed while monitoring. Read out the **Exam tip**. Suggest that students record themselves describing the picture their partner described for homework, and listen back to it to find areas for improvement.

#### Additional activity: Discussion

Ask students to discuss the following question in pairs:  
*Do you enjoy going to zoos or wildlife parks?*

#### Answers

- 1 Students' own answers
- 2 1 No, he moves about from one topic to another and then back again. He also repeats himself (e.g. he mentions the dog looking at the piece of wood twice).  
2 Yes (he pauses naturally, to give himself time to think, but he doesn't do this too much; he doesn't speak too slowly or too quickly; he can't remember the word 'jacket' but he paraphrases it - *thin coats that you wear in autumn or spring*)  
3 Yes.  
4 Yes, he uses a variety of adjectives and nouns to describe the picture.
- 3 1 *er, um* (but he doesn't use them too many times)  
2 His intonation suggests he is interested in what he was saying.  
3 e.g. *leaves on the ground; wavy, light brown hair; a bright day; different-coloured stripes.*
- 4–6 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** pp.69–70, Speaking 1–4 | **MEL** Unit 11, Speaking 1–4 | **MEL** Extra practice, Speaking 3A Correcting common mistakes, Speaking 3B Correcting common mistakes | Photocopiable 11C *Just a minute!*

# Listening focus

## Multiple choice, pictures (Part 1) ▶ p.118

### Aim

- to complete an exam-style multiple choice, pictures task (Listening, Part 1)

### Warmer: Discussion

Ask students to discuss the following questions in small groups. Tell students that the topics relate to some of the recordings they will hear in the lesson. Conduct whole-class feedback.

- 1 *When was the last time you went out for the day?*
- 2 *Is it easy to take a good photo of your family or friends?*
- 3 *Will you be doing any homework tonight?*
- 4 *Have you ever tried rock climbing, scuba diving or surfing? Would you like to?*
- 5 *Do you often shop online? Have you ever sent anything back?*

- 1 Remind students what they have to do in this part of the listening exam and elicit the best strategy. If necessary, refer them back to the **Exam focus** on pp.167–168 to check. Put students into pairs to discuss the three objects and the question. Elicit suggested answers in open class.
- 2 Play the recording for students to listen to two people talking about the same thing that they discussed in Activity 1. Elicit which part of the recording gave the answer. Read out the **Exam tip** and make sure that students understand it.
- 3 Ask students to look at question 1. Elicit the differences between the three pictures, and the different words that would be different about the three pictures and what words they think they might hear, e.g. *knee, head, thumb*. Put students into pairs to discuss the same with the other questions and then play the recording twice so they can answer the questions. Give them time to compare and discuss answers with their partners. Check answers as a class.

### Answers

- 1 Students' own answers
- 2 A mobile phone
- 3 The tablet is considered too big to carry around; the guidebook isn't useful because the woman doesn't want to plan the trip.

- 4 1 C *I came away with just a sore thumb*
- 2 C *Even my dad's smiling ... it's great that she's managed to keep them [her eyes] open here ... It was before he grew his hair long.*
- 3 A *I think I'll get the speaking task done tonight ...*
- 4 B *You can try our ten-metre climbing wall any time. The best thing is there's no charge for this activity!*
- 5 C *General admission is on the 25<sup>th</sup> ...*
- 6 A *I'll have a burger please ... I'll take the salad instead ... I'll just take a bottle of water.*
- 7 A *I love it but it's not the same colour as the one on the website and he'll only wear particular colours.*

**ADDITIONAL PRACTICE** | Maximiser p.70, Listening 1 | MEL Unit 11, Listening 1 | MEL Extra practice, Listening 8 Selecting specific information

# Grammar focus

## will and be going to ▶ p.119

### Aim

- to review *will* and *be going to* and practise using them

- 1 Put students into pairs to discuss the questions. Elicit answers from a few students in open class.
- 2 Give students time to read the statements, then play the recording. Check that students understand *measure, tax* and *flight*. Play the recording twice if necessary. Put students into pairs to compare their answers, then check the answers as a class.
- 3 Focus students on the sentences from the interview in Activity 2. Ask them to underline and identify the future form in each. Check answers as a class.
- 4 Ask students to use the future forms from the sentences in Activity 3 to help them complete the table. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.151. Check that students understand the different uses of the two future forms and set Exercise 11.2 for students to complete in class or for homework.

### Grammar reference answers

#### Exercise 11.2

- 1 's going to (prediction based on evidence)
- 2 'll (decision made at time of speaking)
- 3 're going to (plan, decision made before speaking)

- 4 'm going to (prediction based on evidence)
- 5 'll (prediction based on belief)
- 6 'll (decision made at time of speaking)

- 5 Explain that students are going to read a conversation. Elicit the correct form of the first verb (*start*) from the class to demonstrate the activity. Give students time to complete the rest of the activity on their own, then put them into pairs to compare their answers. Check answers as a class. Read out the **Language tip** and check that students are aware of the use of weak forms with *be going to* and the contraction *'ll* used instead of the full form *will*. Point out that *going to* is often pronounced as *gonna*, and students should be aware of this to help with their listening skills, even if they choose not to use it themselves.
- 6 Demonstrate the activity by completing the first sentence so it is true according to your beliefs. Give students time to complete the statements themselves. Monitor and prompt corrections where necessary.
- 7 Put students into pairs and ask them to share their predictions, giving reasons and debating the issues as much as possible. Monitor and note down any errors, especially related to the use of *be going to* and *will*. Elicit ideas from around the class.
- 8 Ask students to continue working in their pairs and to come up with four more predictions. Give them time to discuss whether these predictions will come true. Monitor and prompt corrections where necessary. Elicit any interesting predictions from the class.

#### Answers

- 1 Students' own answers
- 2 1 true 2 true  
3 false – air travel will be impossible without oil  
4 false – supermarkets will be too expensive to run
- 3 A 'll be; 'll change B 's going to run out C 'll be  
D 'm going to ride
- 4 1 be going to – B 2 will – A ('ll be) and C  
3 will – A ('ll change) 4 be going to – D
- 5 1 'm/am going to 2 'll/will 3 's/is going to  
4 're/are going to 5 're/are going to 6 'll/will  
7 are going to 8 will
- 6–8 Students' own answers

### Additional activity: My weekend plans

For personalised practice of the two forms, put students into pairs. Ask students to tell their partners what they think their partners will do the following weekend, using *will*.

The partners have to listen and say if the predictions were correct or not, explaining what their correct plans are, using *be going to*.

Monitor, prompting corrections where necessary. In open class, ask two or three students to tell you if they predicted their partner's activities correctly or not.

**ADDITIONAL PRACTICE** | Maximiser p71, Grammar 1–2 | MEL Unit 11, Grammar 1–2 | ActiveTeach Extra activity: Grammar Focus 2; Game: Stepping Stones

## Writing focus

### Email (Part 1) ► p.120

#### Aims

- to practise using informal language and linkers in an informal email (Writing, Part 1)

- 1 Put students into pairs to discuss the questions. Elicit some responses to each one.
- 2 Focus students on the exam task. Give students time to read Maria's email and answer the questions, then check the answer as a class.
- 3 Give students time to read Tamsin's reply and match the underlined phrases to each purpose. Put students into pairs to think of another phrase for each purpose. (They could look back through the Student's Book at other email writing lessons to help.) Read out the **Exam tip** and make sure that students understand it.
- 4 Put students into pairs to complete the activity. Encourage students to discuss what makes the sentences formal or informal. Check answers with the class.
- 5 Give students 20 minutes to write their email (in class or for homework), reminding students to pay special attention to using informal language. If students do the writing in class, monitor and help or elicit corrections when needed.

Refer students to the **Writing reference** section on p.162 on checking for errors. Ask them to do Practice exercise 1.11, and check their own work thoroughly before handing it in.



## Writing reference answers

### Practice 1.11

Content: It doesn't address the last point in the notes and is too short (only 62 words) to answer the question.

Communicative achievement: The language is informal and it follows the conventions of an email with a suitable introduction and ending.

Organisation: There are no paragraphs, which means that most of the criteria for organisation are missing. No linkers are used to connect ideas.

Language: There is some nice use of language e.g. get on the bus, amazing, fantastic, crazy about. The language is accurate and there are no errors, but all the sentences are short, simple SVO sentences with only one clause.

- 6** Encourage students to notice whether they used informal language or linkers or not in their letters, and give them a chance to edit it accordingly. Monitor and help by suggesting places where linkers could go if students are struggling. Take in the writing to provide individualised feedback.

### Answers

- 1** Students' own answers
- 2** She's writing about a visit to see Tamsin.  
Tamsin wants to respond to Maria's bad news that she can't come for as long and good news about her gran's surprise birthday party. She wants to say how Maria should get to her house and what she should see in the city.
- 3** 1 You should, e.g. You ought to  
2 For me, e.g. In my view  
3 I'm sure, e.g. I expect  
4 It's such a shame that, e.g. What a pity  
5 It's wonderful news about, e.g. It's fantastic to hear about
- 4** 1 B 2 A 3 B 4 A
- 5-6** Students' own answers

## Additional practice: Writing frame

For additional timed practice, get students to read the exam task on p.163, and write their own email response to Robin.

**ADDITIONAL PRACTICE** | **Maximiser** p.71, Writing 1-3 | **MEL** Unit 11, Writing 1-3 | **MEL** Extra practice, Writing 5 Identifying the function of language, Writing 6 Using functional language

## Review ► p.121

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 11

- 1-5** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

### Answers

- 1** 1 trip 2 reservation 3 sightseeing 4 guidebook  
5 souvenirs 6 photos
- 2** 1 pick up 2 ended up 3 get rid of 4 turned into  
5 catching up 6 look for 7 set off 8 set up
- 3** 1 one 2 well 3 up 4 energy 5 hand  
6 fashioned 7 service 8 paid
- 4** 1 starts 2 're going 3 leaves 4 'm starting  
5 'll enjoy 6 'm going to move 7 're meeting  
8 's going to give
- 5** 1 's going to 2 'll 3 A 'll B 'll 4 A 'm going to B 'll  
5 A 'll B 's going to 6 A 'll B 's going to

# 12 Extreme

## Listening focus ▶ p.122

### Aim

- to introduce the topic of extreme activities and provide spoken practice

### Warmer:

Ask students what *extreme* means (very great or unusual). Explain that an 'extreme' sport is an unusual, and perhaps dangerous or adventurous sport.

Ask students then to brainstorm extreme activities (e.g. scuba diving, sky diving, white water rafting, etc.) and discuss which ones they have done or would like to do.

- 1 Get students to read the job adverts and answer the questions. Put students into pairs to compare their ideas. Point out the phrasal verbs *head up* (lead) and *look after* (take care of).

### Additional activity: Discussion

To extend the activity, ask students to also decide which job they would least like to do, and which is the most extreme.

- 2 Put students into pairs or small groups to discuss the questions.

### Answers

- 1–2 Students' own answers

## Multiple choice, short texts ▶ p.123

### Aim

- to complete an exam-style listening task (Listening, Part 2)

### Warmer

Check students understand *be passionate about something* (to like something a lot, or to believe something very strongly). Ask: *What kinds of things are people passionate about?* Make a list on the board, e.g. sports, interests, work, the environment, politics, keeping fit, etc.

- 1 Put students into pairs to discuss the questions.

### Alternative

If students aren't particularly passionate about anything in particular or prefer not to reveal what they're passionate about, they could instead talk about someone they know who has a great passion for something.

- 2 Give students (or elicit) some contextual information about the numbers: that 10,000 steps is a suggested goal of steps people should aim for per day, and 2,000–2,500 calories per day is an average recommendation for an adult.
- 3 Play the recording. Then elicit the answer. Read the **Exam tip** with the class. Point out the context sentence before the question stem in Activity 4, Question 1.
- 4 Give students about a minute to quickly skim the question stem and context sentences, underlining key words. Play the recording twice for students to listen and complete the task. Ask students to compare their answers in pairs, then ask students to look at audioscript 73 on pp.202–203 and identify the parts of the recording that give the answers. Check answers as a class.
- 5 Put students into pairs or small groups to discuss the questions. Conduct whole-class feedback.

#### Answers

- 1 Suggested answer: The goal is to eat the most food in a short time.
- 2 Students' own answers
- 3 She watched hours of TV in one weekend – a whole TV series!
- 4 1 A (*I'm a bit depressed that there are no more programmes left to watch now.*)  
2 C (*And I'm the only one among them who can manage to wave a gun around while riding a horse.*)  
3 A (*... that easily covered my living costs. I wasn't expecting that to be so easy.*)  
4 C (*I was keen to make people realise that and hoped they might be persuaded to get out and see more live music.*)  
5 C (*... they need someone to test that they're safe. There are a lot of things to consider before you let children on. ... It must be strange doing such a serious job in your swimming costume though.*)  
6 B (*... the final result was really close, he only just finished his twelfth. ... I guess the guys who lost were disappointed, to be so close and just miss all the rewards at the end.*)
- 5 Students' own answers.

**ADDITIONAL PRACTICE** | **Maximiser** p.72, Listening 1 | **MEL** Unit 12, Listening 1 | **MEL Extra practice**, Listening 17 Recognising distractors

## Grammar Focus

### Zero and first conditionals

► p.124

#### Aim

- to review the form and use of zero and first conditionals, and practise using them

- 1 Put students into pairs to discuss the questions. Conduct whole-class feedback.
- 2 Direct students to the title and picture of the article in Activity 7. Then, get students to read the introduction in bold in order to answer questions 1 and 2. Elicit the answers.
- 3 Ask students to complete the rules. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on pp.151–152 to check their answers. Check that students fully understand the difference between the two types of conditional and how they are formed. Set Exercises 12.1A and 12.1 B on p.152 for homework.

#### Grammar reference answers

##### Exercise 12.1A

- 1 If I take the exam next week, I'll let you know.
- 2 When I get home, I always take my shoes off.
- 3 I'll finish the race as long as I don't fall.
- 4 I'll come round your house later even if it gets dark.
- 5 I'll take something to eat in case the match takes longer than expected.
- 6 This machine turns on as soon as you attach it to the electricity.

##### Exercise 12.2B

- 1 unless 2 even if 3 whether 4 in case 5 As long as

- 4 Elicit the correct verb forms for the first sentence from the class to demonstrate the activity. Give students time to complete the remaining sentences, then put them into pairs to compare their answers. Check answers as a class.
- 5 Point out that with zero and first conditional sentences, some linkers other than *if* are possible. Get students to match the sentences, then compare in pairs, discussing what each linker means. Check as a class.
- 6 Students complete the sentences, then compare answers in pairs before checking as a class. Check students understand *spare* (something that you

keep in addition to the one you usually use, so that it is available if the one you usually use breaks, gets lost, etc.) and *focused* (paying careful attention to what you are doing, in a way that shows you are determined to succeed).

- 7** Complete the first two gaps with the class as an example. Students complete the rest individually, while you monitor and provide assistance as required. Encourage students to use context to guess any unknown words, e.g. *demanding* (needing a lot of ability, effort, or skill), *hydrated* (supplied with water) and *coastline* (the land on the edge of the coast). Check answers as a class.

- 8** Put students into pairs or groups to discuss the questions.

#### Answers

- 1** Students' own answers  
**2** 1 Sentence 1 2 Sentence 2  
**3** 1 present simple + present simple  
 2 present simple + future verb form  
**4** 1 want; 'll need 2 'll learn; have 3 is; prepare  
 4 eats; 'll find 5 is; won't have  
**5** 1 D 2 A 3 B 4 E 5 C 6 F  
**6** 1 unless 2 As long as 3 when 4 even if  
 5 in case 6 whether  
**7** 1 trains 2 travels 3 want 4 'll need 5 'll have to  
 6 enter 7 have 8 drink 9 is 10 finds  
 11 doesn't get 12 won't be able 13 practises 14 has  
**8** Students' own answers

**ADDITIONAL PRACTICE** | Maximiser pp.72–73, Grammar 1–4 | MEL Unit 12, Listening 1–4 | MEL Extra practice, Grammar 8 Conditional sentences | ActiveTeach Extra activity: Grammar Focus 1

## Vocabulary focus

### Sport and leisure ► p.125

#### Aim

- to understand and practise using vocabulary related to sport and leisure

- 1** Focus students on the photo at the bottom of the page. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Get students to close their books so that they are not tempted to look ahead while they listen. Write up these five words on the board: *helicopter*, *buried*, *injury*, *path*

and *waves*. Tell students that each of these words is in the recording they will hear about extreme sports (but don't confirm at this stage). Get students to speculate in pairs about what the sports might be. Tell students to write the numbers 1–4 on their page and note down which sport each speaker does and when they started. Play the recording. Put students into pairs to compare their answers, then check answers as a class.

- 3** Put students into groups of between three and five to discuss the questions. Elicit feedback from each group about what the most popular choice was.
- 4** Focus students on the first gap in summary A and elicit the missing word from the class to demonstrate the activity. Give students time to complete the summaries, then put students into pairs to compare their answers, but don't check them as a class at this point.
- 5** Play the recording from Activity 2 a second time for students to check their answers. Check them in class yourself to make sure that students heard the words correctly. Make sure students fully understand the vocabulary in the word choice box, especially the difference between *practise* (verb) and *practice* (noun).

#### Answers

- 1** Students' own answers  
**2** Speaker 1: extreme skiing – when she was in her early twenties  
 Speaker 2: mountain biking – when he was nineteen years old  
 Speaker 3: extreme walking – a few years ago  
 Speaker 4: big wave surfing – five years ago  
**3** Students' own answers  
**4–5** 1 instructor 2 practice 3 experienced 4 compete  
 5 trained 6 taken part in 7 fitness 8 practise  
 9 safety 10 joined in 11 prize 12 entered

## do, go, play ► p.125

#### Aim

- to practise collocations with *do*, *go* and *play*

- 6** Draw three mind map centres on the board, labelled *do*, *go* and *play* respectively. Ask *Do you do, go or play athletics? (do)*. Add *athletics* to the *do* mindmap. Ask students to draw up similar mind maps in their notebooks and divide the words. Tell students that they can read the **Language tip** for a clue about the pattern when we use different verbs. Put students into pairs to complete the activity, then check answers as a class.

- 7** Put students into pairs to discuss the questions. Monitor and prompt corrections related to the use of *do*, *go* and *play*. Elicit any interesting answers from around the class.
- 8** Demonstrate the activity by playing the first description on the recording and eliciting ideas for what the sport is. Elicit the words that gave students the answer. Play the recording for the students to guess the other sports. Put students into pairs to compare their answers and say which words gave them the answer. If necessary, play the recording a second time. Check answers as a class, highlighting the words that give the answers, and checking that students understand what these words mean.
- 9** Demonstrate the activity yourself by choosing a sport and asking students to ask you *yes/no* questions until they guess the sport you are thinking of. Put students into pairs or small groups to do the activity. Monitor and help where necessary.

#### Answers

- 6** do: athletics, gymnastics, karate, yoga  
go: dancing, fishing, horse-riding, jogging, sailing  
play: baseball, basketball, golf, hockey, rugby, squash, table tennis
- 7** Students' own answers
- 8** 1 athletics (long jump, high jump)  
2 squash (match, racket, ball, wall)  
3 hockey (scored two goals)  
4 baseball (ball, bat, home run)  
5 yoga (slow, relaxing, breathe properly)
- 6** sailing (wind was against us, course, finish line, racing along)
- 9** Students' own answers

#### Alternative activity: Sticky mingle

Take a set of stickers, one for each student, and write the name of a sport on each one (sports can be repeated if you have a large class) using the words in Activity 6 to help you. Give each student a sticker to place on their back without looking at it. Students then stand up and mingle, asking and answering one *yes/no* question per student they meet until they guess the sport that is on their back.

**ADDITIONAL PRACTICE** | **Maximiser** pp.73–74, Vocabulary 1–4 | **MEL** Unit 12, Vocabulary 1–4 | **MEL** Extra practice, Vocabulary 8 Sport | **ActiveTeach** Games: Sheep Out!; Pelmanism

## Grammar focus

### Second conditional ► p.126

#### Aim

- to understand the form and use of the second conditional, and practise using it

- 1** Focus students on the photos. Put students into pairs to discuss the questions. Elicit suggested answers in open class.
- 2** Encourage students to check any words they don't know with an online dictionary. Ask students to read the question and then play the recording. Check answers as a class.
- 3** Give students time to read the questions, then play the recording again. Put students into pairs to discuss their answers, then check the answers as a class.
- 4** Focus students on the sentences and make sure students understand that they have come from the conversation in Activity 2. Put students into pairs to discuss the questions. When they have finished, refer them to the **Grammar reference** on p.152 to check their answers. Make sure that students are clear about the form and use of the second conditional. You can set Exercise 12.2 for homework. Read out the **Language tip** and make sure students understand that both *was* and *were* can be used with *I*, *he*, *she* and *it*, but that in more formal situations *were* tends to be more common than *was*.

#### Grammar reference answers

##### Exercise 12.2

- 1** If I won a million dollars, I would go on holiday somewhere nice.
- 2** If I were/was you, I would accept his offer.
- 3** I would drive you if my car weren't/wasn't broken.
- 4** I'm sure Jack would help us if he had more time.
- 5** If it rained more, the grass would grow better.
- 6** If I could sing like Adele, I would be famous.

- 5** Divide the class into two groups: A and B. Ask the Student As to complete the questions on p.126 and ask the Student Bs to complete the questions on p.137. Monitor and help where necessary. Ask the students in each group to compare their questions with another student in the same group as them, then check answers with each group.

- 6** Put students into A and B pairs, and ask them to ask and answer their questions with their partner. Monitor and prompt corrections to any errors related to the second conditional. Note down any common errors or issues which need addressing with the class. Elicit interesting information from two or three pairs in open class, then deal with any errors or issues that you noted down.

#### Answers

- 1** Students' own answers
- 2** Anna would like to live on the island of Tristan da Cunha. Luke wouldn't like to live in either place but would choose Tristan da Cunha if he had to.
- 3** Tristan da Cunha  
**1** south Atlantic Ocean **2** fewer than 300  
**3** They are farmers.  
 The Hanging Temple  
**1** China **2** a few **3** They look after the temple.
- 4** **1** unreal/unlikely **2** present/future **3** past simple  
**4** 'd is the contraction of *would*. It is followed by the infinitive without *to*.
- 5** Student A  
**1** had to; would you choose  
**2** would you travel; won **3** were; would you want  
**4** would you manage; lived **5** could try; would you do  
**6** would you do; broke down  
 Student B  
**1** had to; would it be **2** became; would you move  
**3** could travel; would you go  
**4** would you manage; lived  
**5** could climb; would you choose **6** would you do; were
- 6** Students' own answers

#### Additional activity: Writing

Ask students to write a response to this question: *If you could live anywhere in the world, where would it be and why?* Students should use the second conditional to explain their choice in about 100 words. The question could be posted as a forum topic in your class online space, or students could write their paragraphs on paper, and then get together in small groups to share their ideas.

**ADDITIONAL PRACTICE** | **Maximiser** p.74, Grammar 1–5 | **MEL** Unit 12, Grammar 1–5 | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones | Photocopiable 12A *If only* ...

## Speaking focus

### Collaborative task (Part 3)

► p.127

#### Aim

- to practise an exam-style collaborative task (Speaking, Part 3)

- 1** Show the location of *New Zealand* on an online map for students and elicit anything students know about it (e.g. it's a group of islands, it's famous for rugby, it's in the Pacific Ocean, the *Lord of the Rings* movies were filmed there, etc.). Put students into pairs to discuss the questions. Elicit answers from a few students in open class.
- 2** Ask students to read the question, then play the recording. Check answers as a class.
- 3** Give students time to read the questions, then play the recording again. Put students into pairs to compare their answers, then check answers as a class. Point out that students should try to use longer sentences with linking words, ask their partners questions, and sound interested by using varied intonation.
- 4** Give students time to read the exam task and ask any questions about it. Read out the **Exam tip** and check that students understand it. Put students into pairs and time them while they speak for about two minutes about the different activities. Monitor the students' speaking skills against the three questions in Activity 3. When they have finished, give the pairs time to discuss and assess their performance against the questions in Activity 3. Give any feedback to the class about what you observed.

#### Additional activity

For extra practice, students could identify one thing that they could do better, e.g. hesitate less, use a wider range of language. Then repeat the task on p.127 with a new partner with this in mind.

#### Answers

- 1** Students' own answers
- 2** Nick wants to go there because the landscape is amazing, he'd like to go fishing and he could take some great photos, but Kate doesn't because she thinks it's boring and she prefers cities.
- 3** **1** She uses simple sentences with few linking words. **2** No  
**3** No, because her intonation is very flat and isn't used to express meaning.
- 4** Students' own answers

# Discussion (Part 4)

► p.127

## Aim

- to practise an exam-style discussion (Speaking, Part 4)

**5** Give students time to read the exam task and ask any questions about it. Read out the **Exam tip** and check that students understand it. Put students into pairs and time them while they speak for three minutes about the different trips. Monitor and assess the students' speaking skills. When they have finished, give the pairs time to discuss and assess their performance. Give feedback to the class about what you observed.

## Answers

5 Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** pp.74–75, Speaking 1–4 | **MEL** Unit 12, Speaking 1–4 | **MEL Extra practice**, Speaking 14A Paraphrasing unknown vocabulary, Speaking 14B Paraphrasing unknown vocabulary, Speaking 18A Giving and asking for opinions, Speaking 18B Giving and asking for opinions, Speaking 18C Giving and asking for opinions

# Reading focus

## Multiple choice, short texts (Part 1) ► pp.128–129

## Aim

- to review strategies for, and practise the Multiple choice, short texts task (Reading, Part 1)

- 1** Put students into pairs to discuss the questions. Elicit feedback from one or two students in open class.
- 2** Tell the students you are going to do a quiz to find out how well they would do in a situation of extreme danger. Students do the quiz individually first then put them into pairs to compare their answers.
- 3** Play the recording so students can listen and check their answers to the quiz. Put students into pairs to compare their answers, then check the answers as a class.
- 4** Ask students to stay in their pairs to discuss each situation, then decide which is the worst for each of them. Conduct whole-class feedback
- 5** Elicit from students what they have to do in Part 1 of the Reading exam. If necessary, refer them to the **Exam focus** on p.166 to refresh their ideas. Point out

that the short texts will often include signs with the kind of language that is in this activity. Give students time to do the activity alone, then put them into pairs to compare their answers. Check answers as a class. Read the **Exam tip** and explain that in the exam task, the meaning of each message will be paraphrased as in sentences 1–5 and A–E.

- 6** Focus students on the first message, but make sure they do not read the three options yet. If possible, ask students to cover the options. Elicit where they would see this message, and elicit different ways to phrase the main message. Then put students into pairs to do the same with the other four messages. Elicit possible paraphrases for each one, helping where necessary but without giving away the answers to the multiple-choice task.
- 7** Give students time to complete the exam task, then put them into pairs to compare their answers. Check answers as a class, highlighting how the correct answer matches the message in each case.

## Answers

- 1–2 Students' own answers  
 3 1 B 2 A 3 A 4 C 5 C  
 4 Students' own answers  
 5 1 D 2 C 3 B 4 E 5 A  
 6 Students' own answers  
 7 1 B 2 C 3 B 4 A 5 C

**ADDITIONAL PRACTICE** | **Maximiser** p.76, Reading 1–3 | **MEL** Unit 12, Reading 1–3 | **MEL Extra practice**, Reading 13 What is the writer trying to do? | **ActiveTeach** Extra activity: Reading Focus

# Vocabulary ► p.129

## Confusing words

## Aim

- to learn and practise using a set of commonly confused words

- 8** Elicit the verbs for the first sentence from the class to demonstrate the activity. When students have completed the other sentences, put them into pairs to compare their answers. Write *bring/take, come/go, remember/remind* and *travell/trip* on the board and ask students to work in pairs and discuss the difference in meaning and use between each pair of words. Check answers as a class, and make sure that students are clear about when to use each word.
- 9** Explain that the words in this activity are also often confused. Give students time to complete the sentences with the correct word in each pair. Put students into

pairs to compare their answers and discuss how each word is used. Check answers as a class.

- 10** Put students into pairs or small groups to say which statements are true and which are false for them and why. Demonstrate the activity yourself first. Monitor and check that students are using the words correctly. Ask a few pairs to share whether they were similar and in what way.

#### Answers

- 8** 1 A take; go B bring; come 2 A travel B trip  
3 A remembers B reminds
- 9** 1 A work B job 2 A came B go 3 A lend B borrow  
4 A miss B lose 5 A stay B live
- 10** Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.77, Vocabulary 1–2 | **MEL** Unit 12, Vocabulary 1–2 | **MEL** Extra practice, Writing 7 Spelling plurals | **ActiveTeach** Game: Noughts and Crosses | Photocopiable 12B *Confusing word challenge*

## Writing focus

### Story (Part 2) ▶ p.130

#### Aims

- to practise using direct speech with correct punctuation and a range of reporting verbs
- to write a story in response to an exam task (Writing, Part 2)

- Put students into pairs or small groups to discuss the questions. Elicit suggested answers in open class.
- Read through the sentences with the class, then get students to complete the rules. Go through the answers as a class.
- Put students into pairs to read the task and think of at least three possibilities. Elicit some ideas.
- Give students time to read the story. Ask students to retell the story in pairs in their own words.
- Read the **Exam tip** with the class and point out that when students use direct speech, they can also use a range of reporting verbs to make it more interesting than repeating *said*. Ask students to use the rules from Activity 2 to add punctuation to the direct speech 1–3.
- Read through sentence 1 with the class and elicit the most appropriate reporting verb from the box. Students compare their answers in pairs then check as a class.

- Before students start, they should review the checklist on p.153, and bear it in mind as they write. Set this as a timed writing activity for 20 minutes, including checking.

#### Additional activity: Sharing

Put students into groups of three to read their stories aloud. Point out that sometimes when you read it aloud, you notice more things that could be improved. Also, punctuation in writing is similar to how we pause in spoken English, so reading aloud might help students make better use of commas and full stops. In the exam, students won't be able to actually read their work aloud, but they could say the words in their mind as a checking strategy. As students read their work, encourage them to correct any errors they or the other students spot.

#### Answers

- Students' own answers
- 1 " 2 , 3 capital 4 inside
- Students' own answers
- She broke a valuable statue and hid the evidence.
- 1 'Oh no!' she said, 2 'I just wanted a selfie, and got a bit close,' I said sadly. 3 'Don't art galleries have insurance for this kind of thing?' I asked hopefully.
- 1 repeated 2 complained 3 encouraged 4 lied  
5 screamed 6 shouted 7 added 8 promised
- Students' own answers

**ADDITIONAL PRACTICE** | **Maximiser** p.77, Writing 1–2 | **MEL** Unit 12, Writing 1–2 | **MEL** Extra practice, Writing 16 Joining sentences and clauses, Grammar 20 Linking words that say when things happen | Photocopiable 12C *The worst day of my life!*

## Review ▶ p.131

#### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 12

- **4** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.
- 1 'I'll never know; don't ask (first conditional) 2 'I'll be; 's (first conditional) 3 don't like; leave (zero conditional)  
4 'I'll take; rains (first conditional) 5 won't leave; gets (first conditional) 6 press; comes (zero conditional)
  - 1 were/was 2 would have 3 could 4 would be  
5 would need 6 were/was 7 got 8 would repair  
9 wanted 10 would cope 11 had to 12 would need



- 3 1 A come (because it's in the direction of one of the speakers)  
B go (because it's in a direction away from both speakers)  
2 A take ((because it's in a direction away from both speakers)  
B bring (because it's in the direction of one of the speakers)  
3 A remember (I do this by myself, without help)  
B remind (someone else helps me)  
4 A trip (noun) B travelling (verb)  
5 A borrow (because I receive the book from someone)  
B lend (because I give the book to someone)  
6 A 've missed (not catch) B lose (not find)  
7 A job (countable noun – a position you have in a company)  
B work (uncountable noun – an action you generally do)  
8 A staying (temporarily) B lived (permanently)  
9 A learn (when someone gains knowledge or a skill)  
B teach (when someone helps another person gain knowledge or a skill)
- 4 1 F 2 A 3 C 4 E 5 D 6 B

## Progress Test 4

► pp. 132–133

### Aim

- to test structures and vocabulary covered in Units 9–12

- 1–7 Give students notice that the test will take place and ask them to review the language from Units 9–12. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review rather than a test. Make it clear that this is not a practice exam although questions 1 and 5 are exam-like tasks.

### Answers

- 1 1 are asked 2 was bought 3 are only give; is returned; is not refunded  
2 1 B 2 A 3 B  
3 1 A beauty salon 2 A souvenir shop 3 A hairdresser's  
4 An art gallery 5 A chemist's / pharmacy 6 A post office  
7 A sports centre 8 A dry cleaner's  
4 1 'm going to 2 are going 3 'll probably go  
4 's going to 5 are going 6 'll 7 'm meeting  
8 going to see 9 start  
5 1 B 2 A 3 B 4 B 5 A 6 B 7 D 8 C 9 C 10 C  
6 1 If I had more money, I'd buy a better car.  
2 If people work hard, good things happen to them.  
3 I'll give you a call if I miss the bus tomorrow.  
4 If the weather's nice next week, we'll probably go hiking.

- 5 Sam would quit his job immediately if he could find a better one.  
6 Will you wash the dishes if I cook?  
7 Some sportspeople can earn a lot of money if they become famous.  
8 Which film would you choose if you could only watch one film for the rest of your life?  
9 If it rains tonight, I'll take a taxi.  
10 I'll get really angry if you do that again.
- 7 1 sure 2 right 3 idea 4 point 5 that's 6 good  
7 agree

## Practice Test ► p.170

To give students experience in doing a mock exam at the end of course, you could ask students to do the Practice test, which starts on p.170 of the Student's Book. You could also do the Practice test at the beginning of the course, to assess students' abilities, and how ready they are for the real exam. To do the exam under timed conditions, use the following time limits.

• **Reading:** 45 minutes

• **Writing:** 45 minutes

Make sure that students are in a quiet area when you play the recordings for the **Listening** part of the exam. For the **Speaking** part of the exam, you will need to put students into pairs. Play the recording for student to hear an authentic examiner asking questions. You could ask students to speak directly to you, or to another pair of students.

### Answers

#### Reading

##### Part 1

1 B 2 B 3 C 4 A 5 C

##### Part 2

6 H 7 B 8 A 9 E 10 F

##### Part 3

11 A 12 B 13 D 14 A 15 B

##### Part 4

16 B 17 F 18 E 19 A 20 H

##### Part 5

21 A 22 A 23 B 24 D 25 B 26 D

##### Part 6

27 between 28 the 29 are 30 for 31 not 32 well

**Writing****Model answers****Part 1****Question 1**

Hi Ben,

I think it's a great idea to have a surprise party for Jess. She'll love it! Let's have it at the Golf Club so you don't need to have too many people at your place. You'll be able to relax and enjoy yourself more if we all go out.

Personally, I think an evening party would be better. Some people might be working or playing sports during the day. Speaking of sport – why don't we all buy her a new tennis racket? She showed me which one she wants.

And don't worry – I can keep a secret!

Bye for now

Isabelle

**Part 2****Question 2**

Springwood is located in Australia's Blue Mountains. It's a great place for tourists who want to get out of the big city and enjoy nature. It's about ninety minutes from Sydney.

The mountains are amazing. There are so many places to go walking and fantastic views to enjoy. Some people like riding mountain bikes or camping too. It's lovely at any time of year but autumn is probably the most beautiful and the temperature is comfortable for walking.

In terms of transport, there's a reliable train service to Sydney and further up the mountain but, if people want to go walking and see some nature, it's a good idea to hire a car to reach the best spots.

**Question 3**

It was raining hard when I left home. It was my first day in

my new job at the radio station and I ran down the road to the bus stop, reaching into my bag for my umbrella. Then I remembered my umbrella was in another bag at home. It was too late to go back for it and the rain was getting heavier.

On my way to work, my boss sent me a message asking me to go to the meeting room when I arrived. When I got there, I was soaking wet from head to toe. 'Everyone, I'd like you to meet Sam,' said my boss. 'He's our new weather reporter.'

**Listening****Part 1**

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

**Part 2**

8 A 9 B 10 C 11 B 12 A 13 C

**Part 3**

14 Tuesday 15 town hall 16 60/sixty  
17 photography 18 map 19 wedding

**Part 4**

20 B 21 C 22 A 23 A 24 C 25 C

**Speaking**

Students' own answers

# Audio scripts

## Unit 1

### ▶ 02

F = Female M = Male

#### 1 What does the girl's sister look like?

F: Here are the photos of my birthday party. That's me with my sister.

M: Doesn't she have long brown hair and glasses?

F: You haven't seen her for a while. She coloured it dark brown for a few years, but she's gone back to her natural fair hair.

### ▶ 03

#### 1 What does the girl's sister look like?

F: Here are the photos of my birthday party. That's me with my sister.

M: Doesn't she have long brown hair and glasses?

F: You haven't seen her for a while. She coloured it dark brown for a few years, but she's gone back to her natural fair hair. She was going to get it cut much shorter, like that actress she likes. She talked about it for ages, but I'm glad she decided against it in the end. Otherwise she hasn't really changed, apart from the glasses, of course. They've gone too.

### ▶ 04

#### 2 What's already in the suitcase?

M: Okay, time to finish the packing. What still needs to go in the case?

F: Well, I had everything ready this morning, but you took the toothpaste out again. It's probably on the bathroom shelf.

M: I had to clean my teeth! Anyway, you didn't remember everything. I packed the sun cream for you. You'll thank me for remembering that later. And why did you put towels in the case? They'll have those at the hotel. I put them back in the bathroom.

F: So, it's just the toothpaste then.

#### 3 What is the woman going to buy?

F: Do you need anything from the supermarket?

M: Yeah, more eggs, and onions, and this recipe says we need cheese.

F: Look in the cupboard near the sink. There were loads of onions there yesterday, and there are eggs in the fridge, you just need to move a few things! I used the last of the cheese last night, though.

M: Okay, you're right about the onions. I'm not that keen on cheese. I think I'll leave it out.

F: I love it, though – can you put some in mine? I'll pick some up for you.

#### 4 What did the man do on holiday?

F: How was your holiday?

M: Fantastic. The island was great. There was a boat trip to go dolphin-watching and there was a bird-watching trip just as the sun was coming up. There were monkeys living in the woods on the island. I tried to feed them bananas, but they were wild and wouldn't come close enough. They were cute, though. I was so relaxed by the last few days, I woke up too late for the early morning trip, but the other one was brilliant.

#### 5 What will the weather be like tomorrow morning?

Yesterday's snow storms caused problems for rail and road travellers. However, today no further snow is forecast and services are back to normal. This morning started windy, and rain will be moving in after midday and will stay with us overnight and into the next morning. Road users are advised to allow extra time for their journey tomorrow because of the large amounts of water around. Don't put away your winter clothes just yet, however, as the snow is forecast to return by the middle of next week.

#### 6 Who does the man want to win the competition?

F: Did you see *We've Got Talent* last night?

M: Oh yeah. But I had to turn it off when the girl band came on. Do they know how annoying they are?

F: My favourite was the love song the boy sang! He's so dreamy.

M: Oh please! All that hair and cute smiling gets too much. He's got a good voice, though, so I'll probably choose him in the final. That girl dance group are good to watch but they don't deserve to win as much.

#### 7 Where will the woman go first?

M: Don't you need to leave soon for your dentist appointment?

F: It's at ten o'clock, but I want to take my books back to the library and collect my dry cleaning too.

M: I could take you to the dry cleaners' now, if you want.

F: I thought about that, but I don't really want to take a dress in to my dentist appointment. If I leave now, I'll be able to get to the library. Then I can pick up my clothes on the way home after I've had my teeth checked.

### ▶ 05

P = Presenter L = Lucas Smith

P: All humans are different. We look different and we all have different characters. Or do we? Scientists now believe that there are just five main types of character, so perhaps we're more similar than we think. With me today is psychologist Lucas Smith. Lucas, what are the five types?

- L: Well the first type of people are open people. Open people are curious and want to know more about things. They ask a lot of questions. They're creative and like art. They can be unusual, though. They may have unusual beliefs or interests and other people can think they're a bit strange sometimes.
- P: Okay, interesting. The second type of people are conscientious people. Is that right?
- L: Yes.
- P: So what does that mean?
- L: Conscientious people are organised and work in an ordered and effective way. They're also ambitious and want to succeed. They're punctual so they're never late, and you can trust them because they're reliable. They never make quick decisions, though.
- P: Hmm, that sounds like me!
- L: Does it? I think I'm more open than conscientious. I'm always late! Anyway, the next type are extroverted people. These people tend to be cheerful so they always seem happy. They love doing interesting or exciting things. They always have energy, they talk a lot and they love meeting new people.
- P: I think that describes my sister very well!
- L: It's interesting, isn't it? We can recognise all of these character types in the people we know.
- P: Yes, that's true.
- L: The fourth type of people are anxious. Anxious people are sensitive so they care about other people's feelings but it also means they can get upset easily. They care about details and want to get things right. Sometimes they can get a bit nervous and worry about things. They're often quite shy so they don't usually talk very much when there are lots of people, especially if they don't know them.
- P: Okay.
- L: And the final type is agreeable people. They're friendly and generous. They give time and money to others. They believe that everyone is good and that people are generally honest, so they expect people to tell the truth.

**▶ 07**

- P = Presenter T = Tom Carter M = Melanie Gardner**
- P: People have belonged to interest groups for a long time – football clubs, music fan clubs and so on. But these days, the internet makes it much easier to belong to a community of people with the same interests. I'm joined by Tom Carter and Melanie Gardner to talk about this topic. Tom, which online community do you belong to?
- T: Well, I collect comic books so I'm friends with other collectors online.
- P: Oh, right. So how important is your online community to you?
- T: Well, firstly it's always nice to chat to people who love

comic books like I do. My offline friends pretend to be interested but the truth is that they don't usually care very much. My online friends understand me and we share information with each other about books and where to buy them.

- P: Where do you buy them?
- T: I normally get them online. It's much easier to find things you want there. Bookshops in my area do sell comic books, but it's not usually possible to find books I don't have there.
- P: Melanie, you belong to an online group of jewellery makers. How do they help you?
- M: For me it's about creativity. My online friends are so creative. I'm often amazed by their ideas. I learn so much from them and hopefully they learn from me too.
- P: So, it's about getting new ideas for designs.
- M: Yeah, and learning about new techniques. Also, we regularly share photos of our finished products and then get feedback on them. It's great to get suggestions on how to improve.
- P: How is an online community different from one in the real world?
- M: Well, we can meet a lot more people with the same interests as us and we can meet people from around the world. Plus we can talk to them every day. I chat to my online jewellery-making friends all the time. I don't think I could live without them. I feel part of something important.
- P: Do you ever meet up with people from your community?
- M: Yes, the ones who live close by. We meet up a few times a year.
- P: Well, that's really interesting. I must say that I don't really have an online community, except maybe those people who spend hours watching videos of cats!

**▶ 08**

- E = Examiner M = Mei D = David**
- E: What's your name?
- M: Mei Han.
- E: Where do you come from?
- M: I'm from Shenzhen in China.
- E: Thank you. And what's your name?
- D: My name's David Gomez.
- E: Where do you live?
- D: I live in Seville in Spain.
- E: Thank you. David, do you work or are you a student?
- D: I work.
- E: What do you do?
- D: I'm a computer programmer.
- E: Thank you. And Mei, do you work or are you a student?

M: I'm a student.

E: What do you study?

M: I study languages. I'm doing a language degree at university.

E: Thank you.

## ▶ 09

E = Examiner M = Mei D = David

E: Mei, tell us about an interest you have.

M: Well, I enjoy playing video games because they make me think a lot. I play on my Playstation most nights. Fantasy games are my favourite but I also play action games too.

E: David, how do you spend your evenings?

D: I watch a lot of football.

E: Mei, which do you prefer, getting up early or getting up late?

M: I prefer getting up late. I don't go to bed until maybe midnight so I'm always tired in the mornings. I love the weekends when I can sleep until maybe ten.

E: David, how often do you go online?

D: I'm always online! I check my messages all the time.

## Unit 2

### ▶ 10

P = Presenter S = Sue

P: Are you eating a good diet? It's a question that interests the writer of *Eat well*. Sue, you wrote the book. Do you think we have good food habits these days?

S: Well, some changes have been good. Firstly, I think food's more international now. Things like stir-fried vegetables are quick to prepare and are really healthy. A lot of local dishes where I come from need a lot more time and attention. Secondly, we have more information about food today. We know that the Japanese diet of raw fish and vegetables can help you live longer. We know that boiled rice is better than fried rice, but even boiled rice should be brown and not white. And we know that it's good to have a vegetarian diet for a few days a week.

P: But there are problems ...

S: Well, yes. One problem is that these days very few people have the time to choose fresh ingredients and cook so they might go for takeaway food. When people do have time to buy their own ingredients, they don't have the experience to know if something's good quality. We don't really know what we're eating a lot of the time.

P: Doesn't the label on the food tell us all that?

S: Well, some foods are clearly labelled. Soft drinks, for example, can't contain alcohol. But meat products, like a sausage, might have just 33 percent meat in them! The other 67 percent is a mix of tasteless food products

and industrial chemicals to make the sausage look and taste like meat.

P: That's horrible!

S: Absolutely! Supermarkets often use words, like 'fresh', or 'suitable for people on a diet', on their foods, but there are very few rules about using these words. Fatty food can still be labelled as 'low in salt' giving the idea to the customer that it's all healthy stuff. In fact, it's probably really bad for you!

P: So the customer has a hard time choosing.

S: I think everyone finds it difficult to choose. There are some farmers and food companies out there who are still producing good quality, fresh food but the difference between their products and the cheap, industrial stuff is very unclear.

### ▶ 11

E = Examiner D = Daniela A = Alejandro

**Daniela**

E: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. Daniela, here is your photograph. It shows people at a market. Mariana, you just listen. Daniela, please tell us what you can see in the photograph.

D: Well, the photo shows a woman at a busy market and she's buying some vegetables. The man's the market seller and the woman's a customer. The man's serving the woman. She's holding something in her hand. It's the thing you use to carry money in ... a ... a purse. Er ... with the other hand, she's touching a red cabbage. The man and woman are both wearing brown coats. The man's also wearing a brown cap. Er ... the woman's carrying a bag on her shoulder. In the background, there are two women in their sixties or seventies. They're looking at the boxes of vegetables. I can see potatoes and carrots and some green vegetables. In the background, there is a shop and in front of it are lots of people. Er ... it's not a very sunny day. It's a bit dull.

E: Thank you. Mariana, here is your photograph. It shows ...

**Alejandro**

E: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. Alejandro, here is your photograph. It shows people at a market. Davide, you just listen. Alejandro, please tell us what you can see in the photograph.

A: There are people at a market. Er ... there's a customer. A ... a ... woman. She's buying something. There's a man. He's the market seller. He's selling the ... the ... vegetables. Er ... the woman is touching something – a ... a large, red vegetable. Hmm, there are also some potatoes and carrots. The potatoes are brown and the carrots are orange. There's a big green vegetable too.

E: Thank you. Davide, here is your photograph. It shows ...

## ▶ 12

- M:** Look at this photo! It's a fruit of some kind. What do you suppose it is?
- F:** Well, I guess it's the centre of something. It can't be anything like an apple because they don't have that kind of middle. They're more a white colour, anyway.
- M:** It could be a lemon. They look like that in the centre.
- F:** No, lemons are more yellow than that, but I think you're close. It must be an orange. It's the right shape for an orange and it's more that colour. It looks really strange in this photo.

## ▶ 13

**P = Presenter R = Ruby Thomas**

- P:** Ruby Thomas, you've just won an award for your food blog. Congratulations!
- R:** Thank you.
- P:** Why do you think food bloggers are so popular these days?
- R:** In the past people learnt about food from recipe books and television cooking shows but that changed with social media. Now bloggers can build a relationship with their readers which has a really positive effect. Of course, anyone can be a blogger but not everyone is successful.

## ▶ 14

**P = Presenter R = Ruby Thomas**

- P:** Ruby Thomas, you've just won an award for your food blog. Congratulations!
- R:** Thank you.
- P:** Why do you think food bloggers are so popular these days?
- R:** In the past people learnt about food from recipe books and television cooking shows but that changed with social media. Now bloggers can build a relationship with their readers which has a really positive effect. Of course, anyone can be a blogger but not everyone is successful.
- P:** A food blog needs a name. How should you choose one?
- R:** Well, some people come up with a title that tells readers what the blog is about. You could choose a food or recipe name. I did that with my first website. I loved that name, but it was French and no one could say it so they quickly forgot it. I realised I needed to pay attention to that the most.
- P:** What kind of information about you should you share with your audience?
- R:** People want to know what you look like, so include a picture on your website. Some bloggers choose to share lots of details about their lives but it's not necessary. You don't have to give your real name either if you don't want to.

- P:** You created your own website, didn't you? Was that the best thing to do?
- R:** I think so, yes. It was hard because I don't have much imagination. It was also dull! But it was worth it when I saw the finished product and knew it was all my own work. You might think that it cost less but I spent many hours on it instead of working so I'm not sure.
- P:** Good point! How should a new blogger create a design for their blog?
- R:** Plan your design before you start writing. Decide how long you want your blog posts to be. Also think about pictures. Will you have a lot or just a few? There's no right or wrong design, but whatever you decide, make sure you stay with it.
- P:** Okay. One final thing. Is there anything that bloggers need to be careful of when starting a food blog?
- R:** Yes. When food bloggers become successful, they sometimes get paid to advertise food or cooking equipment. Well-known brands can sell more of their goods. Small business owners in your area might be interested too. However, if a business pays you, you must tell the people who read your blog because it's the law.
- P:** Great, Ruby, thanks for all your helpful advice today.

## Unit 3

## ▶ 15

- 1 I was really amused by that photo you sent me.
- 2 I get so annoyed with people who leave their chewing gum around.
- 3 When someone coughs and doesn't cover their mouth, I think most people are disgusted!
- 4 I feel embarrassed when I see someone and can't remember their name.
- 5 I'm so excited about that new film that came out this week.
- 6 Although I didn't win the competition, I was satisfied with my performance.

## ▶ 16

- F:** How was that new Mexican café last night?
- M:** Well, my friend invited a lot of people I didn't know.
- F:** That sounds nice.
- M:** Well, yes, but I made a complete fool of myself in front of them.
- F:** How was that?
- M:** Well, the food was much too hot to eat and I burned my tongue on the first mouthful.
- F:** Oh no!
- M:** I reached across for a jug of water on the next table, and just then, the waiter came along, bumped into my arm and the plates he was carrying went all over me. He apologised, but it was my fault.

**▶ 17**

**1 You will hear two friends talking about a party they've been to.**

**F:** What did you think of the party yesterday?

**M:** It was great. I think it was all because of the guests.

**F:** Yes, I agree, it's always lovely when you find yourself with people who have fascinating lives and stories to tell. I felt a bit uncomfortable when that argument broke out, though. I was nervous that they were going to involve me.

**M:** I know!

**F:** I think it was that game we had to play at the beginning. I think it made everyone a bit competitive, to be honest.

**2 You will hear a woman telling a friend about a thank-you message she received.**

**M:** What did your cousin think about those fantastic concert tickets you gave her for her birthday?

**F:** Well, I was expecting her to send a short thank-you note or text, you know. Things like tickets can get lost in the post and I was worried she wouldn't get them.

**M:** Of course.

**F:** Well, she sent me a thank-you note after she'd been to the concert. But then in the note, she complained that the sound quality was so bad she couldn't even follow the words.

**M:** Well, I suppose she did write at least.

**3 You will hear a man telling a friend about his visit to the cinema.**

**F:** How was your trip to the cinema last night?

**M:** Well, I had trouble parking and there was a queue for the tickets.

**F:** Didn't you book online?

**M:** Yes, but I still had to collect them from the machine. There was a woman in front of me who let a group of friends join the queue. I wanted to explain that I'd been waiting ages, but I changed my mind and kept quiet.

**F:** So did you miss the beginning?

**M:** Actually, even though I was late, they were still showing the adverts. The film hadn't begun.

**4 You will hear two friends talking about getting more organised.**

**F:** I was late to class again this morning.

**M:** Did you get lost finding the room? The university has an online map you can use on your phone to help with that.

**F:** I have that on my phone, but I knew where to go. I just got there late.

**M:** I always set a reminder on my phone for dates and things. It's so much easier to manage my time that way.

**F:** Well, I did that too, but before I left, I couldn't find my keys, so I wouldn't be able to get back in the house.

**M:** Don't go to bed until you've packed your bag for the next morning. That'll solve your troubles.

**5 You will hear two friends talking about a letter they received about a school trip.**

**M:** Did you get a letter about a school language trip to Spain?

**F:** Yes, it was over five pages long!

**M:** Actually, I had a lot questions about the trip and it answered most of them.

**F:** I didn't really get what they were saying about applying.

**M:** I thought they were trying to suggest that the number of places is limited. I wasn't sure if they needed an immediate reply, though. They didn't have to make it sound like we can't be trusted to be organised and sign up on time.

**F:** Well, in my case, they may actually have a good point!

**6 You will hear two friends talking about a problem with a social media site.**

**F:** My social media site keeps saying that I've liked pages I've never seen before. It's so annoying.

**M:** Oh, that happened to me too. I noticed when my friends asked why I was into baby rabbits. I don't want them thinking that I like that kind of rubbish. I just go through changing the likes to dislikes.

**F:** That takes ages, though. The people who run the business should do something to stop it.

**M:** It's the advertisers' fault, though.

**F:** I felt really awful when it said something rude about older people. My grandmother was upset.

**M:** Maybe you need to close the account.

**▶ 18**

**A:** Hi, can I ask you what you think makes a great friend?

**B:** A great friend? That's easy – someone who'll watch the football without complaining!

**C:** Yeah, that's a good mate. And knowing your friend will help you when you need it – that's a really good mate.

**B:** Yeah. You've got to look after your mates.

**A:** Hello ladies, could you tell me what you think makes a good friend?

**D:** It has to be someone you enjoy spending time with ... someone who's quite similar to you.

**E:** Yeah, like us. Suzie here's my best friend in the whole world! We even dress the same!

**D and E:** Aw!

**E:** And I think it's important to live near each other too. Some people I know say they have friends all over the country, even abroad. But if they only meet them once a year, they're not really friends, are they?

D: Mmm. You have to spend time together. We call each other every day and meet three times a week, don't we babe?

E: Mmm! A friend is someone you can't wait to share your news with, like you.

D and E: Aw!

### ▶ 19

This is a lovely photo! It shows a young woman sitting up in a hospital bed. In her arms she's holding a tiny baby. I think the mother is introducing her new-born son or daughter to the other people. She's wearing a hospital bracelet. Behind the mother there are some pillows, and around the bed, there are two couples, looking at the baby. They're all standing very close to each other. All of them are smiling and looking at the baby. Their faces are very loving. The woman on the left has long dark hair, just like the new mother's. The man on the right has wavy grey hair which is quite long. The other man's hair is much shorter. In the background there's a painting on the wall. Around the room there's some very plain furniture, a chest of drawers, a table and a chair. However, on the table there are two large bunches of pink flowers, which look nice.

### ▶ 20

I = Interviewer F = Female M = Male

I: So, what are some of the things that annoy you?

F: Oh well, my computer annoys me. It usually stops working just when I have to look up something important for a piece of work. Usually something I need to hand in to my teacher the next day!

M: Yes that happens to me too!

F: And my neighbour annoys me. He loves hanging out with his friends in his flat, which is fine, but they turn their music up so loud that I can't hear my TV.

M: Oh, my neighbour's dog annoys me for the same reason. He's really noisy. I get along fine with my neighbour, but his dog goes crazy when he sees me. It scares me. His owner should look after him more carefully or he might hurt someone.

I: That sounds awful. What other things annoy you?

M: I hate it when you phone an office and they put you on hold. If I have to wait for more than a couple of minutes, I usually give up and try again later. And I don't like impatient people who sigh and look at their watch all the time. Like that's going to hurry things up!

F: Yeah. Rude people annoy me. People who don't cover their mouths when they cough or when it's raining and they knock you with their wet umbrellas when they walk past.

M: Absolutely! People who eat noisily in the cinema. And people who don't clean up after their dog in the street! That's horrible!

F: Yeah, that's really disgusting.

M: And people who keep on talking when other people want to speak.

F: I couldn't agree more.

## Unit 4

### ▶ 21

I = Interviewer D = Dr Brevin

I: Well, for those of you who worry about the world today, our next guest may change all of that. Dr Brevin you've been looking at whether we have made the world a better or worse place, is that right?

D: Well, yes, I mean it's easy to listen to the news and feel very sad about a lot of things that are happening. A lot of people are suffering in our world today. But if we look historically, there are a lot of reasons to feel good about being alive today.

I: What do you mean?

D: Well, for a start, if we look at the most basic things in life – food and water – we've made terrific progress in recent years.

I: In what ways?

D: Well, in 1950, we believe that around half the world's population was hungry. That's a huge number. Today, it's nearer to just ten percent, which is still too many, but it's a lot fewer people than it was.

I: That is a great thing.

D: And it's the same thing with access to clean, safe drinking water. Since 1990, over two and a half billion people have got access to clean drinking water for the first time ever. I think that future generations will look at this and feel rather pleased with us.

I: But what about other things, like the environment? Will there even be a future generation if things continue?

D: Well, we are creating new environmental problems all the time. But even there, the worst kinds of pollution have disappeared. Laws have stopped people from using the most dangerous chemicals.

I: Why do you think people of this generation are doing better?

D: I think the main reason is that we are all so much better educated these days, and can understand the issues. In 1900 only around twenty percent of the world's population could read. You were really something special if you could write more than one or two words, like your name. Today, eighty percent of the world's population can read and write. In many ways, these really are good times we live in



## ▶ 22

J = John M = Megan

J: This sounds like a great thing to do this weekend. It's a Bring-a-thing-a-thon.

M: A what?

J: A Bring-a-thing-a-thon. It's an event where you bring along personal objects that have a special meaning to you, and share the object and the memory with visitors.

M: I imagine there are some really interesting stories behind some of the objects.

## ▶ 23

J = John M = Megan

J: So, I have this list of things that could be taken to the Bring-a-thing-a-thon. Let's start with the T-shirt. I'm not sure about that.

M: I agree. I mean, most pieces of clothing are not worth keeping, but if it had a logo on it, it could be interesting. Otherwise they're a bit boring.

J: I agree with you. I think there are better things that someone could take, something that would tell people more about who they are. I like the idea of a sports ticket. If the result was particularly important, like they won the cup, then it could be quite valuable.

M: Actually, I don't think the result really matters. Some people are just crazy about certain teams. So that could be a good thing. It's very similar to an old concert programme, in that way.

J: Definitely. A lot of people enjoy music and like to see things like this. I think that a concert programme tells you a lot about the times, like the clothing and the price of things!

M: That's right. It costs so much to see far less famous bands these days. I'm not sure about the soft toy. Doesn't everyone have one of those at home?

J: I don't think many people keep very old toys. I think that teddy bears have changed a lot over the years and it's interesting to see how different they looked.

M: Maybe. Old teddies can sometimes just look angry compared to now. How about taking a photo?

J: Hmm, yeah. I guess it depends what's in the photo. I think if it just had people in it, like a family, it might not be interesting, but if it showed the local area as it looked in the past, that would be great.

M: It would give a real feeling for the history of the area.

J: Hmm, well, I think after our discussion I'd recommend taking the concert programme. I think that would be interesting for everyone.

M: Hmm, I agree. Let's suggest that.

## ▶ 24

M: I think they should visit the photography exhibition because there could be some interesting things in there.

F: I think the old toys are better. There are a lot of interesting toys.

M: I don't think children like old toys, they only like modern ones. The clothing would be a really boring thing for everyone to visit. Clothes aren't very different, and you can see old clothes in movies or other places.

F: The jewellery is the same. Unless it's very expensive or famous, I don't think anyone wants to spend time looking at jewellery. The computer is the best option. There aren't many old computers still around, everyone threw them away, and so they can be really interesting.

M: The musical instruments might be more interesting. I mean, unless you can touch the computer and open it up and do things on it, it's going to be quite boring just looking at it. So shall we recommend the exhibition of musical instruments?

F: Okay, let's suggest that.

## ▶ 25

1 **Where is the museum?**

M: Oh, excuse me, I'm looking for the national museum.

F: Oh sure, carry on down this road for about half a kilometre. You'll come to a really big crossroads. There's the national bank on the right-hand side, just after the crossroads. It's huge, it's got these really awesome statues of these muscly Greek guys in front. Anyway, the national museum's directly opposite. Be careful crossing the street, those cars go really fast. You'll need to walk round the side for the entrance.

2 **Which object did the students find part of?**

F: So, did you find anything when you were digging around in the old castle ruins?

M: We found quite a lot, actually. The area where we were digging was probably used as a kitchen. I was hoping there would be an old knife, but we didn't have any luck with that. We found some smooth pieces of stone. They were obviously from a man-made object. When the professor came along, he said the pieces were actually bits of an old bowl. Now all we need is to locate the spoon they used!

3 **How was the picture damaged in the fire?**

Following a fire at the museum, there's been a rescue attempt to save the many works of art inside. One of these was the famous *Simpson's Mother*. Although it escaped the fire damage, the water system, which came on automatically, left a large mark in the bottom right-hand corner. It's not the first time the painting has experienced problems. On a previous occasion, the frame was broken when it was being transported. Fortunately, the painting itself didn't tear on this occasion. Experts hope to repair it soon.

4 **What did the girl buy?**

M: Did you bring back any souvenirs from holiday?

**F:** Yeah, well, my mum was like, you've got to buy something practical, like a T-shirt or something, and I said, no way. I mean, they only had the T-shirts in large and extra-large. So she said we should get a tie, for my dad. Like Dad's really going to go into the office in a holiday tie. He'd hate it. Anyway, there were these baseball caps in blue, and blue suits everyone, so there was only really one choice in the end.

**5 What will the weather be like during the science fair?**

**F:** So, are we doing the science fair in the hall or out on the school field?

**M:** Hang on, I'm just getting the weather on the internet. Well, it says here it's going to rain in the morning, but stop around midday. And then from two o'clock, it'll be sunny.

**F:** Great. The fair's from two 'til four, let's go on the field.

**M:** Yeah, but even if it clears up by that time, we won't be able to set the things up in the morning because it'll be raining.

**F:** Oh, yeah.

**6 Which animal is on the plate?**

**M:** Okay. Susan, what did you bring for today's exhibition?

**F:** Well, my aunty gave me this to bring in. She's mad about the sea. She's got statues of dolphins, pictures of people fishing, lots of stuff. I think that's why she gave me this. She didn't want it. It's got a poem on one side, all about how wonderful the desert is, and a snake on the other. It was originally part of a pair, with a plate with a camel on it. My aunty thought it might be valuable.

**7 When can students visit the exhibition for free?**

Welcome to the South African Art Exhibition information line. The exhibition will be open to the public daily from 26th September. There will be a special viewing for journalists and local television representatives on 20th September. There will also be an open day on 23rd September. Anybody taking Advanced Art or a similar level art course is welcome on this day but will have to book through their school or university. There's no charge for this showing, but students attending after the 26th will need to pay the full entrance fee.

**▶ 26**

Well this person hasn't changed very much since she was a girl. I can see from this photo that she used to have much longer hair, and it used to be blonde. These days her hair is shorter, but she changes the style and the colour a lot.

She used to wear quite loose clothes, like most young kids, and she didn't used to wear much make-up. Kids don't need it, do they? She's a pop star these days so she's usually

wearing a lot of make-up in all her photos. To be honest, though, she wears a lot of dark clothes these days and I think she'd look better in something more colourful, like the clothes she used to wear when she was younger.

You can see from this photo that she used to perform at really big events, even when she was young. That's a big audience for such a young girl. People didn't use to know her name, but she was clearly talented, even back then! No wonder she's a huge star these days.

**▶ 27**

**M:** So, Jen, what's it like living in Shanghai?

**F:** Well, it's the biggest city in China, it has more people than Beijing. But it's actually quite an old city, so the population of 24 million isn't growing that much, compared to other cities.

**M:** Is the traffic as bad as they say?

**F:** Well, it is and it isn't. The public transport system's excellent. They have the longest train and bus networks in the world. But you can't just buy a car and drive around Shanghai, you need a special licence, and the government only sells 8,000 licences a month.

**M:** I've heard that it's quite polluted.

**F:** Hmm. Well, I don't think there's much fresh air in any big city, to be honest. But at one point, Shanghai recorded the highest pollution levels ever measured. It's getting better, though. It can still get bad in the winter months and in the evenings. They have a pollution warning system now. If it gets to the highest level, the red warning, the government just orders cars to get off the roads immediately to protect people's health!

**M:** Wow! And I guess there aren't many open spaces either.

**F:** Well, there aren't many large parks in the city, but they've turned an eight and a half kilometre long piece of land into natural parkland. It's alongside the river.

**M:** Are there places you can take your kids?

**F:** Well, even the smallest parks have a space for children to play. Most of them are very new, clean and safe.

**M:** How about entertainment?

**F:** Shanghai's full of nightclubs and there's the Chinese cinema industry, of course. There's a lot to do – things you've probably never even thought of trying!

**M:** Have you had any difficulties?

**F:** Only the usual problems. I guess the weather's been difficult. Britain has a very mild climate, but the weather in Shanghai is quite extreme, freezing winters and very hot summers!

**M:** Are you happy you decided to move there?

**F:** Definitely! There are some great jobs for people who want to try living in China and it's a friendly place to live.

## ▶ 28

- 1 I guess you've got a bit more space and the air's fresher. We still live close enough to the city to go in at the weekend. But there aren't any local shops near my house and I have to drive 15 minutes to get a pint of milk. There isn't a lot going on where I live, either. I work in the city and have to spend an hour on the train getting to the office, so I'm too tired to cook when I get home. I eat far too many takeaways.
- 2 Everybody thinks I have friendly neighbours who I see every day, but my family lives miles from anywhere and there's no one else my age nearby. If I go out at night, I can't get home because there's no public transport. I'm not sure there's much fresh air, either. The farmer next door puts some strong chemicals on the fields in summer. I love my school, though.
- 3 Everyone says it must be really expensive living here – okay, so there are really high rents where I live, but I save money on other things. I take public transport everywhere. My little flat is so small, my heating bills are tiny. I live in a lively neighbourhood. I know the people who run the café downstairs, so I can go in anytime I fancy a chat, which I just love.

## Unit 5

### ▶ 29

J = Jack L = Lara

- J: Sis, are you ready to go? The taxi will be here in a few minutes.
- L: Yeah, I'm ready.
- J: Oh, you look nice.
- L: Thanks.
- J: Is that a new dress? I've not seen it before.
- L: Yeah but it's not mine. I rented it from clotheswap.com.
- J: What's that?
- L: It's a website where people rent out their clothes.
- J: Really? How does that work?
- L: You look for something in your area that you like and then you go and try it on. If you're happy with it, you rent it for a week.
- J: I didn't know you could do that. I guess it's cheaper than buying something new.
- L: Yeah, it is. I tried on about thirty different dresses in ten different shops last weekend but nothing was right. One was a really lovely long red silk dress. I loved it but sadly it didn't fit me. So, anyway, I thought I'd give the website a try.
- J: Well, I think you made a good choice.
- L: Yeah me too. I loved this dress as soon as I put it on. Does this bag go with my shoes? I can't decide.

J: It all looks fine to me. What about me?

L: You look great! It's nice to see you wearing something other than jeans and a T-shirt. You've even ironed your shirt!

J: I know!

L: Nice tie too. It matches your eyes.

J: Thanks. I'll probably take it off in about an hour, though. It's so uncomfortable!

L: Oh, I think the taxi's here. Have you got the invitations?

J: Yeah, they're in my pocket.

L: Great, then let's go and have some fun!

### ▶ 31

- 1 I've bought Mike a lovely green silk tie.
- 2 Can I borrow a white cotton shirt?
- 3 Look at that awful red woollen jumper!
- 4 I like those unusual brown leather trainers.
- 5 Hanna's wearing a horrible tight yellow tracksuit.
- 6 I need a small black leather laptop bag.

### ▶ 32

Hi, I'd like to tell you about Drivester. It's a website where you can rent sports cars owned by people in your local area. You can rent them for an hour, a day or several days.

We've got over twenty cars available across the city for you to choose from. There are small sports cars, big sports cars and super fast sports cars. Anyone over twenty-five who's passed their driving test can rent a car, although there are extra charges for drivers under thirty.

Once you've signed up to our website, you can make a booking. You can look for a particular car but you may prefer to type in the dates when you want to travel first as this will show you only those cars available to you.

Most customers pick up the car themselves but you can ask the owner to deliver it when you fill in the online booking form. It costs a little more but that might be more convenient for you.

On the day you are renting the car you meet with the owner. It's important to have your driving licence with you. You need to show it to the owner so they know you're the right person but don't worry about taking a bank card. The website arranges payment.

When you return the car to the owner, you don't have to do anything except return the keys. Once the owner tells us the car has been returned, we'll send you an email asking you to write a review of your experience on our website.

Okay, so what about costs? There's a daily fee to pay when you rent a car and car owners decide what that cost should be so they're all different. However, the lowest is £100 a day which is cheaper than most other car rental firms, and our cars are sports cars! At weekends, the cost can be a few pounds more but we make sure the cost doesn't go up in the summer holidays.

## ▶ 33

The photo shows a group of older people taking an art class. They're all sitting around a huge table. In the foreground, there's a silver-haired woman. She's painting a picture with a paint brush. The painting is colourful. In front of her, on the table, there's a plain notebook, some paints and a glass of water which she'll use to clean her brush. The woman's wearing a red and white striped top and glasses. She looks serious because she's concentrating on her painting. In the background, there are two more women and they're both focusing on their paintings. There's a man standing next to the woman on the left. He's the teacher. He's pointing to the woman's painting and they're talking about it. The teacher's middle-aged. He's wearing a grey, cotton shirt. He's got very short dark hair and he's wearing glasses. The woman is older. She's in her seventies and she's got short grey hair. She's also wearing glasses. She's wearing a bright green top.

## ▶ 34

- 1 When I first heard about Skills-U-Swap, I thought it was such a wonderful thing to do, and I still do, actually. The thing is that my skill's a bit unusual – I'm a lip-reader – and so my profile wasn't attractive enough for most people. I'm no good at cooking, I don't speak another language and I don't have a car. It was just too hard to find someone to swap with so in the end I gave up. I still think it's a good website, though, if you have the right skills.
- 2 Skills-U-Swap is so useful and it came at just the right time for me. My company moved to the other side of town so I no longer had enough time to go home and feed my dog in my lunch hour. I needed someone to feed him and take him for a walk for me. Using the website, I found a lovely retired lady to do the job and in exchange I do some gardening for her once a week. I've swapped other skills too and I often go on to the site and chat to people. There are such kind helpful people on the site that I feel part of a really useful community.

## Unit 6

## ▶ 35

M = Manager E = Ellie

- M: So, thanks for coming to the Jameson Youth Club. We're always looking for people to help out. So, tell me about a skill you have.
- E: Well, I'm mad about DJ-ing. I just love listening to songs and I'm really into getting people to get up and dance.
- M: How long have you been doing that?
- E: Well, I've always loved working with young kids and I've been doing children's birthday parties for about three years. These days I'd rather play music for the radio and I'm working at the hospital.
- M: How would you get to the youth club?

E: I'm keen on cycling so when the weather's good, I can cycle. I'm not really keen on cycling when it's cold or windy, but I can always take the bus.

M: Which would you like best, working with children or young teenagers?

E: My favourite thing is working with very young children, but I don't mind working with either to be honest.

## ▶ 36

E = Examiner M = Melissa A = Adam

## Part one

E: Melissa, tell us about the people you live with.

M: I share an apartment with my mum and dad and my little sister. My grandmother also lives really nearby so she often has dinner with us in the evenings.

E: Adam, tell us about your English studies.

A: Well, I want to be an engineer so I'm studying English as part of my course. With lots of engineering projects, you have to work with people from different countries, so it's important to be able to communicate with them.

## Part four

E: Adam, do you like to go to parties?

A: Yes, of course I do. I think everyone loves to celebrate something special with people they know and love.

E: What about you, Melissa?

M: I agree with Adam. I love parties too.

E: What kind of parties do you like, Melissa?

M: I like any party as long as I'm among friends and family. I sometimes have to go to work parties where I don't know anyone, and I find those a bit hard.

E: Adam, what do you think is the best activity to do at a party?

A: I think having a meal is best.

E: Why?

A: In my opinion, sharing food has always been an important way to celebrate. It shows we belong to a group. A lot of festivals have special food connected with them too.

## ▶ 37

G = George J = Jo

G: Hi Jo, it's George.

J: Oh, hi, George.

G: Listen, you know I said the other day that I'm interested in taking an evening class? Well, as I was looking for the football results last night, I saw an ad for a comedy course.

J: A comedy course? I didn't know there was such a thing.

G: Yeah. I've got a friend who did a similar course a couple of years ago. I was quite keen on doing it myself back then, but didn't have the time. I'd forgotten about it until last night.

- J: So, what happens on the course?
- G: You learn how to tell jokes like a comedian. On the last night of my friend's course, she did a live performance in front of paying guests, including me.
- J: Really? How was it?
- G: Well, they weren't all great. There was this one poor guy who was so nervous that no one could hear him so they stopped listening to him. While he was telling his jokes, the audience were talking! I felt really sorry for him.
- J: That's not nice. Poor man!
- G: I know. But most people did really well, including my friend. The course really gave her loads more confidence and she even said some of the things she learnt were useful at work.
- J: Well, that's not so bad!
- G: Do you fancy it? Lessons are every Monday and Wednesday at the local college for a month.
- J: I don't know. You've always been funny, but I'm not very good at telling jokes, I always forget the ending.
- G: I know you do! Look, it sounds scary but it's the more difficult things in life that give you the most satisfaction. And it's a good chance to pick up new skills. Go on, let's try it. It's only twice a week for a month.

## ▶ 39

- M: How did your visit to the university go?
- F: Well the journey took ages, and that was without any traffic jams on the way!
- M: What about the university, though?
- F: I loved the architecture. It gave it a real atmosphere. I doubt they have air conditioning or anything invented in the last two centuries, though.
- M: Did it have those huge lecture halls that you sometimes see in films?
- F: No, they don't have any, but I quite like that because it means they can only fit a few people in each class.

## ▶ 40

- 1 You will hear a girl telling her friend about a visit to a university.**
- M: How did your visit to the university go?
- F: Well the journey took ages, and that was without any traffic jams on the way!
- M: What about the university, though?
- F: I loved the architecture. It gave it a real atmosphere. I doubt they have air conditioning or anything invented in the last two centuries, though.
- M: Did it have those huge lecture halls that you sometimes see in films?
- F: No, they don't have any, but I quite like that because it means they can only fit a few people in each class.
- 2 You will hear two students talking about moving into student accommodation.**

- F: Hi, I'm Alyona.
- M: I'm Alex. Nice to meet you. I see from all those boxes that you've just arrived.
- F: Oh, yes. I'll put those in the bin later.
- M: I did that when I started last year. Then it was hard to find new ones when I had to empty my room at the end of the year.
- F: Oh, okay. I think I brought too much stuff, though.
- M: Oh well, at least you won't have to buy lots of things. Have you met the guys next door yet?
- F: Not yet.
- M: I expect you'll hear them soon. They're so noisy.
- 3 You will hear a girl telling her friend about a geography trip.**
- M: Hi Molly, how was the geography trip to Iceland?
- F: The views were incredible! We were expecting to collect some great data on ground movement around the ice. The equipment we took froze up, though.
- M: Oh no! So the trip was wasted?
- F: It wasn't that bad. I'd be keen to go back and try again, though.
- M: I'm surprised your teacher didn't warn you about the equipment.
- F: Well, he did tell us, but the equipment they usually take to that kind of challenging environment was already in use by another group.
- 4 You will hear two friends talking about the homework they have been set.**
- F: We've got three essays due in one week! It's a good thing I started early.
- M: I started immediately too, and I'm still thinking of asking for more time.
- F: Don't depend on that! I heard the teachers are quite strict.
- M: I don't even understand the question for the chemistry essay.
- F: A lot of people were in the same situation. There's lots on the group's social media site. You could try there. There were a lot of summaries of the lectures and books for that project too, with comments. The lectures were hard to follow, weren't they?
- M: They were.
- 5 You will hear two students talking about a book they have read.**
- F: What did you think about that book?
- M: Well, they say it's a classic introduction to Social Studies. I imagined an introduction might be a bit briefer, though.
- F: I know! Still, we won't have to buy anything else, this one covers just about everything.
- M: I looked through the section on research methods and I can see how it'll be helpful for our practical work.

F: I was worried about how to write up a report until I looked at that chapter. It just uses such big words that I can't understand it, though.

M: I was surprised, I didn't need to look much up!

**6 You will hear two friends talking about a concert they both went to.**

F: I can't believe what time I got in this morning!

M: It was such a good concert, I didn't want them to stop. The band were amazing. You'd normally have to pay so much to see a live band like that.

F: The man who's in charge of organising these social events for the university gets special deals with bands. They practise at the start of a tour with a small audience and everyone's happy. Their speakers weren't great, though.

M: I didn't notice. I might regret the decision to stay until the last song once I'm in the middle of my first class, though!

## Unit 7

### ▶ 42

F: Right. We've just had a water meter fitted so we're going to have to start using less water. I guess we use most water for drinking.

M: You're joking! That's nothing compared to what you can get through by using the shower. Look – I'll get the facts up on the internet.

F: Oh, you're right! Look, drinking water is only two or three litres a day, and that's if you drink as much water as you're supposed to!

M: I don't drink anywhere near that much.

F: I guess the one that uses the most water is the bath. Showers use a lot less water.

M: Actually, four minutes in a modern power shower's exactly the same as a bath, 80 litres.

F: I guess that's where we need to cut down. I suppose a quick two-minute shower will only use half that amount. What about the washing machine?

M: It's almost the same, 65 litres, but we don't put the washing machine on every day, like we do with the shower.

F: Why is cleaning your teeth in there? It says 6 litres! Every time? There's no way we use that much.

M: You can easily if you keep the tap running.

F: Ah right, I guess you're right. It's definitely best to turn it off then.

### ▶ 43

F: I've just done a weather quiz on this website. There were some really cool facts in it!

M: Oh yeah?

F: Yeah, you think it rains here – well in Mawsynram in India they get over 11 metres of rain a year ... although it says they got 26 metres in 1985. Can you imagine?!

M: That's some rain shower. They must swim everywhere, not walk!

F: No jokes! Well, I guess the opposite is Arica in the Atacama Desert. No one gets wet there, because it rains just once every few years.

M: How does anyone live there?

F: I don't know, but around 200,000 people call it home. That's not the warmest place in the world though. The hottest temperature ever recorded was apparently in El Azizia in Libya in 1922. It was an amazing 58°C.

M: That's what you call hot! 58°C? The most we get here is about 28°C! That's mild weather in comparison.

F: I know! The coldest temperature, -89.2°C, was recorded in Russia's Vostock Research Centre in Antarctica in 1983. No surprises there – we expect it to have freezing temperatures. But did you know that the Antarctic is also the windiest place on earth? A place called Commonwealth Bay has had winds of over 240 kph!

M: Wow, does anyone actually live there?

F: I don't know. It's probably not possible when it's blowing a gale like that.

M: I don't really like windy places to be honest. A light breeze is enough for me!

F: Right. Next ... can you guess where the least sunny place is?

M: Er, is it Antarctica by any chance?

F: Yes! Apparently at the South Pole, there's no sun at all for 182 days of the year. That would be a depressing place to live, wouldn't it?

M: Not the best place for a summer holiday!

F: Here's an unusual one – a spot above Lake Maracaibo in Venezuela gets the most lightning. There are lightning strikes on 297 days a year. Scary!

M: Yes! I wonder if they just get the thunder or if they get thunderstorms too, you know, with rain.

F: Oh, I don't know.

M: Okay, tell me some good news. Does it say where the sunniest place is?

F: Er, let's look. Oh yes, it's Yuma in Arizona. It's sunny there for over 4,000 hours a year. It says that's 90 percent of the time from sunrise to sunset. How wonderful would that be?

M: Pretty wonderful. I imagine it's dry heat too, which I prefer to humid weather.

F: The USA also holds the record for the heaviest snowfall in a year though. 30 metres of snow fell in the winter of 1998–1999.

M: What, in Yuma?

F: No, on Mount Baker in Washington State. And South Dakota is also a place to avoid unless you like cold things falling from the sky.

**M:** What do you mean?

**F:** The biggest hailstone fell there during a storm in 2010. It was nearly a kilogram of solid ice!

**M:** Oh, that's so dangerous.

## ▶ 44

**P = Presenter J = Josh Baker**

**P:** Today we're talking about our oceans with scientist Josh Baker. Josh, what do you think is the largest problem we have with our oceans?

**J:** We're already trying not to take too many fish from the same area. Our oceans are getting warmer which we need to consider but the main issue for me is the huge number of plastic products that end up in the water.

## ▶ 45

**P = Presenter J = Josh Baker**

**P:** Plastic is everywhere. Why is it such a popular material?

**J:** Businesses might say it's because not much oil is used to make it. This means it's not as expensive as other materials to make, which makes it attractive to companies. However, I'd say it's the fact that it doesn't damage easily. That's why it's in our kitchens, our cars, our computers and everywhere really.

**P:** Which products do you think create the most serious problems?

**J:** Well, we estimate that about eight tonnes of plastic goes into our oceans each year. Some of it comes from companies which make things with plastic. A bigger issue is the plastic that goods from shops are sold in. Waste like TVs and fridges is also a problem, but a less common one.

**P:** What worries you about the plastic in our oceans?

**J:** It's clear that plastic affects the lives of animals that live there. And we've all seen beautiful beaches with plastic all over them. What upsets me is the fact that there are tiny bits of plastic in the water that we drink. That can't be very good for us at all.

**P:** Last year you started a charity that will try to reduce the amount of plastic that we use. How will you do that?

**J:** We thought about a few things, like finding new recycling methods. However, there is a company that is already doing that, so we chose to develop something to replace plastic which is safer for the environment. We have the help of one of the top universities in the country.

**P:** Well, that sounds interesting. When do you think our oceans will be free from plastic?

**J:** Good question. I'd like it to happen in the next decade, and I know some people believe it can, but I'm less certain. 2050 is more realistic and is my guess. I hope my great, great grandchildren will be able to go down to the beach and look at healthy oceans.

## ▶ 46

**E = Examiner M = Male F = Female**

**E:** Some people are going to compete in the Maldon Mud Race. Here are some things they could take with them. Talk together about the different items and decide which would be the most useful. All right? Now talk together.

**M:** Okay, let's start with the mobile phone. That's something everyone has with them all the time!

**F:** Yes!

**M:** But the race is really wet and dirty. I'm not sure the runners should take their mobile phones with them. They'll get wet which isn't good. What do you think?

**F:** I agree the mud and water might damage them. And the runners won't have time to check their messages!

**M:** Very true! What do you think about the trainers? Is it easier to run the race with them on or off?

**F:** On.

**M:** Really? I think the shoes will just come off in the mud and the runners will lose them. Why do you think it's easier with shoes on?

**F:** Well I, I go running, and I think it can really hurt your foot when you stand on a stone or something.

**M:** Good point, and I guess you can't see what's hiding in the mud. They don't want to get an injury or they won't finish the race.

Okay let's think about some of the other things. What about the drink? I don't think you need to take one. Surely if it's an organised race, they'll have water there for everyone at the end of the race.

**F:** I agree. It's too much for the runners to carry a bottle of drink with them and it's only a short race anyway.

**M:** Do you think the swimsuit is useful?

**F:** Er ... it's probably more comfortable to wear shorts and a T-shirt.

**M:** Hmm, I think you're right. I suppose they could wear a swimsuit under their clothes. That might be more comfortable than underwear.

**F:** Oh, that's a good point actually. I hadn't thought of that. So, yes, a swimsuit might be useful.

**M:** What about the jumper?

**F:** The runners need to put it in a bag for after the race but they don't need to wear one during the race. They'll be too hot.

**M:** I think the runners need a complete change of clothes for after the race, including a jumper. They'll definitely need a towel too – I don't think anyone would fancy getting in the car with lots of mud on them.

**F:** Yes, you're right. They won't need a towel for the actual race, but it'll be very useful afterwards.

**M:** Okay, so, the final thing is the hat. Is a hat a good idea?

- F: It might be. It'll keep the runners' heads warm.
- M: I think it depends on the weather really. If it's a cold day, it'll be useful but if it's mild then they won't need it.
- F: That's true. It depends on the temperature.
- M: Okay, so we've talked about all of them. Which is the most important?
- F: Well, I think it's either the trainers or the swimsuit.
- M: Actually I don't think the swimsuit is necessary. It might be useful but ...
- E: Okay, thank you very much.

## Unit 8

### ▶ 47

I = Interviewer M = Michelle Washington

- I: Michelle, do you think being a star of reality TV is a good job?
- M: Well, a lot of people like the idea of fame, but they soon realise that it has disadvantages, especially when their private lives are on show. There's obviously a lot of money in this job, though, so that's what persuades such huge numbers of people to do it. In addition, you don't need a lot of talent or to do a lot of hard work to get a job in reality TV.
- I: Is it a good job, in your view?
- M: Well, you need to think about how you would feel with journalists and photographers finding out everything about you, because once you start, everyone from your boss to your ex-boyfriend will be talked about in magazines and newspapers, and writers will be looking for all the bad things. You should at least talk this over with your partner, in advance of sending in that application form.

### ▶ 48

Well, if you decide to appear on reality TV, there's a lot of competition for places.

Here at the New York Reality TV School, from week one we'll start by teaching you how to avoid common errors. So many applicants look straight at the cameras, or do nothing – it's just the worst thing you can do. Our professionals will share their secrets, like how to smile naturally when you know your actions are being filmed. Learn what really works on screen.

We don't want to turn you into a copy of anyone else. We'll help you develop your own individual style through a choice of clothes that really suit your character and we'll give you tips on your hair and make-up so that you can look your best. In the last part we look at applying for shows and successful screen tests.

The most popular course is the six-week workshop course. It takes place every two months. This is our main course, but we also run a shorter weekend course which takes place once every six months.

The cost of the workshop course is \$995. This includes the cost of food and you can stay in our student accommodation. If you are able to provide your own accommodation, the price is reduced to \$395. The weekend course costs \$495.

Anyone hoping to register for the next course must book by the 25th of April. Fees must be paid in full by the 5th of May. Students who book and pay before the 25th of March can take 10 percent off the course fees.

If you're interested and need further information, come to our open day and meet and talk to teachers and some students from previous courses. The dates are available on our website, or you can telephone the office.

### ▶ 49

- 1 I only really enjoy chat shows when they have comedians on or do funny things with the guests.
- 2 I find it so depressing looking at the people on magazine covers. They're so false these days.
- 3 I don't think working in show business is a very good career for anyone really. You're better off just studying hard.
- 4 I've always dreamed of becoming a famous rock star, playing in a band with fans screaming!
- 5 I'd really love to go around the big film studios in Hollywood and see how the films are made.

### ▶ 50

- 1 The metal thing around his neck.
- 2 The thing you use to record voices.
- 3 Those long strings covered in plastic.
- 4 The grey top – the kind you use for sport when it's cold out.
- 5 The hat you wear to play baseball.

### ▶ 51

I = Ivan J = Jenny

- I: Here's a photo of my flatmate at the weekend. He was out with his friends filming something for an online video.
- J: Isn't that your flatmate in the middle, the one wearing the metal thing around his neck.
- I: The necklace? Yes that's him.
- J: What's the guy on the right holding? I can't remember the name. It's the thing you use to record voices.
- I: Oh, a microphone. Yes, and there's another on the main camera.
- J: Oh yes. All of those things must get in the way. You know, those long strings covered in plastic.
- I: Yes, the cables are a bit annoying, but the quality of the sound is much better that way.
- J: I think I know that guy. The one on the left wearing the grey top – the kind you use for sport when it's cold out.
- I: The guy in the sweatshirt?



- J: Yes, and the hat you wear to play baseball.  
 I: A baseball cap?  
 J: Of course, a baseball cap.  
 I: Yeah, you met him at my flatmate's birthday party.  
 J: Ah yes, of course.

## ▶ 52

- 1 Don't worry. We don't expect you to get the words exactly right in an audition.
- 2 Well, you can ask about the character, but the best actors get that information from their agent, and usually just get started straight away.
- 3 Just know the character, and know what they want.
- 4 No, but you should be aware of the camera and know how to turn your best sides to it.
- 5 Don't apologise, don't make excuses, just be professional.

## Unit 9

### ▶ 53

P = Presenter S = Sam Davis

- P: So Sam, you've been looking at the effects of playing video games. Do you think people spend too long playing video games?
- S: Well, a lot of people spend a huge amount of time playing them. By the age of twenty-one, many gamers have played online for around ten thousand hours. It can sound like a lot of time wasted on just a hobby, but I think gamers are learning valuable skills, like team work, problem-solving, or managing complicated situations.

### ▶ 54

P = Presenter S = Sam Davis

- P: Sam, when did you start enjoying video games?
- S: When I was a child, games machines were expensive, but my brother, who's much older than me, gave me his old one. My mum worried that I spent so much time playing video games, but I always made sure I did my homework first. I became a real gaming fan when I realised that whenever there was a new challenge, I was able to handle it.
- P: A lot of people dislike video games.
- S: I know. People blame them for problems all the time, and the complaints never seem to change. Even in the early days when games were very basic and a bit boring, people worried. I think most newspaper articles are starting to offer a balance of opinions these days, though.
- P: So, in your research, what did you look at?
- S: I was interested to see if people's brains really are being damaged. Other scientists have looked at happiness and moods, and found mixed results. We found that the part

of the brain that controls where our hands and arms go actually grew in size in people who played games. We're also interested in whether games help people to get on with each other, but that's for our next research project.

- P: What about games that involve fighting?
- S: I think there's good reason to be annoyed about games where the main action is to shoot or hit other people. We've been looking at the effects of this kind of game for decades now, and it's hard to ignore the facts. There's no doubt that this type of game can make people behave in a bad way. But not all games are like that.
- P: So what games do you prefer?
- S: Well, there are three basic needs in everyone's life that games can meet. For me, it's about working in a team. I feel connected. I know that games also give people a chance to develop talent in certain areas. The last one is allowing people to make their own decisions. It meets a strong human need.
- P: How do you expect games to change in the future?
- S: I think women are becoming more interested in gaming, and there'll be more games for them. There's been interesting work with people who have problems with their eyes and it'll be a huge step forward if games can make a difference to that. There's always interest in making the experience feel more realistic, but that's usually just talk.
- P: Well, thank you ...

### ▶ 55

- 1 The most important skill for someone in my job is knowing how to use a computer. I create or rebuild online sites, so I have to be able to work with specific software. I have to be creative and plan things carefully – those two things don't always go together! I think it's important to get on well with the people you work with, otherwise it becomes impossible to do the job well. We disagree with each other sometimes but I think that's normal. I used to be a police officer but I wanted a change so I retrained. It was the best decision I ever made.
- 2 To do my job you have to be good at maths or you'll find yourself unemployed quite quickly! It's not a job for people who are impatient either. You need to look at lots of information very carefully or you'll make mistakes. People sometimes think my job's a bit unexciting, but actually I work with lots of different businesses who all have different financial needs. This means there's quite a lot of variety. I've been doing it for over ten years and I still enjoy it.
- 3 I have to deal with twenty members of staff and any customers who are unhappy about something we've sold them, which means it's really important that I communicate with people well. I also need to be in control of my staff in order for the business to run well and for them to feel positive about their work. To do

this, I have to be self-confident. With a place this size, there are often issues with staff being off sick, so I need to be able to find an answer to these issues quickly. I really love my job but one thing I dislike is the fact that I have to work irregular hours.

## ▶ 57

**M = Maisy W = Will**

- M:** I was reading an article about how much people spend on their hobbies.
- W:** I suppose it's true that a lot of hobbies can be expensive.
- M:** It says here people spend hundreds of pounds on some hobbies.
- W:** I'm not sure that I'd say it was hundreds. I mean some hobbies like mine – running – cost absolutely nothing.
- M:** Personally, that's what I always thought too, until I read this article. But when you add in the cost of special running shoes and clothing, and the cost of entering races and big competitions, it can soon go up.
- W:** That's true. It can cost hundreds. I think it's worth it though. Speaking for myself, I'm much healthier and happier as a result.
- M:** And it's better than sitting in front of the TV all day.
- W:** Exactly!
- M:** Well, the experts say that golf is one of the most expensive hobbies.
- W:** Really? Is that because of all the expensive equipment?
- M:** No, actually! They say that it's all the money golfers spend on lunches and drinks in restaurants after they finish playing!
- W:** I guess you can't beat simple hobbies like running after all.

## Unit 10

## ▶ 59

Online auctions have become really popular in recent years with some rather unusual things for sale. In 2003, a piece of rock from Mars was sold for a huge \$450,000. Perhaps that high price is not so surprising when you know that it was one of just 123 rocks from Mars that have fallen to Earth.

In the year 2000, a Britney Spears' fan sold a piece of chewing gum she'd chewed and then spat out at a concert in London. It sold for \$14,000.

In the same year, a man in the USA decided to sell the meaning of life. It didn't attract much attention though, and sold for just \$3.26.

One thing that did attract attention was a 1954 letter written by scientist Albert Einstein. It sold for a massive three million dollars.

Sprouts are not everyone's favourite green vegetable and so twice, a man in the UK sold a plate of them that he didn't want. The first time they sold for £99.99. The second time just £34. Both times, he gave the money to charity.

Finally, in 2006, a biologist spotted a sea urchin for sale on an online auction site. The biologist discovered it was a new species of sea animal which lives in the Pacific. Despite that, it only sold for \$138.

## ▶ 60

**P = Presenter D = Diane Shaw**

- P:** Yesterday, somebody paid 450 million dollars for a painting at an auction in New York, so today we're talking about the value of art. With me is Diane Shaw, owner of the East Bank Gallery. Diane, why does art sell for such high prices?
- D:** Well, let me start by saying that paintings are bought and sold every day. I expect a painting is being auctioned right now somewhere in the world, but most are sold for just a few hundred dollars.
- P:** Okay, but when art is sold for a high price, it does seem very high. For example, in the spring of 2015, ten pieces of art were sold for a total of 800 million dollars. They were bought by different people, of course, but that's still an average of eighty million per item.
- D:** Well, people spend that much money for different reasons. It could be that the owner likes the art and wants to own it because it makes them feel good or look good to other people. Perhaps the art is special to them in some way, or they like the artist's technique and creativity. It can also be to make money. Art collectors buy art which they think will go up in price so they can sell it at a higher price later on.
- P:** Art isn't only collected by private individuals though, is it? It's also bought by galleries.
- D:** Yes, that's right. Galleries buy it so they can display it and attract more visitors. Or in some situations a piece of art is bought by an individual and then given to a museum to display. For example, in 1987, a private collector bought one of Vincent van Gogh's *Sunflowers* paintings for just under forty million dollars. He then gave it to the Museum of Modern Art in Japan where it's on display today.
- P:** I expect the owner can visit whenever they want!
- D:** Yes, probably!

## ▶ 63

**R = Robbie J = Jennifer**

- R:** Okay, Jennifer, what have we got for this year's charity auction so far? I'll make a list.
- J:** Well, we received these posters this week. Personally, I don't like them. They're by a guy called Razzia.
- R:** Rats?
- J:** No, Razzia. I'll spell it for you. It's R-A-double Z-I-A. Apparently lots of famous actors collect his posters, so they might bring in some money. This one was made in 1976 so it's quite valuable.
- R:** Great!

- J: And one guy phoned and said he had two plane tickets to New York to give away. He left us his email address. It's Tony at mytravel dot org – that's 'mytravel', all one word.
- R: That's brilliant!
- J: Yes, although they have to be used by the 30th of June.
- R: Okay, that should be fine. What else?
- J: Well, Linsey Baker has offered to clean someone's house for a week.
- R: That's fantastic. How do you spell her first name?
- J: It's L-I-N-S-E-Y.
- R: Thanks. How many hours is she offering?
- J: I think two hours a day, so ten in total.
- R: I'm sure that'll be popular.
- J: Yes, absolutely. We've got a free lunch for four people at the Grenville Café. Let me spell that for you. It's G-R-E-N-V-I-double L-E. The buyers will be able to use it between midday and four fifteen in the afternoon.
- R: Got it.
- J: And lastly, the CostLow Supermarket has sent us a basket with sixteen different food items in it – all their best stuff.
- R: Fantastic. I don't know that supermarket, where is it?
- J: It's in Debden Lane.
- R: How do you spell that?
- J: It's D-E-B-D-E-N.

## ▶ 64

Okay, now for some news about our annual charity auction evening on the 29th of April. We're very excited about getting into the Park Hotel for the auction this year. It's a fantastic place to hold our event. Guests can arrive from seven o'clock. Drinks will be served from seven fifteen and we'll begin selling items at seven forty-five.

Please book a seat for the auction before the day of the event. Look out for our online advert. If you share it with your friends on social media, you'll have the chance to win a fantastic television. Don't worry about bringing cash to pay for any items you buy. You can transfer money from your bank account to ours after the event.

All money from this year's event goes towards helping local homeless people. We intend to use the money from the auction to build a brand-new training centre, where homeless people can come to learn new skills. It'll be next to the hostel on West Street. You can see the plans in their office.

We've got some fantastic items to sell at this year's event. Plane tickets to New York are new this year. We expect the most interest will be in the tickets to next month's music festival. This event has now sold out so you won't get tickets anywhere else except at our auction. We're also very excited about the day trip to the local adventure park for the younger ones.

We already have a number of things to sell this year, but we'd always welcome more items. If you have anything else for the sale, please get in touch with Miss Campbell. I'll spell that for you. C-A-M-P-B-E- double L. The final day is next Thursday.

Now then, we have enough people to help with seating, but we are looking for volunteers to take care of people's coats as they enter. If you think you can do this, please contact Mr Baker. We have plenty of people working on the brochure so we're sure it's going to be a huge success.

## ▶ 65

**J = Jake B = Bella**

J: I think a photo frame makes a really good wedding gift. Kate and Ed will have loads of photos of the wedding. I'm sure they'd love a good frame.

B: Hmm, I'm not sure that's the best choice. It's not a very expensive gift. I think wedding gifts should be more expensive.

J: I don't know, you can get some really nice expensive ones. I've seen them at the department store.

B: Yes, you're right but I think other guests will buy them too. It's best to buy something different, that other guests won't buy.

J: Okay. What about some really posh dinner plates then? I'm sure Kate and Ed will have dinner parties.

B: Yes, that's a good point. Most married couples do. I'm worried about the cost though. I mean, you can't just buy plates, can you?

J: Yes, you're right. You also have to buy soup dishes, dessert dishes and so on. They'll need to match.

B: What about a slow cooker? They're really fashionable at the moment.

J: What's a slow cooker?

B: It's a kind of electric cooking pot. You put your meat and vegetables in it in the morning before work, turn it on and when you get home from work, dinner's ready. It saves people time when they're working during the week.

J: That's true. It's a good idea for busy people. Okay, that's a possibility. We could also get them some speakers so they can listen to music at home.

B: Yeah, that's a great idea but most people have those already, don't they? Everyone listens to music on a device these days.

J: You're probably right.

B: We could just give them some money. A lot of people do that these days so that the married couple can choose what they need or what they'd like.

J: That's true. I don't know though, I'm not keen on giving money. It seems so cold and it's easier for people to compare how much we spent with how much other people spent.

- B:** I'm not sure that's true. Most people are nicer than that but I see your point.
- J:** Something like a beach bag might be a good idea. They can take it on their honeymoon.
- B:** Hmm, it's a good idea but it's a bit like the photo frame. It's not very expensive.
- J:** I don't agree. You can get designer beach bags which aren't cheap at all. They're useful, look good and are expensive. Who doesn't love something like that?
- B:** You're absolutely right! Kate would love it! It's also something that people wouldn't normally buy for themselves because of the cost.
- J:** Yes! Good, okay, so we've got a couple of ideas to choose from. Which do you think then?
- B:** Okay, yeah. Well, I think we should go with the beach bag. I mean, it's ...

## Unit 11

### ▶ 67

**P = Presenter**   **O = Olivia Franklin**

- P:** Next week the Students' Union is organising a two-day conference on the topic of animal protection. With me now is Olivia Franklin, president of the Students' Union. Olivia, what exactly is the conference about?
- O:** Well, we're asking the question 'Should we save the panda?'
- P:** Surely the answer's 'yes'.
- O:** Not necessarily. We're going to have two expert speakers putting forward different viewpoints. One speaker is going to argue that protecting these animals is our responsibility because, without humans, their lives would be safe.
- P:** Yes, that's the main argument, isn't it?
- O:** The other speaker is going to say that we should leave pandas to die out, because the money can be better spent on other wildlife projects.
- P:** Oh, okay, interesting, but hasn't that money already had a positive impact on pandas?
- O:** Yes, but his argument is that the money could have a bigger impact if it was used to help other animals. He thinks we only help pandas because they're big and cute, but actually, they're not a very strong species.
- P:** Interesting.
- O:** He also thinks tigers will die out in the next ten years whatever we do, because it's impossible to protect an animal that's worth more dead than alive.
- P:** Oh, that's depressing. Well, it certainly sounds like it'll be a fascinating debate. When does the conference start?
- O:** It starts on Thursday. All students at the university are welcome to come along. They can find more details on the Students' Union website.

**P:** Fantastic Olivia, that sounds great. I hope the conference goes well.

**O:** Thanks!

### ▶ 68

The photo shows some people outside in a park. Er ... it's an autumn day because there are brown leaves on the ground. There's a dog and the dog is ... er ... excited. There are also three women. The dog's looking at a piece of wood and all the women are smiling and looking at the dog. In the background there are some trees with green and red leaves on them. Um ... the woman at the front of the photo is holding a large piece of wood which the dog is looking at. The two women in the background are both wearing er ... thin coats that you wear in autumn or spring. They also both have long, blonde hair. The dog is a kind of yellow colour. The woman at the front has wavy, light brown hair. The women are all wearing jeans. Um ... the sky isn't blue so it's not a very bright day. Er ... the woman at the front is wearing a woollen jumper with different coloured stripes on it. She's almost sitting on the ground. The dog is ...

### ▶ 69

- M:** For me, the most important thing is my mobile. I can use it to send pictures to my friends and make them jealous!
- F:** Yes, but it's not easy to watch films and things on it because the screen's so small. Would a tablet be better?
- M:** It's too big to carry around. What about a guidebook? We can use it to plan our time.
- F:** The whole idea of going on holiday is to waste time doing nothing! Besides, we can look up where to go on my phone.
- M:** Okay, so that's the thing we'll take then but the tablet's a close second!

### ▶ 70

#### 1 What part of the man's body hurts?

- F:** Hi Dave, how was your day?
- M:** I went snowboarding with a couple of friends.
- F:** That sounds like fun.
- M:** Well, yes, but the sun was really bright and as we were coming down towards the bottom of the mountain, we all crashed into each other. One of my friends hit his head on my snowboard. Luckily he was okay. The other friend fell badly and hurt his knee. We had to take him to hospital. I came away with just a sore thumb.
- F:** Oh dear! That's not what you want when you go out for the day!

#### 2 Which photograph are they looking at?

- M:** I love this photo!
- F:** Isn't it great? Even my dad's smiling in this picture and my mum usually closes her eyes just as the photo is taken. It's great that she's managed to keep them open here!
- M:** When was it taken?

**F:** We went on a day trip to the zoo. It was fun. We don't have time to do a lot as a family any more because we're all so busy.

**M:** Is that your brother there?

**F:** Yeah, it is. It was before he grew his hair long.

### 3 What will the man do this evening?

**M:** I missed the last two classes. What homework did the teacher give us?

**F:** Loads! Last week we had to write about a happy childhood memory. On Monday, she asked us to record ourselves describing our favourite restaurant and to send her the recording. She also gave us a link to a video that she wants us to watch before the next lesson.

**M:** Okay, thanks, The speakers on my laptop aren't working properly at the moment so I think I'll get the speaking task done tonight. I'll leave the writing until later in the week.

### 4 Which sport is free to try today?

Welcome to the Purbeck Sports Open Day. Come and try a new sport today. You can try our ten-metre climbing wall any time. The best thing is there's no charge for this activity! There'll be SCUBA diving classes in the pool. There's a small equipment rental cost for this and you need to sign up at reception beforehand. Down at the beach, local instructors are offering surfing lessons for beginners. There's a discount of eighty percent on their usual lesson fees, so make the most of this opportunity today!

### 5 When can the public start using the new IT Centre?

We're pleased to announce the opening of our new IT Centre at the Newtown Library. If you are phoning from a radio or television station or a newspaper, there'll be a special open day for journalists to preview the new facilities on Saturday the 23rd. Please contact our public relations office before the 20th to reserve tickets. General admission is on the 25th, when we intend to celebrate with a special 'come-and-try' session. Everyone is welcome to join us that day.

### 6 What does the woman order for lunch?

**M:** What can I get you?

**F:** Er ... I'll have a burger please.

**M:** Would you like chips or salad with that?

**F:** I shouldn't have chips. They're not very healthy and I'm on a diet. I'll take the salad instead.

**M:** Okay. And what would you like to drink? We've got tea, coffee or cold drinks.

**F:** Have you got fresh orange juice?

**M:** We have orange juice but it's not fresh, it's in a bottle.

**F:** Okay, I'll just take a bottle of water then, thanks. I might have a cup of tea later when I've finished my meal.

### 7 What does the man want to send back?

**M:** My order's arrived.

**F:** Oh right, is everything there?

**M:** Yeah, it is. The sweatshirt I wanted to give my brother for his birthday isn't the right size but I think I'll keep it for myself. It fits me and it looks good.

**F:** What about the hat?

**M:** I love it but it's not the same colour as the one on the website and he'll only wear particular colours. He'll like the T-shirt though so that one stays.

**F:** Can you return what you don't want?

**M:** Yes, I'll go to the post office tomorrow and sort that out.

## ▶ 71

**I = Interviewer P = Professor Allen**

**I:** Professor Allen, you help governments to predict and prepare for the future.

**P:** Well, yes, we're going to have to make some big changes. If we continue buying and throwing things away, we're soon going to have problems. By then, it'll be too late to think, 'Okay, I'll change my life!' We have to do something now.

**I:** Why do you think this?

**P:** Well, most of the world's oil's going to run out by 2050, unless something major changes. Without oil, energy's going to be very important. I imagine governments will start to use computers to keep a record of all the energy we use and I expect that there'll be taxes on the energy we use, instead of the wages we earn in future. Energy's going to be that important.

**I:** I guess that means big changes to transport.

**P:** Of course. Some forms of transport are going to be impossible without a new form of energy. Flying will become something that happened in the past, and cycling will be the first choice for most people.

**I:** That's quite a change.

**P:** Mmm, but I think it goes much further. Large supermarkets won't be possible in this new future, they'll be expensive to run, and nobody will be able to get there by bicycle, anyway. Without easy transport, cities won't be very attractive. I believe we're going to see the end of cities as we know them.

**I:** How likely is this future?

**P:** Well, this is the future we're going to get if we don't make any changes now. Obviously, a lot of people are working to make sure this doesn't happen. Interestingly, one of the biggest groups is oil companies. Nobody's more interested in finding the next replacement for oil than they are!

**I:** Will you be making any changes, Professor?

**P:** My bike's waiting outside, and I'm going to ride home after this interview!

**I:** I think I'll do the same tomorrow!

## Unit 12

## ▶ 72

M: How was your weekend?

F: I watched the second series of that TV show, *Lighter Things*.

M: The whole series?

F: I just couldn't stop myself. I fell asleep halfway through one show, woke up on the sofa and just carried on the next day.

M: You mean you didn't even leave the house?

F: Not once. To be honest, I'm a bit depressed that there are no more programmes left to watch now. I felt quite emotional when I got to the end. I've never spent so much time watching TV before but I'd do it again.

## ▶ 73

1 You will hear a woman telling her friend about watching a TV series at the weekend.

M: How was your weekend?

F: I watched the second series of that TV show, *Lighter Things*.

M: The whole series?

F: I just couldn't stop myself. I fell asleep halfway through one show, woke up on the sofa and just carried on the next day.

M: You mean you didn't even leave the house?

F: Not once. To be honest, I'm a bit depressed that there are no more programmes left to watch now. I felt quite emotional when I got to the end. I've never spent so much time watching TV before but I'd do it again.

2 You will hear a man talking about his hobby which involves performing battle scenes for tourists.

F: I see you're wearing your cowboy clothes again. Are you joining your dad and his friends acting out those old battle scenes for the tourists again this weekend?

M: I am. There's nothing wrong with sharing a bit of history with the visitors. And I'm the only one among them who can manage to wave a gun around while riding a horse.

F: I have to be honest, the clothes suit you.

M: It's fun spending time with the older guys in town. Besides, because it's all based on history and facts, I'm always going to beat the others every time! It's guaranteed.

3 You will hear a man talking about his experience travelling.

F: I'm sure it was hard spending twenty years travelling the world.

M: Well, I always knew I wanted to get close to local people, and I've had some fantastic experiences.

F: Weren't you worried that places can be dangerous for tourists?

M: I think there are bad neighbourhoods and individuals everywhere, but it's possible to avoid them. I wasn't there as a tourist, though, spending lots of cash. I wanted to live like the local people, so I set up some small business deals along the way, and that easily covered my living costs. I wasn't expecting that to be so easy.

4 You will hear a man talking about the number of concerts he goes to.

M: That's twenty-one concerts in just seven days! I'll be putting these photos online later.

F: How did you manage it?

M: Well, they were at a lot of different times of the day. Quite a few places that hold concerts have closed and I was keen to make people realise that and hoped they might be persuaded to get out and see more live music.

F Did you have to pay to get in?

M: Luckily, when I told the bands what I was doing most of them let me in for free, or in exchange for me mentioning them on my website!

5 You will hear two friends talking about an advert for a job as a water slide tester.

M: Did you see that advert for someone to test the slides at the new water park? I didn't know that job existed.

F: Well, they need someone to test that they're safe. There are a lot of things to consider before you let children on.

M: I guess they get a better idea of speed if they actually go down it. You wouldn't want to put people in danger, and the biggest slides can get really fast. It must be strange doing such a serious job in your swimming costume though.

F: Imagine how strong your muscles would get from climbing all those stairs!

6 You will hear two friends talking about a competition.

M: Listen to this! A guy won a burger-eating competition in the USA. He ate twelve burgers in three minutes and won all the burgers he can eat for the rest of the year.

F: Do you think he was just naturally greedy?

M: I'm sure there's a lot of preparation, but the final result was really close, he only just finished his twelfth.

F: Well, I guess the guys who lost were disappointed, to be so close and just miss all the rewards at the end. Maybe next year.

## ▶ 74

R = Ruby Z = Zac C = Clare L = Lee

R: My family loves skiing so I've been skiing almost as long as I've been walking. I trained to be an instructor in my early twenties but I soon wanted something more challenging. That's when I tried extreme skiing. A helicopter takes us high up into the mountain and we ski down from there. It's possibly the most dangerous sport you can do because fresh snow moves quickly and

without warning, so you can soon find yourself pushed towards rocks, trees and cliffs – or worse, buried under the snow. It's not something that people should do unless they're very experienced skiers.

- Z:** I've always been a keen cyclist. I competed in lots of road races as a teenager and trained hard but unfortunately just wasn't good enough to be professional. Then I got a mountain bike for my nineteenth birthday and I gave mountain biking a go. It's a fantastic sport. If you cycle sensibly and wear the correct clothing, then injuries aren't usually very serious. However, anyone who's taken part in downhill mountain biking knows that one tiny mistake can have a very serious result.
- C:** A few years ago, I realised I needed to improve my fitness so I got into walking. I'm not talking about the kind of walking families do on a Sunday afternoon. I'm talking about extreme walking across some of the most dangerous mountain paths you can possibly find. Some of the paths are wide, some are narrower than your foot. Beginners need to practise using safety equipment and ropes before they try any of the paths. And if you're afraid of heights, I'd recommend a different sport!
- L:** Growing up on the coast, I've been a surfer since I was a kid but around five years ago, I went on a beach holiday with friends who were into big wave surfing. I joined in with them, just to see what it was like, and loved it! You have to deal with huge waves so it's extremely dangerous, especially at first when you're not very experienced. My advice is to keep practising and have experienced surfers around to help you at all times. This is what I did and I actually won a prize for the best newcomer in a competition I entered last year.

## ▶ 75

- 1 I enjoyed doing the long jump at school, but I absolutely hated the high jump. I used to pretend I had an injury so I didn't have to do it!
- 2 I try not to get nervous before an important match because if I do, I can't hold my racket properly and the ball doesn't hit the wall in the right place.
- 3 We scored two goals in the final and won the gold medal.  
It was the best day of my life!
- 4 I hit the ball, dropped the bat and ran as fast as I could to get a home run.
- 5 It's a wonderfully slow, relaxing activity that helps you to breathe properly.
- 6 The wind was against us for most of the course but by the time we could see the finish line, we were racing along!

## ▶ 76

**A = Anna   L = Luke**

**A:** Hi Luke. What are you reading?

**L:** Oh, hi Anna. It's an article about people living in extreme places. Look at the photos.

**A:** Wow, that island looks amazing. The colour of that sea is gorgeous. And sandy beaches all around. Can I live there, please?

**L:** Sorry, it says here that no outsiders are allowed to move there.

**A:** Oh, that's a shame. Well, I'd live there if I could. Where is it?

**L:** It's Tristan da Cunha in the south Atlantic, almost 2,000 miles from the nearest land, apparently. I think it'd be quite boring. Fewer than 300 people live there.

**A:** What do they do?

**L:** They're farmers. It says here that they also make money by producing and selling their own stamps and coins. What amazes me the most is that they've only had TV there since 2001!

**A:** Well, they probably had more important things to do!

**L:** How about this for an unusual place to live, then? It's called the Hanging Temple and it was built into Mount Heng, a really steep mountain in China, more than 1,500 years ago.

**A:** Wow, that's old. I wonder why they built it like that.

**L:** Apparently, it was partly to protect it from bad weather and partly so the residents could live in silence.

**A:** Do people live there now?

**L:** Not really, it's a tourist destination. A few people live there so they can look after the place but that's all.

**A:** I don't suppose it's very comfortable as a home.

**L:** I agree, but the views must be incredible. So, if you had to live in one of these two places, which would it be?

**A:** If I had enough money, I'd visit both of them, especially the temple, to see what it's like, but I wouldn't live there if you paid me a million pounds! If I had to live in one of these places, it'd be Tristan da Cunha. What about you?

**L:** Well, if I'm honest, I'd hate to live in either place – I wouldn't be able to go clubbing! But if I had to choose, then I'd go for the island, I suppose. I could watch TV even if there's nothing else to do.

## ▶ 77

**N = Nick   K = Kate**

**N:** I'd like to go there because the landscape is amazing. Would you go there if you could?

**K:** No. It's pretty. It's too boring. It's too quiet.

**N:** I'd go fishing in the lake because I'm sure there are lots of great fish there. And I'm into photography so I'd take loads of photos.

**K:** Fishing is too boring. Cities are more interesting. There are more things to do. They're more comfortable.

**N:** Yes, and there's a lot more entertainment. But I can take better photos in a place like this, especially of the wildlife.

K: I've never lived in the country. I grew up in the city. It's more interesting.

**78**

A = Angela W = Will

A: We've received hundreds of texts this week from listeners who took part in the Survival Quiz on our website. It seems that it's a topic you're all fascinated by, so I'm delighted to say we're joined this morning by survival expert Will Harper who's going to tell us a bit more about each of the situations in our quiz. Good morning, Will. Perhaps you could start by explaining what to do if we see a poisonous spider climbing up our leg?

W: Morning Angela. Yes, not really a situation any of us would like to be in, is it? Well, firstly, it's not a good idea to run screaming around the room. The spider will just hold on even more and may then bite you. If you stand still and do nothing, the spider won't move either, but it could bite you. The best thing to do is to brush the spider away, either with your hand or another object if you don't want to touch it. Do it calmly and confidently.

A: But what happens if the spider bites you?

W: You should wash the area with soap and water. Put some ice on it and, if possible, keep that part of your body raised. Then go to a hospital. If you can, catch the spider and take it with you so the doctor can identify it. Tying something around the bite will stop oxygen from moving freely round your body which is never a good thing to do. And don't wait to see if you feel ill later – it's better to be safe now than sorry later.

A: Now, I have to admit that I'm afraid of big dogs. What should I do if one's coming towards me?

W: Never look it in the eye, or make quick movements. Stay still and look in a different direction. They'll soon get bored and go and find something more interesting to do.

A: Okay, well, I'm sure you're right but it's easier said than done! Let's move on to talking about the great outdoors. What do you do if you're lost in a forest?

W: Well, if you're without food or water, running around will make you tired and thirsty. You could wait for help if you're sure someone will come looking for you but that might not happen. Walking downhill is the best choice because that's where water usually runs. Of course, if you have a mobile phone and a good signal, then try that first!

A: Of course. Definitely good advice! Right then, what about the last situation in our quiz? What should you do if a friend falls into freezing water?

W: The main thing is to get the person warm and then take him to hospital. It's best if they lie down so blood stays near to their brain. A person won't be able to get warm in wet clothes, so they should take them off and put on dry clothes or a blanket. Give them a cool drink if possible.

A: Now Will, you've got a new book out called *Danger in the Extreme*. Is that right? Perhaps you could tell us a bit about it.

W: Certainly. It's a book I decided to write about five years ago after I ...

## Practice test

### Listening, Part I

**79**

1 **Where will the woman look for the doll?**

M: What's wrong with Amy? She looks upset.

F: Poor thing, she's lost her favourite doll. She's had it since she was born.

M: Oh no! That big blue one she was holding at the party?

F: That's the one. We haven't seen it since we were at the park at lunchtime so I'll go back now to have a look. We definitely had it at the supermarket this morning and afterwards in the car. I'm just trying to remember exactly where we've been today.

M: I hope you get it back.

2 **Where will they have dinner?**

M: Where shall we go for dinner? It's such a nice evening – how about eating outside somewhere?

F: I don't know. It's warm, but it might be a bit windy outdoors. What about that new pizza place on Grey Street?

M: Sounds good – maybe too good. I'm trying to lose weight!

F: Well what about a salad at home in front of the TV?

M: Are you serious? It's Saturday night! We should go out.

F: Well you decide then.

M: You know, that new place would actually be great.

F: Okay, but remember – this is your decision.

3 **What will they take to the picnic?**

M: Do you need me to pick up anything from the supermarket on my way home?

F: Yeah – if you wouldn't mind, we'll need something to take to the picnic tomorrow. I thought I'd take fruit, so maybe some pineapple and grapes, something like that.

M: Okay. But you know I don't like fruit.

F: Well it's just to take to the picnic. Get yourself some bread rolls or something.

M: No. I'll just eat cake – there'll be cake at the picnic, won't there?

F: It's Oliver's birthday, so I think there will be.

4 **What will the weather be like tomorrow?**

M: Well today's weather was full of surprises, with rain in most parts of the country after such a nice sunny day yesterday. That was the last of the fine days for a while. I'm afraid the wet weather will remain with us until



much later in the week. It looks like rain every day except tomorrow, which should be dry but, unfortunately, still very cloudy. Temperatures will continue to drop this week, so you may need to bring out those winter jackets, especially in the north.

**5 What does the young man want to do straight after he leaves school?**

F: What do you think you'll do when you leave school?

M: Well, I definitely want to go to university eventually. I'd like to study medicine if I can. That's my goal – but not straight away. I'm not ready for that yet. First I'd like a year off to go travelling overseas – you know, see the world a bit first. I'm working towards it, saving the money I earn in my part-time job. I help out at the pool – I'm a swimming instructor at the weekends.

**6 Where will the walk start?**

F: Feel free to look around the gift shop for five minutes, before we meet outside by the rose garden – we'll begin our walking tour from there. I should remind everyone to wear a hat and sun cream – both available here at the gift shop. We'll be out in the sun for an hour, so you might also want a drink. Remember though, we'll end up at the café so there will be drinks available for you to buy. Right, so I'll see you by the roses in a few minutes.

**7 What did she leave at her friend's place?**

F: Hi, it's me. Look, I came home with your hat after we visited yesterday. I think it was next to my jacket and I just picked it up with all my things. Sorry about that – I'll bring it over. The other thing was – I left my scarf behind, the blue one. It's on the chair next to the front door I think. I can come round today to give you back your hat and get the scarf – just let me know if you'll be home.

## Practice test

### Listening Part 2

 80

**8 You will hear two friends talking about going to the cinema.**

F: What did you think of the film last night? Did you like it?

M: It was okay I guess.

F: Really? Just okay? I thought the whole story was fascinating.

M: True – but they could have told it in half the time. It did go on a bit.

F: James, you just can't concentrate for more than half an hour. It's actually doing very well – it's really popular.

M: Maybe so – but not last night. The cinema wasn't even half full.

F: When I went, it was really crowded, but I suppose it was a Saturday night.

**9 You will hear two friends talking about a teacher.**

M: Mr Green. Didn't you have him last year?

F: Yeah. Get used to lots of homework!

M: I don't mind that – I need to do well. Do you think he was a good teacher?

F: Look, he could be strict sometimes but I guess he was the same with everyone.

M: At least he doesn't have favourites. That's a good thing.

F: True. But sometimes his lessons were a bit complicated – so ask him if you don't understand.

M: I think he's been pretty clear so far – but it's only the first week.

**10 You will hear two friends talking about their new neighbours.**

M: Have you met the new neighbours yet?

F: Yeah – they came over to complain about the loud music last night. I felt terrible – they were trying to get the baby to sleep.

M: Not a good start.

F: No. But actually, they seem nice – they remember what it's like to be a teenager. They were okay.

M: Well, they have to be better than the people who were there before.

F: I know – remember how they were always arguing! These new ones seem very different. I'm looking forward to getting to know them.

**11 You will hear a young woman telling her friend about her part-time job.**

M: How was your first day working at the shop?

F: I guess it went okay. I still have a lot to learn – I did a couple of things wrong.

M: Like what?

F: Well, I told a customer we didn't have any shoes in her size, but I was looking in the wrong place. Luckily, everyone that works there is so nice – they showed me what to do and said they all made mistakes when they first started.

M: So will you be there every Saturday?

F: I hope so. I'll have to wait and see how much work they give me.

**12 You will hear two friends talking about using their phones.**

F: I just got my phone bill – it was so high, I can't believe it!

M: I can – you're always looking at your phone. Why don't you keep it in your bag and just take it out when you want to use it?

F: I have to phone a lot of people. And once I have it out, I start playing games on it.

M: I know what it's like; I just upgraded to a new phone and now I can't stop looking at it. For me the only way is to have it where I can't see it.

**13 You will hear two friends talking about a library.**

M: Have you been to the new library?

- F: Yeah – I went to see it yesterday. I like the way they've rebuilt the front. It's a real improvement – it was so ugly before.
- M: I don't know about that. It's not really my style. But there seem to be more facilities now – you know, more computers and meeting rooms.
- F: I think it will be more convenient for study groups now – you can book a quiet room and work together without disturbing anyone.
- M: Yeah – so there won't be a bossy librarian telling us to be quiet.

## Practice test

### Listening Part 3

▶ 81

You will hear a radio announcement about a new art gallery.

I'm Hannah Simons and I'm here to tell you about Oakfield's new art gallery. I'm sure you've seen the building work on Ridge Road for the last year and a half. Well, the new gallery is finally ready and will be opening its doors on Tuesday. Note that this is not Sunday as was advertised in the weekend paper – we had some last-minute delays so we needed another few days.

Now, if you want to come by car, there's parking on Ridge Road where the library used to be. However, we encourage people to take public transport to the gallery and there is a bus stop on the High Street across from the town hall. If you want to come regularly, consider becoming a member. It's sixty dollars a year for a family, so you could save over a hundred dollars if you plan to visit several times. Ask about our special individual rates too. We aim to get at least six different exhibitions a year. The huge new space, the Sommerville Room, has a focus on photography and the Gresham Room will contain modern sculpture.

If you're happy to do your own thing, just pick up a free map and enjoy the exhibitions. But you can book the guided tour of the gallery; these cost five dollars and there are two a day. Another thing I should mention is the gallery café, which is open from 10 to 5, the same hours as the rest of the gallery. After this, it's available for hire. It's a very welcoming space, and perfect for a special day such as a wedding. It has art on the walls and a fantastic menu. We're really hoping the people of Oakfield will make the most of this lovely new gallery and all its facilities.

## Practice test

### Listening Part 4

▶ 82

P = Presenter L = Laura Wilkes

You will hear an interview with a young woman called Laura Wilkes who runs an online business.

- P: I'm here with Laura Wilkes, one of the most successful young business owners in the country right now. Laura, what made you start your online business?
- L: Well, I had no real career plan and I was still living with Mum and Dad and working as a tennis coach. An old school friend came to the tennis courts one day and we were talking about how hard it was to find a good water bottle. It was just a simple thing but when I got home, I started looking for good bottles online, I couldn't find what I wanted and so decided to design my own. The business grew from there.
- P: It sure did. And now you sell more than just bottles, don't you?
- L: Yeah. Once the website was up, I thought, 'why stop there'? Maybe people who buy bottles for sports drinks, maybe they'll also want a sports bag. I wanted to try something else and see what happened. So I did and the sports bags are selling really well too.
- P: So what's the key to your success?
- L: It's hard to say really. I suppose if you have a shop in a shopping centre, you can really look after your customers but, as an online business, I have to do all that online. I try as hard as I can to assist them as well as if they were in a shop, make it a bit more personal.
- P: What challenges have you experienced in your business?
- L: Oh, the second year wasn't easy. One day I was running a business out of my bedroom at my parents' place and a few months later I had my own building and eight people working for me. Fortunately, we always get positive comments from the customers – but it all happened very suddenly.
- P: So would you say it's stressful?
- L: No but it used to be. I've learnt a lot from those early days. Now I feel grateful to have this excellent team and it's really good to be independent, you know, be my own boss and make my own decisions.
- P: And what's next? Will you start selling your products internationally?
- L: Well, we tried that last year and, to be honest, it was really complicated with all the different laws. I've decided to keep it local for now. I'm lucky that I like what I do but it's been a lot of work. I'd like to be able to rest a bit more and let my staff manage the business more often.

## Practice test

### Speaking Part 1

▶ 83

What's your name?

Where do you live?

Do you work or are you a student?

What do you do? What do you study?  
Do you have much free time?  
What do you enjoy doing at the weekend?  
What are your plans for next year?  
What type of weather do you like best?  
Thank you.

## Practice test

### Speaking Part 2

 84

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

Student A, here is your photograph. It shows people buying something.

Student B, you just listen.

Student A, please tell us what you can see in the photograph.

Thank you. Student B, here is your photograph. It shows a family spending time together.

Student A, you just listen.

Student B, please tell us what you can see in the photograph.

Thank you.

## Practice test

### Speaking Part 3

 85

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe the situation to you.

A group of university friends want to have a special meal together.

Here are some places they could choose.

Talk together about the different places they could have the meal and say which would be the most fun.

All right? Now, talk together.

Thank you.

## Practice test

### Speaking Part 4

 86

Do you like trying types of food you've never eaten before?

Do you prefer to eat indoors or outdoors?

Where do you eat with your friends and family on special occasions?

Do you think it's important for families to eat together?

Which do you prefer, cooking a meal or going to a restaurant?

Thank you. That's the end of the test.

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# Teaching notes

## IA What's the word?

### Aim

to practice deducing the meaning of vocabulary in context

### Exam link

Reading paper (all parts)

### Activity type

deducing the meaning of words in context

### Classroom dynamics

pairwork

### Time taken

20 minutes

### When to use

after Vocabulary, Activity 7, p.9

### Preparation

Make one copy of the worksheet for each student, cut into A and B sections.

### Procedure

- 1 Tell students that they are going to read some texts with difficult words they may not know. They have to work out the meaning from context using some guiding questions to help. Give half the class a Student A worksheet, and the other half a Student B worksheet. Individually, students should read the text quickly. Then, they should try and think about what the words in bold mean by looking at the context. Point out that the words in bold are difficult, and high-level. Give students around five minutes for this.
- 2 Put all Student As and all Student Bs together. First, ask each Student A to read out their text to their partner. Student B then reads out the options (1–3) for each of the words in bold. Student A chooses which definition fits the word best.
- 3 This is repeated, with Student B reading out their text, and Student A reading out their definitions for each word in bold.
- 4 Check answers as a class, and find out how many words students correctly guessed the meanings of.

### Answers

researcher 3  
laboratory 2

cure 1  
groundbreaking 1  
humorous 2  
phenomenal 1  
elderly 2  
infirm 1  
demanding 3  
modest 2

## IB What kind of person am I?

### Aim

to review vocabulary for describing people's personalities

### Exam link

Speaking Part 1

### Activity type

asking and answering general questions

### Classroom dynamics

individual and whole class

### Time taken

20 minutes

### When to use

after Vocabulary focus, Activity 8, p.11

### Preparation

Make one copy of the worksheet for each set of 10 students, cut into separate cards.

### Procedure

- 1 Tell students you are going to talk about yourself and they must guess which adjective best describes your personality. For example, choose the adjective *brave*. Describe yourself using phrases like, *I am very active and love extreme sports. My favourite new sport is skydiving. I am a firefighter, and I'm not scared of many things.* Elicit the adjective *brave* from the students.
- 2 Now tell students they are going to role-play being different characters, answering questions and discussing general personal details. Give each student a character card. If you have fewer than 10 students in the class, you will not need to use all of them. Tell students to look at their cards and give them five minutes to consider the questions and how they should best answer them according to the personality on the card.

- Students should mingle, asking and answering the questions on their card according to the personality. Students can ask extra questions if they need to. After two minutes, call out *Stop!* Students should try to guess the adjectives which describe their partner's personality. Their partner says if the guess is correct or not. Then, students move on to a different person to ask and answer questions.
- Repeat this until students have talked to three or four different people.

## IC The main idea

### Aim

to practise paragraph organisation

### Exam link

Writing Part 2

### Activity type

matching topic sentences to paragraphs and developing a paragraph

### Classroom dynamics

groups of four and pairwork

### Time taken

30 minutes

### When to use

after Writing focus, Activity 7, p.14

### Preparation

Make one copy of the worksheet for each group of four students, cut into separate sections and cards.

### Procedure

- Divide your class into groups of four.
- Give each group a list of topic sentences and a set of paragraphs. The paragraphs should be placed face down in front of them. Make sure the students know that all the paragraphs are on different topics and are not related to each other. Explain that topic sentences are usually the first sentence in a paragraph, and give the reader an idea of what the paragraph is about.
- Explain that students should take turns to choose a paragraph to read aloud. While they read, the others in the group decide which topic sentence (1–8) best matches each paragraph (A–F). Explain that there are two more topic sentences than paragraphs.
- When students have completed the matching activity, ask them to work in pairs. They should choose one of the two remaining topic sentences and continue the

paragraph with their own ideas. Students should write about 100 words.

- Ask students to read their paragraphs to the class and get the class to choose their favourites.

## Answers

1 E 2 A 3– 4 F 5– 6 D 7 B 8 C

## 2A A meal for two

### Aim

to practise using food collocations

### Exam link

Speaking Part 2

### Activity type

drawing dishes and describing them

### Classroom dynamics

individual and pairwork

### Time taken

20 minutes

### When to use

after Vocabulary focus, Activity 7, p.17

### Preparation

Make one copy of the worksheet for each group of four students, cut into separate sections.

### Procedure

- Tell students they are all going to be involved in a TV cooking programme. Individually, students will be given a list of ingredients with which they should invent a new dish. Students can add some extra ingredients to their dishes if necessary. On the board, write up the following ingredients and together, elicit a meal from the class as an example. Draw it on the board: *chicken, salt and pepper, fresh mushrooms, pineapple, spicy sauce.*
- Put students into pairs. Give a copy of the worksheet to each pair of students and give them five minutes to do the same thing with their ingredients. They should draw the final meal in as much detail as possible in the space provided. Stress at this point that it doesn't matter how good students are at drawing! Encourage students to try to create both a main dish and a dessert from the ingredients.
- Using your drawing on the board, describe it to the class in as much detail as possible as an example: *My dish is called fruity chicken. It is made from meat, fresh*

vegetables and pineapple. On the right of the picture, there is some boiled rice with fried chicken on it. It is covered in a spicy pineapple sauce. On the side, you can see some fresh mushrooms. On the right of the picture, there is a fresh fruit salad which also has some pineapple. It is covered in ...

Put students into groups of four. They should then take turns describing their meals.

Once students have described their meals, they should decide which is the best and why. The best meal from each group should then be presented to the whole class after which the best overall meal can be chosen.

## 2B What's really happening?

### Aim

to practise modals of possibility

### Exam link

Speaking Part 3

### Activity type

describing pictures and speculating

### Classroom dynamics

groups of three or four

### Time taken

20 minutes

### When to use

after Grammar focus, Activity 8, p.22

### Preparation

Make one copy of the worksheet for each group of three or four students, cut into separate cards.

### Procedure

- 1 On the board, quickly draw some lettuce. Don't worry if it doesn't look realistic – it shouldn't be too clear. Ask students to guess what it is and use this opportunity to review the target language of modals of possibility (*it must be ...*, *it can't be ...*, *it could be ...*, *it might be ...*).
- 2 Divide your class into groups of three or four. Explain that you are going to give them some partial pictures, but that what's happening is not as obvious as it seems. Explain that *partial* means 'not complete'. Give students the four partial pictures and ask them to work in their groups and guess what might be happening. Tell them they should come up with three possible scenarios for each picture, giving reasons for their deductions. E.g. They must be dancing because I can see their feet moving. Encourage them to be creative with their suggestions!

- 3 Ask groups to tell the class their ideas and discuss as a class which are the most likely.
- 4 Now give students the full pictures. See who came closest to the pictures in their suggestions.

## 2C Beginnings and endings

### Aim

to practise organising and developing a story; to practise using linkers in a story

### Exam link

Writing Part 2

### Activity type

matching beginnings and endings of stories, then writing the middle paragraph of a story

### Classroom dynamics

pairwork

### Time taken

15–20 minutes

### When to use

after Writing focus, Activity 4, p.24

### Preparation

Make one copy of the worksheet for each student.

### Procedure

- 1 Divide your class into pairs and give each student a copy of the worksheet. Explain to students that they have five first lines from stories (at the top of the worksheet), five story beginnings (A–E) and five story endings (i–v). Ask them to work in pairs and match each first line to its beginning and ending.

### Answers

1 E, ii 2 C, iii 3 A, v 4 D, i 5 B, iv

- 2 Check answers, then bring students' attention to the linkers in brackets underneath the paragraphs. Ask students to try to add the linkers to the paragraphs in appropriate places. Do the first one on the board as an example. Get students to check their answers with another pair and then go through them as a class.
- 3 In their pairs, students should then choose one of the stories and write the middle paragraph.
- 4 Put the middle paragraphs up around the room. Students can read them and try to match them to their titles. Students could also vote for their favourites.

**Possible answers**

- A Suddenly, I heard something outside ...; Just then, I looked across the garden ...
- B and finally left the house.
- C Just then, he remembered hearing wild stories ...
- D Two years earlier when she left university, ...; Finally, she had her chance now.
- E It all began four years earlier ... / It all began when I was sitting in the library one day four years earlier.
  - i An hour earlier, she had been so stressed!
  - ii When everyone else eventually left ... / Eventually, when everyone else left ...
  - iii Suddenly, the door handle began to move.
  - iv A moment later, the police cars went past quickly.
  - v A moment later, something exploded ...

**3A** *-ing* and infinitive dominoes

**Aim**

to practise *-ing* forms and infinitives

**Exam link**

none

**Activity type**

playing a game of dominoes by matching sentence beginnings and endings

**Classroom dynamics**

pairwork and groups of four

**Time taken**

15 minutes

**When to use**

after Grammar focus, Activity 8, p.28

**Preparation**

Make one copy of the worksheet for each group of four students, cut into 24 cards.

**Procedure**

- 1 Divide your class into pairs and tell them they will work with their partner as a team. Put pairs together into groups of four.
- 2 Give each group a set of cards, face down. Students shuffle the cards and divide them equally between the two teams.
- 3 Explain that the cards contain sentence beginnings

and endings, using *-ing* forms and infinitives, and that students are going to use them to play a game. The team that is going first puts one of their cards on the table, face up. Tell students to ignore the letters – these are only for checking answers.

The other team sees if they have a sentence beginning or ending on one of their cards that fits with the card on the table. They add a domino if they can.

The teams decide together if the completed sentence is correct and makes sense. Be prepared to step in and resolve disputes.

If students have a domino with a blank space, they can complete it with their own ideas if none of their dominoes are suitable.

If students cannot complete a sentence, they miss a turn. Play continues until one team has used all its dominoes.

- 4 As an extension activity, students could work in pairs and take it in turns to read one of the sentence beginnings on the dominoes. Their partner must provide a suitable ending.

**Answers**

A-F-C-B-K-D-L-O-M-G-H-N-R-W-S-P-E-U-X-Z-I-J-Q-T

**3B** Rules for life

**Aim**

to practise modals of obligation

**Exam link**

none

**Activity type**

playing a board game in which students practise modals of obligation

**Classroom dynamics**

groups

**Time taken**

15 minutes

**When to use**

after Grammar focus, Activity 6, p.31

**Preparation**

Make one copy of the worksheet for each group of students. You will also need dice (one per group) and counters (one per student).



## Procedure

- 1 Ask students to think of the best piece of advice a parent or teacher has ever given them. Get them to share their ideas with the class. Briefly review the modals of obligation *must/mustn't* and *should/shouldn't*.
- 2 Divide your class into groups of between three and five students and give each group a copy of the worksheet. Make sure groups also have dice and a set of counters.
- 3 Explain that there are four categories of advice on the board: *Friendship, Work, Happiness and Learning*. The aim of the game is for students to make their way round the board and collect four different 'rules for life': one from each category. Students do this as follows:

If players reach the end of the board without collecting a rule from all four categories, they can return to the beginning and start again. Players take it in turns to roll their dice and move forward.

When they land on a square, they add a modal of obligation and other words as necessary to complete the rule and make it true for them. They explain to the other players what the rule means to them, or why they think it is true. That rule is then theirs and cannot be 'claimed' by any other players.

If players land on a blank square, they can make up their own rule. They must make sure that the rule belongs to the correct category (*Friendship, Work, etc.*).

As players collect rules, they write their names on the squares once claimed, so other students cannot use them.

The winner is the first player to collect a rule from all four categories.

## 3C Jigsaw email

### Aim

to notice functional language in the context of an email; to practise writing a reply to an email

### Exam link

Writing Part 1

### Activity type

putting an email in order and writing a reply

### Classroom dynamics

pairwork

### Time taken

25 minutes

## When to use

after Writing focus, Activity 5, p.34

## Preparation

Make one copy of the worksheet for each pair of students. Cut it into separate sections and cards.

## Procedure

- 1 Divide the class into pairs and give them a copy of Part A of the worksheet. Ask students to read the email in pairs and complete the gaps using the ideas in brackets to help them.  
Monitor and check that students are writing appropriate information.
- 2 Tell students that they are going to read an example reply. Give each pair a set of Part B cards. Give students about five minutes to put the email into the correct order. Allow students time to check their answers with another pair and then go through the answers as a whole class.

## Answers

From: Your favourite cousin!

Subject: Your birthday

Hello!

Thanks so much for your email. It's a fantastic idea to have a family get together. Of course, I'd love to come! I'm sure all of the family will be there.

I'm afraid I don't agree with you about going to that place you mentioned. I think it is too expensive for all of us. How about just going for a walk around the city before we go for a meal? I think it'd be better for the family.

Thank you so much for offering to help with a hotel. It would really help.

Do you want me to bring you a present? I'd be happy to get something for you.

Anyway, let's speak soon.

Your number one cousin.

- 3 Explain to students that they are now going to reply to their cousin. Give students Part C of the handout and let them read the notes. Give students 10 minutes to write a reply. Once completed, students should pass their email to another pair, who should check that all the information is included.

**4A** Our class survey**Aim**

to practise using *used to* to talk about past habits/states which are generally no longer true

**Exam link**

Speaking Part 1

**Activity type**

conducting a class survey and talking about past habits

**Classroom dynamics**

groups

**Time taken**

20 minutes

**When to use**

after Grammar focus, Activity 7, p.41

**Preparation**

Make one copy of the worksheet for each student.

**Procedure**

- 1 Tell students that they are going to conduct a class survey to find out about each other's beliefs and habits in the past. Divide the class into groups of six students and then give each member of the class a copy of the worksheet. Explain that the students should discuss each question on the survey as a group and all members must answer.
- 2 In their groups, one student starts by reading aloud the first question. All the students say whether this is true for them or not. On the worksheet, students should make a record of the number of students who answered positively. The group should then ask these students extra questions to find out more information, for example: *Where did you use to live?*  
This process is repeated until all the questions have been asked and answered.
- 3 Put students into new pairs or groups of three, with students working with new people. Ask students to compare their findings and complete the final column on the handout. They should do this by taking the number of students in both of their previous groups, and working out what percentage of students agreed with the question.
- 4 Conduct whole-class feedback and find out if the survey results were similar.

**4B** Don't you agree?**Aim**

to practise expressing agreement and disagreement; to review town and city vocabulary

**Exam link**

Speaking Part 3

**Activity type**

completing a conversation

**Classroom dynamics**

pairwork

**Time taken**

20 minutes

**When to use**

after Vocabulary focus, Activity 9, p.44

**Preparation**

Make one copy of the worksheet for each pair of students. Cut it into three sections.

**Procedure**

- 1 Divide your class into pairs and give each pair a copy of the gapped conversation. Explain that two people are trying to agree on how to organise a charity fun run but some of the sentences are missing. In their pairs, students should read through the sentences and briefly discuss the kind of information that might go in the gaps.
- 2 Give each pair of students a Student A and Student B card and ask them to look at their sentences. They should not show their sentences to their partner.
- 3 Students choose sentences from their list to complete the conversation, paying attention to whether each sentence expresses agreement or disagreement. When the gap is preceded by (A), Student A chooses a sentence from their list and Student B writes it into the gap. When the gap is preceded by (B), Student B chooses a sentence from their list and Student A writes it into the gap.
- 4 Check answers by asking a pair of students to read out the completed conversation.
- 5 As an extension activity, ask pairs to plan a charity fun run or similar event in their own town. They need to agree on the day, month, location, refreshments and entertainment for the event.

**Answers**

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

## 4C Liar, liar!

### Aim

to review the present perfect and past simple; to practise talking about personal experiences

### Exam link

Speaking Part 4

### Activity type

playing a guessing game in which students ask questions and describe past experiences

### Classroom dynamics

groups of four

### Time taken

25 minutes

### When to use

after Grammar focus, Activity 6, p.45

### Preparation

Make one copy of the worksheet for each group of four students. Cut it into two sections.

### Procedure

- 1 Divide your class into groups of four and ask each group to divide into two teams (Team A and Team B). Give each team a Team A or Team B section of the worksheet. Explain that some of the statements will be true for them and some will not. Tell them that they should decide within their teams which statements they are going to talk about, and be prepared to convince the other team that each of the statements they have chosen is true for them, even if it is not.
- 2 Students work together in their teams to prepare their stories. Monitor and help as necessary.
- 3 The first student from Team A reads out one of their statements and says that it is true. Students from Team B can ask up to three follow-up questions to try to find out if the statement is really true. Team B then must decide if the student from Team A is lying or telling the truth. If they guess correctly, they get a point.
- 4 Play continues, with students from Team A and Team B taking turns to read out their statements. The winning team is the team with the most points. Monitor, and make sure that students are using the present perfect and past simple accurately. Make notes so that you can go over any errors later.
- 5 As an extension activity, students might like to make up their own statements and play the game again.

## 5A My catwalk show

### Aim

to practise the order of adjectives when describing shows

### Exam link

Speaking Part 2

### Activity type

designing clothes for a catwalk show and describing them to each other

### Classroom dynamics

individual and pair/groupwork

### Time taken

20 minutes

### When to use

after Vocabulary focus, Activity 11, p.49

### Preparation

Make one copy of the worksheet for each student. Students will also need coloured pens/pencils.

### Procedure

- 1 Tell students that they are fashion designers. They are going to create some designs and describe these to their partner, who will try to draw them.
- 2 Put students into pairs and ask them to think of three interesting new designs. Pre-teach the words *headwear*, *accessories* and *outfit*. Elicit some examples of *headwear* and *accessories*.
- 3 Now hand out a copy of the worksheet to each student and ask them individually to write down descriptions of three outfits in the boxes provided in Part 1. They should try to use as many adjectives as possible, as this will help with the success of the second part of the activity. Monitor closely and help with any vocabulary, as necessary.
- 4 Once completed, put the students into groups of three. Students should be working with new people. Students should now take turns to read their descriptions to the other two members of the group, who simultaneously, try to draw the outfits in the boxes provided in Part 2 of the worksheet. There is a space for both group members' descriptions. Students may ask for extra details if necessary. They should not show each other their pictures, nor their descriptions at this point. Stress that they will not be judged on their drawing skills!
- 5 After every outfit description, the two students who are drawing should present their pictures to the original student (the designer), and describe what the outfit looks like. The original designer should vote on the best version of their design.

**5B** Top five**Aim**

to practise using comparative and superlative adjectives

**Exam link**

Speaking Part 3

**Activity type**

ranking items and discussing them in groups

**Classroom dynamics**

individual and pair/groupwork

**Time taken**

30 minutes

**When to use**

after Grammar focus, Activity 6, p.51

**Preparation**

Make one copy of the worksheet for each pair of students.

**Procedure**

- Put students into pairs and give each pair a copy of the worksheet. Focus them on the discussion cards. Give students time alone to consider some ideas for each list before discussing each category (Food, Transport, etc.) in pairs. You could give an example for the *Food* category. Ask: *What foods do you think have a good taste? Which has the best taste? Which has the second-best taste?* Elicit some answers, and explain that students should do the same, writing their opinions for each of the categories on the worksheet. They do this in pairs.
- Put each pair with another pair to create groups of four. Now, they compare lists by discussing the different items before choosing on the number one item together for each category. Monitor to make sure students are using comparative and superlative adjectives here to compare the different options.
- Conduct whole-class feedback and find out from each group what the number-one item was for each list. Ask if the rest of the class agree.

**5C** Pet sitters**Aim**

to practise matching texts

**Exam link**

Reading Part 2

**Activity type**

a mingle activity involving finding information about different people and pets

**Classroom dynamics**

whole class

**Time taken**

15 minutes

**When to use**

after Reading focus, Activity 5, p.53

**Preparation**

Make one copy of each worksheet for every student, cut into separate cards.

**Procedure**

- Choose eight students to be the pet shop owners. Put these eight students into pairs and give each pair two pet cards. Ask them to position themselves in different parts of the classroom. Tell them that they should find the ideal owner for each of their pets and write down the name of the student playing that role. Tell students that they may find other people who will look after their pet adequately, but they might not be the best fit.
- Give the remaining students a pet owner card each. If you have a large class, some students can have the same role card.
- Tell the pet owners that they are going to visit the different pet shops and find their ideal pet. Explain that they should visit all the pet shops and find out about all the different pets before they make a choice. They should find a pet that meets all their needs.
- Tell students that they should communicate by asking and answering questions, not showing each other their role cards. Write up this example on the board and elicit some relevant questions. *Job: Babysitter. Works from home with children aged 4–10. Loves baking and inventing new dishes for people to try.* Elicit example questions: *Does the pet like young children? Is she/he interested in trying new food?* etc.
- Allow about five minutes for the pet owners to visit the different shops and discuss their needs.
- Check answers with the class and ask students to justify their choices.

**Suggested answers**

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

## 6A Prepositional phrase snap

### Aim

to review prepositional phrases

### Exam link

none

### Activity type

completing sentences with prepositional phrases

### Classroom dynamics

small groups

### Time taken

30 minutes

### When to use

after Vocabulary, Activity 9, p.61

### Preparation

Make one copy of the worksheet for every group, cut into separate cards.

### Procedure

- 1 Divide the class into groups of 3–4 students and give a set of Prepositional phrase cards and a set of Sentence cards, which they should place face down on the desk in front of them in two piles.
- 2 Ask each student in the group to take four cards from the Prepositional phrases pile and keep them in their hand without showing the other members of the group. If a student picks up more than two of the same card, she/he should place it to the bottom of the pile and take a different one.
- 3 Taking turns, students turn over one of the Sentence cards and place it face up on the desk so all members of the group can read it.

Students should read the sentence and see if one of the Prepositional phrase cards in their hand fits the gap. If more than one of their cards fits, they should just choose the one they want to use for this example. There may be more than one student with the correct prepositional phrase card, but the first to complete it correctly wins the sentence card. If a student uses one of their Prepositional phrase cards, they should replace it with a new card from the pile, so that they always have four cards in their hand (until there are no longer any Prepositional phrase cards in the pile). If there is any dispute about the correct answer, they should consult you for confirmation.

If no student claims the Sentence card, it should be placed at the bottom of the pile.

This continues until all the Sentence cards have been claimed. The winning student is the one with the most cards.

- 4 At the end of the activity, go through the answer for each Sentence card with the class.

### Answers

1 In fact 2 at least 3 In case 4 at all 5 in charge  
6 at the latest 7 up to date 8 on sale 9 In fact 10 at least  
11 in case 12 at all 13 in charge 14 at the latest  
15 up to date 16 on sale

## 6B Great minds think alike

### Aim

to review the past perfect and the past simple

### Exam link

none

### Activity type

playing a game based on sentence completion

### Classroom dynamics

groups of eight

### Time taken

25 minutes

### When to use

after Grammar focus, Activity 8, p.62

### Preparation

Make one copy of the worksheet for every group, cut into separate cards.

### Procedure

- 1 Tell students that you are going to give them the first half of a sentence and that you want them to 'read your mind' and finish the sentence.

*Say: I didn't do my homework this morning because I'd already ....* Ask students to write down what they think is your answer. When they've all finished, ask them to share their answers. Provided you choose something general, for example, ... *done it the night before*, there should be some students who have written the same ending.

- 2 Explain to students that they are going to play a game in which they try to guess what their team mates have written. Divide your class into groups of eight and ask each group to divide into teams of four (Team A and

Team B). Give each team a set of Team A or Team B cards and ask students to take one each. Tell them to complete their sentences (1–3) with their own ideas, trying to think of endings that their teammates will be able to guess.

- In their groups, students play the game as follows. Student A from Team A reads one of his/her sentence beginnings (1–3). The other members of Team A try to guess the ending. The team gets two points for a complete match and one point for a partial match. If, after three guesses, students from Team A do not guess the correct ending, Team B has the chance to steal the points.

Student A from Team B then reads one of his/her sentences and members of Team B try to guess the ending. The process above is repeated.

- Play continues with Student B from Team A, Student B from Team B, etc., until all the sentences have been read. The winning team is the team with the most points.

## 6C A day I'll never forget

### Aim

to practise making stories more interesting by using a range of grammar

### Exam link

Writing Part 2

### Activity type

reading a story, and trying to improve it

### Classroom dynamics

pairwork

### Time taken

20 minutes

### When to use

after Writing focus, Activity 5, p.66

### Preparation

Make one copy of the worksheet for each pair of students.

### Procedure

- Tell students they are going to read a story which starts with the line, *It was a day I'll never forget*. Divide the class into pairs and give students a few minutes to discuss what kinds of events in their lives they might write about if they had to write this story.
- Now tell students that the story they are going to read could be improved. Hand out a copy of the worksheet

(folded as indicated) to each pair and ask them to consider how the story could be improved. Elicit answers from the students and feed in the fact the story lacks interesting adjectives and adverbs, as well as more phrases to set the scene and explain when different events happened in the story.

- Ask students to unfold the worksheet and work together to make the story more interesting. They should first try to add the phrases to the story in the correct place, and then the adjectives/adverbs.
- Once completed, get pairs to compare and justify their answers with each other before going through the story as a whole class.
- As a follow-up task, you could ask students to write their own story beginning with the line *It was a day I'll never forget*.

### Possible answers

It was a day I'll never forget! It was a (4) beautiful summer day and everybody was enjoying a (2) fun afternoon in the (10) local park. (B) My friends and I had been there since nine o'clock, playing football and chatting in the sunshine.

(3) Suddenly, we heard a (6) strange noise coming from the (8) large lake behind us. 'Help! Help!' screamed a (9) young boy (C) who was trying to swim to land. Thomas, my best friend, is an (7) excellent swimmer, so he ran into the lake (D) to rescue the child. (E) I felt so frightened that my hands and legs were shaking.

(5) Luckily, the boy was fine. His family thanked Thomas and gave him a (1) delicious homemade cake. It was a good thing we were there (A) because we had never sat in that spot in the park before.

## 7A How's the weather?

### Aim

to review weather collocations

### Exam link

none

### Activity type

describing types of weather

### Classroom dynamics

small groups

### Time taken

15 minutes

### When to use

after Vocabulary focus, Activity 8, p.71

## Preparation

Make one copy of the worksheet for each group, cut into cards.

## Procedure

- 1 Divide the class into small groups. Hand out a set of cards to each group, and tell them to place them face down on the desk in front of them.
- 2 Tell students they are going to describe some weather collocations to each other and they must guess what they are. The activity is as follows:  
One student in the group starts by picking up a card. They mustn't mention any of the other words in bullet points. They could say how they are feeling, what they are wearing, or what they can see outside to help. For example: 'I'm wearing lots of winter clothes because I need to keep warm. There is a lot of snow outside, and a lot of people are stuck because their cars don't work. I can go skating on the lake.' (freezing temperatures)  
When a student in the group guesses the word or phrase, they win a point. The student describing the word or phrase also wins a point if someone manages to guess from their description correctly. If no one guesses the word or phrase after a few minutes, the card should be discarded, and the next student starts their turn. No points are awarded. If the student describing the card uses one of the words in bullet points on the card, they lose a point.
- 3 Students take turns taking cards until the 15 minutes are up or all the cards have been claimed. At the end of the activity, the students add up how many points they have. The winner is the student with the most points.

## 7B Articles and quantifiers

### Aim

to review uses of articles and quantifiers

### Exam link

none

### Activity type

playing a board game

### Classroom dynamics

small groups

### Time taken

15 minutes

### When to use

after Grammar focus, Activity 5, p.76

## Preparation

Make one copy of the worksheet for each group. You will also need dice and counters for each group.

## Procedure

- 1 Divide your class into groups of three and give each group a copy of the activity.
- 2 Ask students to put their three counters on one of the START edges of the board. Explain that the aim of the game is for them to get all three of their counters to the opposite edge of the board by moving one space at a time. They will do this as follows:
- 3 Players take it in turns to throw the die. They look at the number they have rolled and use the chart below the board to decide which article or quantifier they must use (1 = *a*, 2 = *an*, 3 = *the*, etc.).
- 4 They move one of their counters one space only onto a suitable noun and make a sentence. If the sentence is correct, they stay on that noun. If the sentence is not correct, they move back to their previous position. If students cannot decide if a sentence is correct or not, they should ask you to decide.
- 5 Players can move any of their three counters at any time. They can't jump over a circle and they can't land on a circle if there is already a counter there. They can move in any direction but the aim is to get to their opposite side of the board, to an END square.
- 6 If a student cannot find a noun to use with a particular article or quantifier, they miss a turn.
- 7 A lot of the words on the board can be used with more than one article/quantifier. The same word can be used with different articles/quantifiers by different players, as long as the sentence they make is correct.
- 8 The winner is the first player to reach the opposite side of the board.

## 7C Agony aunts

### Aim

to practise giving advice

### Exam link

Writing Part 1

### Activity type

mingling and giving advice

### Classroom dynamics

whole-class, or in groups

### Time taken

20 minutes

**When to use**

after Writing focus, Activity 8, p.78

**Preparation**

Make one copy of the worksheet for every 16 students in your class, and cut it into cards. If you have more than 16 students in your class, some students will have identical cards. You might prefer to divide your class into two groups and make a copy of the activity for each group.

**Procedure**

- 1 Tell students that you have a problem (e.g. you have to give a presentation in front of 500 people, and you feel nervous) and ask them to give you some advice. Use their suggestions to elicit language for giving advice (*You should ...*, *Why don't you ...*, *You could ...*, etc.) and write it on the board.
- 2 Give each student a card with a problem on it. Explain that they have to go around the class, or around their group, collecting as much advice as possible from different students. Tell them to make notes on the advice they are given. If a student gives them a piece of advice that has already been given, that student needs to think of a new piece of advice.
- 3 Stop the activity after ten minutes. Put students into groups, and ask each student to tell the other students their problem and the best piece of advice they were given.
- 4 As an extension activity, ask students to imagine a friend of theirs has written to them with one of the problems on the cards they read in the activity. Students should write a reply email to their friend (of about 100 words) either in class or for homework, ensuring they give some advice.

**8A** Fill it in**Aim**

to practise note completion and to develop listening skills

**Exam link**

Listening Part 3

**Activity type**

completing gapped notes

**Classroom dynamics**

pairwork

**Time taken**

20 minutes

**When to use**

after Listening focus, Activity 6, p.81

**Preparation**

Make one copy of the worksheets for every pair of students in your class.

**Procedure**

- 1 Ask students to think about the types of words which might be missing in the note-taking part of the listening paper. Write these on the board (times, dates, nouns, prices, names).
- 2 Put students into pairs and give each student part A or part B of the worksheet. Alone, ask students to read the listening text and notes at the side and try to complete the gaps.
- 3 Put all of the A students together and all of the B students together, and ask them to compare their answers. Confirm the correct answers with the students in the two groups.
- 4 Now put students back into their A and B pairs. Student A starts. The activity is as follows:  
Student B takes one minute to look at the notes at the bottom of the worksheet and the gaps.  
Student A then reads his/her text out loud to Student B. Student B listens and tries to complete the gaps in the notes. Student A should read the text twice.  
This is repeated with Student B's listening text.  
Once both texts have been read aloud twice, the students show their answers to their partner, who confirms if they are correct or incorrect.  
If there are incorrect answers, students should show where the correct answer can be found in their listening texts.

**Answers**

Student A

1 voice 2 10.30 a.m. 3 pop 4 £10.75 5 parent  
6 McGregor

Student B

1 Redmount 2 6 p.m. 3 Tuesday 4 free 5 35 6 set

**8B** Ten out of ten**Aim**

to practise describing specific words, revising vocabulary from Units 1–8

**Exam link**

Speaking Part 2

**Activity type**

describing and guessing words



## Classroom dynamics

pairwork

## Time taken

25 minutes

## When to use

after Speaking focus, Activity 7, p.84

## Preparation

Make one copy of the worksheet for every four students in your class, cut into cards.

## Procedure

- Elicit phrases which can be used to describe something, when you do not know the word in English. For example:
  - It's a kind of ...*
  - It's a thing which ..*
  - It's something you use to ...*
  - It's made of ...*
- Divide the class into groups of four and then into pairs (A and B). Give each group a set of cards and ask them to share the cards out equally between the two pairs. Both pairs should have 10 cards, which they should not show to each other.
- Give the pairs about 10 minutes to prepare how they will describe the words on their cards, without saying what the word is.
- Put the two pairs back together into a group of four. Explain that each pair has three minutes to guess as many words as possible. The winning pair is the one with the most cards at the end of the activity.
 

Taking turns to describe the words, Pair A should start to describe the words on the cards while Pair B try to guess.

If Pair B guess correctly, they win the card and Pair A should then describe the next card.

If Pair B do not know the answer, they can ask extra questions.

Pair B can miss a turn, if they feel they are wasting time trying to guess the word on the card.

When the three minutes are up, Pair A should stop describing their cards, but should show Pair B the words which they could not guess (if there are any).
- This process is then repeated, but with Pair B describing, and Pair A guessing the words.

## 8C Scoop!

## Aim

to practise reported speech

## Exam link

Writing Parts 1 and 2

## Activity type

a mingling activity, followed by writing to practise reported speech

## Classroom dynamics

whole-class and pairwork

## Time taken

25 minutes

## When to use

after Grammar focus, Activity 10, p.85

## Preparation

Make enough copies of the activity worksheet. There is one role card for each student in your class. If you have more than 16 students in your class, some of the cards can be repeated. Alternatively, divide your class into two groups and make a copy of the cards for each group.

## Procedure

- Explain to students that some journalists have heard stories about Melissa Green, a famous movie star. They are not sure if the stories are true and want to find out.
- Divide your class into two groups. Explain that half the class are journalists and the other half are people who know Melissa. Give out the role cards. You don't have to use all of the cards, but make sure you give out the following cards: *Journalist 3, Melissa's co-star, A member of Melissa's family.*
- Ask students to move around the classroom and share what they know about Melissa by asking and answering questions. Tell them that they should try to find out as much information as they can. The journalists should talk to as many people as possible and try to find out if the story they have heard is true.
- Stop the mingle activity after ten minutes. Put students into pairs, with one journalist and one person who knows Melissa in each pair. Students work in pairs to write a report on the journalist's story, reporting what Melissa's friends told them and deciding whether the story is true or not.

- 5 Ask students to read out their reports to the class. As a class, discuss which story is true.

**Answers**

The true story is that Melissa had recently been warned by the police after speeding in her car. Both her co-star and family member confirmed this.

**9A** The world's greatest invention

**Aim**

to practise describing an object using modals of ability

**Exam link**

none

**Activity type**

writing a paragraph, then matching descriptions to objects

**Classroom dynamics**

pairwork

**Time taken**

25 minutes

**When to use**

after Grammar focus, Activity 6, p.91

**Preparation**

Make one copy of the activity for your class, cut into cards.

**Procedure**

- 1 Write on the board: *pocket calculator (1966)*. Underneath, write the following prompts:
  - *With this object, you can ...*
  - *Before this invention, you couldn't ...*
  - *Without this, you wouldn't be able to ...*

Ask students to complete one of the sentences, explaining why this invention was important. Explain to students that they are going to look at some other important inventions and decide which is the most important.
- 2 Divide your class into pairs and give each pair one of the cards (you may not need all of the cards). Tell them that you want them to write a paragraph explaining why this object is the world's greatest invention. Tell them they must not mention the name of the object but they can say when it was invented. Monitor and help while students are working. Encourage students to use the prompts introduced in the example.
- 3 When students have finished their paragraphs, collect them and number them, then place them around the

classroom. Write a list of all the objects on the board and make sure students understand all the words.

- 4 In their pairs, students walk around the classroom and try to match the paragraphs to the objects on the board. Check answers and see who guessed the most objects correctly.
- 5 As an extension, students could vote on the object from the list that they think is the world's greatest invention.

**9B** You give the clues!

**Aim**

to practise relative clauses

**Exam link**

none

**Activity type**

writing clues for words and completing a crossword

**Classroom dynamics**

pairwork

**Time taken**

20 minutes

**When to use**

after Grammar focus, Activity 7, p.95

**Preparation**

Make one copy of the activity for each pair of students, cut into two sections.

**Procedure**

- 1 Divide your class into two groups (A students and B students) and give each student a Student A or Student B crossword. Explain that they each have a crossword with half the answers filled in. They are going to write clues for the words in their crossword and then work in pairs to share their clues and guess the missing words in their crossword.
- 2 Put students into pairs in their A and B groups and ask them to prepare clues for the words in their crossword. Elicit a few examples of clues from the class (e.g. *Chair: it's something that you sit on. Doctor: it's someone who helps people who are ill.*). Monitor and help while students are working, making sure that their clues are accurate and understandable. Encourage them to use relative clauses where possible and point out to students that the relative clauses will make it a lot easier to explain an item.
- 3 When students have prepared their clues, put them into A and B pairs. Tell them that they should take turns

to ask for a clue (e.g. *What's five down? What's three across?*). They should try to guess the answers and complete their crossword. If students are unsure of the task, ask a confident pair to demonstrate by asking for a clue, reading it out and guessing the word.

- Students can check their answers by comparing their crossword with their partner's.

## 9C What's the job?

### Aim

to revise job skills vocabulary

### Exam link

none

### Activity type

creating descriptive clues for jobs

### Classroom dynamics

small groups

### Time taken

25 minutes

### When to use

after Vocabulary focus, Activity 8, p.96

### Preparation

Make one copy of the activity for each group of students.

### Procedure

- Divide the class into small groups of 3–4 students and give them a copy of the worksheet.
- Tell the groups to choose three jobs (or more if you would like to give the students extra practice) from the worksheet. They should not tell each other what these are. Give students in their groups 10 minutes to write up to five job skills per job.
- Put groups together to make a larger group of 6–8 students. Tell students that they are going to listen to each other's clues and they must guess the job. The group with the most points at the end of the activity is the winner. Groups gain points as follows:
  - Guess after 1 clue: 10 points
  - Guess after 2 clues: 8 points
  - Guess after 3 clues: 6 points
  - Guess after 4 clues: 4 points
  - Guess after 5 clues: 2 points

The groups take turns saying their clues to each other, giving the other group time to discuss ideas with each other in order to guess the job correctly. Students should guess from the list of jobs on the worksheet.

## 10A Gold and diamonds

### Aim

to practise using the passive voice

### Exam link

none

### Activity type

matching and ordering pictures to show a process, then describing the process

### Classroom dynamics

pairwork and small groups

### Time taken

15 minutes

### When to use

after Grammar, Activity 9, p.103

### Preparation

Make one copy of the worksheet for each group of students, cut into cards.

### Procedure

- Divide your class into pairs. Tell students that they are going to learn about and describe a process using the passive voice. As an example, elicit a familiar process from the class, e.g. making paper or coffee.
- Write the names of the two processes from the activity sheet on the board (*Making gold from rubbish* and *Finding diamonds in the sand*). Give half the pairs a set of cards for *Making gold from rubbish* and the other half a set of cards for *Finding diamonds in the sand*. Ask students to look at the pictures and prompts they have been given and decide which of the processes on the board they show.
- Tell students to then match the prompts with the pictures and put them in order to show the whole process. Monitor and help while students are working, checking that they have correctly matched the pictures and prompts, and that they have put them in the correct order.
- Ask students to use the pictures and prompts to write a description of their process. Remind them to use the passive voice.

- 5 Now put students into groups of four, putting together pairs who have described different processes. Students work in their groups to describe their processes to each other.
- 6 With the class, discuss which of the processes seems the most difficult, the most expensive or the most interesting.

**Answers**

Making gold from rubbish

Old mobile phones are collected from the rubbish dumps. The metal parts are removed, then a mix of strong chemicals is added to the metal. The liquids are removed and then the mixture is heated for 20 minutes. The gold is left at the bottom of the pot.

Finding diamonds in the sand

Sand and rocks are dug up from land near the sea. The rocks are weighed to find the heaviest, and the heaviest rocks are checked by hand to see if they contain diamonds. The diamonds are removed from the rocks, then cut into shapes. The diamonds are then sold to jewellery designers.

**10B** The big day

**Aim**

to practise using *get/have something done*

**Exam link**

none

**Activity type**

creating a diary of things which students need to *get/have done*

**Classroom dynamics**

pairwork and small groups

**Time taken**

30 minutes

**When to use**

after Grammar focus, Activity 6, p.107

**Preparation**

Make one copy of the worksheet for each pair of students.

**Procedure**

- 1 Tell students you want them to imagine it is their wedding day on Sunday, but they have some final things to organise. Give the first example, *have my dress/suit shortened*, and then elicit other things you

might need to do the week before your wedding. Encourage the students to use *get/have something done*.

- 2 Divide the class into pairs and give them a copy of the worksheet. Ask students to look at Part A and using their own ideas, complete the diary for the week. This should be done in secret and other members of the class should not see it. Example activities could be as follows.
  - Have/Get my hair cut/dyed/styled.
  - Have/Get my nails painted.
  - Have/Get the cake delivered.
  - Have/Get the flowers delivered.
  - Have/Get the rings checked.
- 3 Ask students if they have a social media account and if they often post things online. Explain that in preparation for the wedding, you like to post updates about what you are doing. Using their diaries, ask students in their pairs to create a post for each activity in their diary. They should not directly mention the activity, but create a clue as to what they are doing at that moment in time. Monitor closely here and aid where necessary.
- 4 Once completed, ask students to fold the worksheet, so that the diary is hidden. Student pairs should then swap their worksheets with another pair. They should read the posts and try to complete the diary by guessing what the activity might be.

**10C** The perfect gift

**Aim**

to practise having a discussion and reaching an agreement

**Exam link**

Speaking Part 3

**Activity type**

role-play

**Classroom dynamics**

pairwork

**Time taken**

15 minutes

**When to use**

after Speaking focus, Activity 6, p.109

**Preparation**

Make one copy of the worksheet for each pair of students, cut in half.

## Procedure

- Put students into A and B pairs. Tell students that they need to imagine that they are siblings and they are planning a special gift for their parents' wedding anniversary.  
Hand out part of the worksheet to each student and ask them to read the opening statement and the six gift ideas.
- As a class, brainstorm some other types of presents which might be appropriate and write them on the board. Tell students that they can discuss the six options on the sheet or any other gifts they can think of.
- Now tell the students to read the part of the rubric where it says *You want to get your parents ...*. Tell students that during the discussion, they need to keep these points in mind.
- Start the role-play. Bring students' attention to the shaded box on their worksheet. This is to aid them during the discussion and make sure they are communicative. Tell students that every time they use one of these functions during the discussion, they should put a tick next to it. The students with the most ticks at the end of the discussion wins.
- Allow students up to 10 minutes to have the discussion. Monitor closely and take notes.  
Following the discussion, get the class together and ask which gift they decided on and why to compare the different pairs' outcomes.  
Give some language and content feedback.

## IIA The holiday of a lifetime

### Aim

to practise asking for information, negotiating and persuading

### Exam link

Speaking Part 3

### Activity type

role play

### Classroom dynamics

pairwork

### Time taken

25 minutes

### When to use

after Vocabulary focus, Activity 9, p.113

## Preparation

Make one copy of the first page of the worksheet and cut it into cards. Make one copy of the second page for each pair of 'tourists' in your class (see Procedure below).

## Procedure

- Divide your class into two groups. Explain that half the class will be travel agents and the other half will be tourists. Put the travel agents into six pairs or groups and give each pair/group one destination card from the first worksheet. In a small class, if you have only six students as travel agents, give them one card each. Tell the travel agents that they must try to sell their holiday by persuading as many people as possible to go to their destination. Allow them a few minutes to prepare their ideas. Tell them they can add their own ideas to the information on the card.
- Meanwhile, put the remainder of the class in pairs and give each pair a copy of the second page of the activity. Tell them that they are tourists and that they are going to plan a holiday. Explain that they have a budget of £3,000 each to spend on their holiday. First they need to visit the different travel agents to find out about the various destinations they can choose from. Tell them that they should collect information and make notes on their sheets.
- Write some of these key vocabulary terms from the coursebook on the board and elicit the meaning from the students again – *look for, set off, pick up, end up, catch up with, go sightseeing, share photos, read a guidebook, take a trip, make a reservation*. Tell students that they should try to use the vocabulary as much as possible during their discussion.
- Spread the travel agents out around the classroom. Allow the tourists to move around the classroom, visiting the different travel agents and making notes. The travel agents should also make notes about each tourist.
- When students have finished, send them back to their seats. The tourists now use their notes and decide together where they will go. Remind them that they can only spend up to £3,000. The travel agents should sit in one large group together and from their notes, try to decide which tourist better suits their destinations.
- Ask each group to tell the class where they have decided to go to see if it matches the travel agents' opinions.
- As an extension activity, students could design a poster advertising their trip. Students could then look at all the posters and decide which one they like best.

**IIB** Make a date**Aim**

to practise coming to an agreement, and using future forms

**Exam link**

Speaking Part 3

**Activity type**

a mingle activity, arranging a time to meet

**Classroom dynamics**

whole class

**Time taken**

20 minutes

**When to use**

after Grammar focus, Activity 7, p.116

**Preparation**

Make one copy of the worksheet for each student, cut into two sections.

**Procedure**

- 1 Give each student a copy of the first part of the worksheet (the diary). Tell them to imagine that they are all going to a holiday resort next week and there is a list of activities to sign up for but they need a friend to go with to each activity. Explain that the aim of the activity is to make arrangements with as many other students as possible, in order to fill as many of the spaces in the table as possible in a set time. They should fill in their table with each activity they are doing and the name of person they are doing it with. Students can only arrange one activity with any one classmate (in a small class, you could make this two activities).
- 2 Elicit some of the language that students will need for the activity and write it on the board. For example:  
*Would you like to ... with me?*  
*Yes, that would be great.*  
*No, I'm afraid I'm already meeting X at that time.*  
*Are you free on ...?*  
*No, I'm sorry, I'm already going to ...*  
*Will you come to ... with me?*
- 3 Now give each student a copy of the second part of the worksheet (the list of activities to sign up for). Allow students time to read it and deal with any vocabulary queries.
- 4 Allow students to mingle and make their arrangements. Monitor and encourage students to use the language on the board.

- 5 After ten minutes, stop the activity and ask students to count up how many spaces they have filled in their tables. The winner is the student with the most completed spaces. Ask individual students questions about their plans using different future forms (e.g. *What are you doing on Thursday in the daytime? What are you going to do on Saturday evening?*). Encourage them to answer using the same forms.

**IIC** Just a minute!**Aim**

to practise speaking for an extended period of time

**Exam link**

Speaking Part 2

**Activity type**

describing life experiences

**Classroom dynamics**

pairwork

**Time taken**

20 minutes

**When to use**

after Speaking focus, Activity 6, p.117

**Preparation**

Make one copy of the worksheet for each pair, cut into cards.

**Procedure**

- 1 Put students into pairs and give them a set of cards each. They should put the cards face-down in front of them. Tell students they are going to take turns talking about life experiences for one minute while their partner listens carefully.
- 2 Each student takes a card and for two minutes, and prepares what they will say (they can talk from experience or invent the information).
- 3 Student A starts by talking about the topic on his/her card for one minute. Student B listens and times Student A to ensure he or she talks for long enough without long hesitations or changes in topic.
- 4 At the end of the minute, Student A asks Student B the question on the card.
- 5 This process is repeated with Student B, before each student chooses another card and repeats the activity with new topics.

## 12A If only ...

### Aim

to practise speculating and using the first and second conditional

### Exam link

none

### Activity type

playing a board game which involves completing first and second conditional sentences

### Classroom dynamics

small groups

### Time taken

20 minutes

### When to use

after Grammar focus, Activity 8, p.124

### Preparation

Make one copy of the worksheet for each group of students. You will also need dice and counters for each group.

### Procedure

- 1 Divide your class into small groups. Give each group a copy of the worksheet, dice and a set of counters.
- 2 Explain that they are going to play a board game as follows. Students take it in turns to roll the dice and move forward. Each time they land on a square, they have to complete the sentence and continue the idea for 30 seconds. If they manage to speak for 30 seconds, they can stay on that square. If not, they have to go back two spaces.  
Students cannot repeat the same sentence ending as another student who has already landed on a particular square.  
Students can challenge the speaker if they think there is too much hesitation or there is a grammar mistake. The others in the group then decide if the challenge is accepted. If it is accepted, the player moves back two squares.  
The winner is the first player to reach the 'Finish' square.
- 3 Allow students to play the game for about ten minutes, until most groups have a winner.
- 4 As an extension activity, students can choose three of the sentence beginnings on the board and write endings

for them that are true for them. Students can then work in pairs to read their sentence endings to each other and try to guess which sentence beginnings they go with.

## 12B Confusing word challenge

### Aim

to practise using confusing words

### Exam link

Reading Part 5

### Activity type

completing sentences with confusing words

### Classroom dynamics

small groups

### Time taken

20 minutes

### When to use

after Vocabulary focus, Activity 10, p.129

### Preparation

Make one copy of the worksheet for each group of students. Cut Part B into three sections.

### Procedure

- 1 Divide your class into groups of three. Hand out one Part A section of the worksheet to each group, and one Part B section to each student.
- 2 Students take turns to read a sentence from their list, while the other two students listen. Students should make a noise, or hit the table where the gap is. They shouldn't read out the word in capitals (the answer).
- 3 The other students try to decide which word is missing from the sentence. They should use the correct form of one of the words from Part A. The first to say the correct word wins a point.
- 4 This is repeated with each student taking turns to read out a gapped sentence.  
Allow the game to continue for 10 minutes, then ask students to count the number of points they got.
- 5 As an extension, you could get students to create their own version of this game by inventing new gapped sentences, and swapping them with another group.

**I2C** The worst day of my life!**Aim**

to practise writing a story

**Exam link**

Writing Part 2

**Activity type**

collaborative story writing

**Classroom dynamics**

whole class

**Time taken**

25 minutes

**When to use**

after Writing focus, Activity 7, p.130

**Preparation**

Make one copy of the worksheet for each student.

**Procedure**

- 1 Write the title *The worst day of my life* on the board and tell students that they are going to write a story with this title, but they are going to work together as a class to do it.
- 2 Give each student a copy of the worksheet and point out the structure of the story (*Introduction, Main paragraph and Conclusion*). Read out the first sentence beginning (*It all began when ...*) and ask students to complete it with their own ideas. When they have finished, ask them to pass the worksheet on to the student on their left.
- 3 The next student reads the story so far and completes the next sentence. Students continue completing and passing on their stories until the whole story has been completed.
- 4 Place the stories around the class and ask students to read them and choose their favourite.
- 5 Check students' writing and give some content, task and language feedback at the end of the activity.



## Student A

I want to talk about my favourite aunt. She is a **phenomenal** person, really one of the best people I know! She works as a nurse and is responsible for looking after **elderly** people in a care home. They're all over 70 years old, and are too **infirm** to care for themselves. It's an incredibly **demanding** job which involves working very long hours for little money. This is why she is so special to me. And she is such a **modest** person too. She does amazing things for other people, but I don't think she knows just how amazing she really is.

<b>researcher</b>	<ol style="list-style-type: none"> <li>1 a doctor who works with very ill patients</li> <li>2 a nurse who works in special hospitals</li> <li>3 someone who studies a subject in detail in order to discover new facts</li> </ol>
<b>laboratory</b>	<ol style="list-style-type: none"> <li>1 a place for operations</li> <li>2 a place to do scientific tests</li> <li>3 a room in a hospital for patients to get better</li> </ol>
<b>cure</b>	<ol style="list-style-type: none"> <li>1 medicine that makes illnesses go away</li> <li>2 a type of illness</li> <li>3 a medicine to help with pain</li> </ol>
<b>groundbreaking</b>	<ol style="list-style-type: none"> <li>1 something new; using new ideas</li> <li>2 something that hurts someone</li> <li>3 something entertaining</li> </ol>
<b>humorous</b>	<ol style="list-style-type: none"> <li>1 a boring person</li> <li>2 person who is good at making people laugh</li> <li>3 person who works a lot</li> </ol>



## Student B

My cousin is a really amazing person. He is 15 years older than me, and I think he's really smart. He studied medicine at university and is now a **researcher** for a large charity – he's always doing experiments in the **laboratory**. At the moment, he is trying to find a **cure** for cancer. If it happens, it will be **groundbreaking** – something no one has done before. Although his job is serious, he's actually a really **humorous** person and he's always telling jokes! He's great fun to be with.

<b>phenomenal</b>	<ol style="list-style-type: none"> <li>1 really great</li> <li>2 perfect</li> <li>3 unusual</li> </ol>
<b>elderly</b>	<ol style="list-style-type: none"> <li>1 ill</li> <li>2 old or becoming old</li> <li>3 people who can't walk or move</li> </ol>
<b>infirm</b>	<ol style="list-style-type: none"> <li>1 weak because of age or illness</li> <li>2 lazy, and not wanting to work</li> <li>3 unfit because of no exercise</li> </ol>
<b>demanding</b>	<ol style="list-style-type: none"> <li>1 something that makes you rich</li> <li>2 boring and unpleasant</li> <li>3 something that needs a lot of hard work and skill</li> </ol>
<b>modest</b>	<ol style="list-style-type: none"> <li>1 someone who thinks they are great</li> <li>2 someone who doesn't like talking about themselves</li> <li>3 someone who doesn't like being with other people</li> </ol>



**You are ambitious. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are shy. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are strange. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are cheerful. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are curious. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are generous. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are nervous. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are organised. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are reliable. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

**You are sensitive. Think about how you can answer these questions.**

- 1 What's your favourite day of the week?
- 2 How often do you do sport?
- 3 What did you do last weekend?
- 4 Which do you prefer – staying in or going out?
- 5 How do you usually travel to work/college?
- 6 Which place would you most like to visit?
- 7 Tell us about the weather where you live.
- 8 Who did you spend the most time with yesterday?

## Topic sentences

- 1 *My dad has an unusual name.*
- 2 *I have a lot of different neighbours.*
- 3 *My best friend is very important to me.*
- 4 *My brother is the person who is closest to me in my family.*
- 5 *My favourite subject at school has always been the same.*
- 6 *I don't know what job to do when I finish education.*
- 7 *You need a lot of qualities to be a good teacher.*
- 8 *I've changed a lot since I was young.*

## Paragraphs

**A**  
Most of them are really friendly and cheerful. One of them is particularly generous. When my mum was away, she looked after me when I was younger. There's only one that's a bit strange: he never speaks to anyone on the street. I'm glad he's the only one.

**B**  
Clearly, it helps if you're organised and punctual but I don't think that's enough. You need to be talented and able to make people feel that they can do anything you ask them to do. It helps if you're good at explaining things too.

**C**  
I was really shy when I was in primary school and that continued into secondary school. These days I'm a lot more confident with other people and I don't get so nervous in large groups.

**D**  
I think I'm quite independent and sometimes I think I'd like to have my own business. I definitely want to do something connected with computers and IT, but I'm not sure if I'm talented enough yet. I might need to work a bit first to get some experience.

**E**  
It was given to him by my uncle. There was a cartoon cat called Felix and my uncle just loved it. When his younger brother was born, he asked my grandparents to call the new baby the same name. I think it really suits him.

**F**  
Because he's older than me, he's always looked after me. He's really clever and good at sports and that means he's very popular with everyone. I'm not jealous though. You can't be jealous of family! He's in a serious relationship at the moment with a really lovely girl. It's like having a sister!

**Student A****Here are your ingredients:**

- a sweet-and-sour sauce

*There is / are ...*

- fresh fruit

*It's cooked in ...*

- raw meat

*It's made from ...*

- salt and pepper

*It's covered in ...*

- potatoes

*It has ...*

- lemon juice

*On the right / left, ...*

**Draw your meal here.**
**Student B****Here are your ingredients:**

- a mild chilli sauce

*There is / are ...*

- fresh vegetables

*It's cooked in ...*

- rice

*It's made from ...*

- salt and pepper

*It's covered in ...*

- raw fish

*It has ...*

- chocolate sauce

*On the right / left, ...*

**Draw your meal here.**

Partial pictures



Full pictures



### First lines

- 1 It all began when I was sitting in the library one day.
- 2 He opened the envelope and inside was a map.
- 3 I was at home on the farm.
- 4 Jenny looked in the mirror.
- 5 It was raining when the taxi arrived.

### Beginnings

**A** I've lived there since I was ten years old and nothing ever seems to happen there. I heard something outside, so I opened the door and there was a stranger standing just there. 'Can I help you?' I asked. I looked across the garden and saw that something was burning in a nearby field.

**(suddenly, just then)**

**B** The plane was due to land at three o'clock and Mary didn't want to be late. After all, 50 years was a long time to wait to meet your long lost love! She straightened her clothes, looked in the mirror, and left the house. She sat down in the back of the taxi and made herself comfortable for the hour-long journey. She hoped the plane wasn't early.

**(finally)**

**C** It looked extremely old and the writing on it was in Arabic – or something like that. There was a strange round piece of metal, like a coin, but much too big, and a note with the map: 'From your Great Uncle Tobias.' He remembered hearing wild stories about Uncle Tobias' adventures when he was younger.

**(just then)**

**D** 'This job is yours,' she said to herself, trying very hard to believe it. When she left university, she started looking for that opportunity to show the world that she really was the best chemistry researcher in the country. She had her chance now. Well, at least she looked smart and ready.

**(two years earlier, finally)**

**E** In those days, I was quite shy and found it hard to talk to people. After starting university in a new town, I found myself miles from anyone I knew and loved. 'I'm going to spend the next four years at college alone,' I thought, sadly.

**(four years earlier)**

### Endings

**i** 'Well, Miss Davis, it's all yours, welcome to the team!' She couldn't believe what she was hearing. She had been so stressed! 'Weren't you just a bit worried about my messy clothes?' she asked in disbelief. 'Oh, I'm sorry, my dear, I'm a little short-sighted. Was there a problem?' She smiled the biggest smile of her life. 'No, no problem at all,' she thought quietly to herself.

**(an hour earlier)**

**ii** When everyone else left, John turned to me and said, 'I'm so glad I met you. I thought it was impossible to find anyone nice here!' I felt so much better. What happened to John? Well, he's still my best friend ten years later!

**(eventually)**

**iii** As he pushed the disc into the space, he heard a sound, like a lock moving. The door handle began to move. As he looked around the side of the door, he could hardly believe his eyes! In the room behind was a huge collection of gold and jewels.

**(suddenly)**

**iv** As she sat in the car, she looked at the mess in front of her. There was a lorry lying across both sides of the road and there were already long queues of traffic. The police cars went past quickly. She gave a little cry. It was too late – it was impossible to make that meeting now.

**(a moment later)**

**v** Without warning, there was a huge noise. Something exploded and the fire seemed to grow twice as big. It all seemed so hopeless. We sat down, not sure what to do next. I felt it then. Just a few drops at first but then more and more. 'It's raining!' I shouted happily. We were saved!

**(a moment later)**



<b>A</b> to let me borrow his laptop.	Because the train was late, I decided	<b>F</b> to walk home.	I filled up my car before
<b>C</b> starting the journey.	Your dad's not going to be pleased	<b>B</b> to see that phone bill!	Going to Australia from New York always involves
<b>K</b> changing flights in Los Angeles.	When you get back from your trip, I can't wait	<b>D</b> to hear all about it!	
<b>L</b>	I started my report this week, and I expect	<b>O</b> to complete the work next month.	I can never find anything because I keep
<b>M</b> forgetting where I left my glasses.	My brother's worried, so I think it's important	<b>G</b> to explain what's going to happen.	I have my driving test tomorrow, so I'm going to practise
<b>H</b> parking before the big day.		<b>N</b>	My biggest mistake was that I never learnt
<b>R</b> to swim when I was younger.	I'm really worried because I don't remember	<b>W</b> locking the door before I left home.	My sister has offered
<b>S</b> to pick us up from the station.	You have to turn lights off before	<b>P</b> leaving a room.	
<b>E</b>	Where are you going to choose	<b>U</b> to go for your holiday?	Mia has promised
<b>X</b> to come to the party.	Would you mind	<b>Z</b> helping me with this homework?	
<b>I</b>	My dad was really nervous about	<b>J</b> going on television.	For my mum's birthday, I've arranged
<b>Q</b> to take her to a musical.	I can't imagine	<b>T</b> leaving my job and home to move abroad.	I was really mad when my brother refused

START				
1 ... always be a team-player.	2 ... find time to be alone.	3 ... copy what other people are doing.	4 ... take care of relationships with people.	5 ... let others learn from you.
6 ... make small daily changes.	7 <i>Make your own rule!</i> - Friendship - Work - Happiness - Learning	8 ... say something bad about yourself.	9 ... plan every day beforehand.	10 ... make yourself go out socially every week.
11 ... fail regularly.	12 ... share everything about your past.	13 <i>Make your own rule!</i> - Friendship - Work - Happiness - Learning	14 ... find time to exercise daily.	15 ... give up when things aren't working.
16 ... let others decide your goals.	17 <i>Make your own rule!</i> - Friendship - Work - Happiness - Learning	18 ... smile at people frequently.	19 ... learn twice as much as you think you need.	20 ... make others keep their promises.
21 ... let people know how hard you work.	22 ... be positive about your future.	23 ... read things you wouldn't normally read.	24 <i>Make your own rule!</i> - Friendship - Work - Happiness - Learning	25 ... make others understand their mistakes.

**Key**

Friendship
  Work
  Happiness
  Learning



**Part A**

You send an email to your cousin who lives in a different city/country. Fill in the gaps.

From:

Subject:

Hi *(write your cousin's name)!*

How are you? I hope you're well! So, it's my birthday next month and I want to get all the family together here in *(write the name of your city)*. I really want to go *(write the name of a tourist attraction in your city)* with everyone and then go out for a nice meal.

What do you think? Can you come? I can organise a hotel for you. What kind of restaurant do you think would be best for all the family?

Let me know as soon as possible!

*(write your name again)*

**Part B**

From: Your favourite cousin!  
Subject: Your birthday

Hello!  
Thanks so much for your email. It's a  
fantastic idea to have a family get together.  
Of course, I'd  
love to come! I'm sure all of the family will be there.  
I'm afraid I don't agree with you about  
going to that place you mentioned. I think it is too expensive for all of us.  
How about  
just going for a walk around the city before we go for a meal? I think it'd be better for the family.  
Thank you so much  
for offering to help with a hotel. It would really help.  
Do you want me to bring you a present? I'd be happy  
to get something for you.  
Anyway, let's speak soon.

Your number one cousin.

**Part C**

- Thank your cousin for the reply
- Accept the suggestion of walking around the city
- Explain where the hotel is and the name
- Accept the offer of a present and say what you'd like

Who ...?	Number of students	Extra information	Survey findings
used to live in a different city?			.....% of students
used to watch a lot of television, but doesn't now?			.....% of students
used to have a different hair colour when they were younger?			.....% of students
used to live in the city centre, but doesn't now?			.....% of students
used to see their family every day, but doesn't now?			.....% of students
used to have a different style of clothes when they were younger?			.....% of students
used to play a musical instrument, but doesn't now?			.....% of students
used to want to be a firefighter or a police officer when they were younger?			.....% of students

**Conversation**

The charity fun run is going to be a huge success, don't you agree?

1 (A) .....

2 (B) .....

I don't think it matters when we hold the run. We have such a mild climate year-round.

3 (B) .....

4 (A) .....

How about starting it near the old railway station? There are plenty of open spaces there.

5 (A) .....

6 (B) .....

Do you think we should choose somewhere close to public transport, then?

7 (A) .....

8 (B) .....

Let's have it on Sunday. More people are free to come and support then.

9 (B) .....

10 (A) .....

What do you think we should do about food and drink for the runners?

11 (B) .....

12 (A) .....

**Student A**

(Do not show your sentences to Student B.)

- a That's true. Why don't we go for one of the drier months, like June or July?
- b I'm not so sure. It depends how well we organise it.
- c That's a good idea, but it'd be expensive. I think we should just get the people who work in the local shops and cafés to help out.
- d Definitely! We want people coming in on buses rather than in cars, don't you agree?
- e No way! That's in the middle of nowhere – nobody will find it.
- f That'd be great. We could get people running down the streets as well as in the parks.

**Student B**

(Do not show your sentences to Student A.)

- g How about paying people to hand out bottles of water and snacks?
- h Actually, I disagree. There's usually a lot of rain in May.
- i I guess you're right. Maybe we'll get more people if we chose a livelier neighbourhood than that.
- j I do. And I also think we can get some support if we have it near the local shops.
- k I see your point, but that's why we're meeting today – to discuss what to do.
- l Perfect. We might even be able to close off some roads that day.

## Team A

- 1 I've built a fire without matches.
- 2 I've read a book in one week.
- 3 I've forgotten someone's name at a party.
- 4 I've swum in a river or lake.
- 5 I've organised a party myself.
- 6 I've watched the sun come up over the sea.
- 7 I've held a snake.
- 8 I've walked to the top of a mountain.



## Team B

- 1 I've been to a major live sports event.
- 2 I've seen every *Harry Potter* film.
- 3 I've taken a dance class.
- 4 I've given a homeless person food or money.
- 5 I've cut my own hair.
- 6 I've started a conversation with a stranger.
- 7 I've kept a diary.
- 8 I've met someone famous.

**Part 1**

Outfit 1	Outfit 2	Outfit 3
Headwear:	Headwear:	Headwear:
Clothes:	Clothes:	Clothes:
Shoes:	Shoes:	Shoes:
Accessories:	Accessories:	Accessories:

**Part 2**

Name of student (designer).....

Outfit 1	Outfit 2	Outfit 3

Name of student (designer).....

Outfit 1	Outfit 2	Outfit 3

With your partner, decide on the top five things for each group.  
(1= the most, 5 = the least)

Write your ideas in the table.

<p><b>Food</b></p> <ul style="list-style-type: none"> <li>• good taste</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <ul style="list-style-type: none"> <li>• healthy</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p>	<p><b>Types of transport</b></p> <ul style="list-style-type: none"> <li>• cheap</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <ul style="list-style-type: none"> <li>• eco-friendly</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p>	<p><b>Places for a holiday</b></p> <ul style="list-style-type: none"> <li>• cheap</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <ul style="list-style-type: none"> <li>• beautiful</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p>
<p><b>Pets</b></p> <ul style="list-style-type: none"> <li>• friendly</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <ul style="list-style-type: none"> <li>• unusual</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p>	<p><b>Sports</b></p> <ul style="list-style-type: none"> <li>• interesting to watch</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <ul style="list-style-type: none"> <li>• difficult to do</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p>	<p><b>School subjects</b></p> <ul style="list-style-type: none"> <li>• interesting</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p> <ul style="list-style-type: none"> <li>• easy</li> </ul> <p>1 .....</p> <p>2 .....</p> <p>3 .....</p> <p>4 .....</p> <p>5 .....</p>

## Favourite cards



1

**Name:** Fluffy

**Type of animal:** rabbit

Likes plenty of attention and would like a house in the country with plenty of space in the garden to dig.

2

**Name:** Bubbles

**Type of animal:** goldfish

Likes city views from his bowl and time to swim quietly alone, preferably in a nice sunny place.

3

**Name:** Tabbs

**Type of animal:** cat

Likes sitting in front of warm fires watching television. Likes adult company but isn't keen on large families with children.

4

**Name:** Winston

**Type of animal:** dog

Likes long walks and being with other animals – of any kind. Enjoys working and learning new things.

5

**Name:** Sid

**Type of animal:** snake

Likes hiding in dark corners and catching mice.

6

**Name:** Tiny

**Type of animal:** mouse

Likes being with people day and night, especially children. Likes eating cakes and biscuits.

7

**Name:** Sebastian

**Type of animal:** parrot

Likes classical music and developing his knowledge of languages. Dislikes the smell of meat.

8

**Name:** Smiler

**Type of animal:** crocodile

Likes younger people, discos and lively atmospheres. Would like somewhere to swim.

## Pet owner cards

**A****Job:** a translator for the UN

You live with your partner, a professional violinist, next to the music college. Everyone in your home is a strict vegetarian. You want an animal that doesn't eat meat.

**B****Job:** retired

You live alone in a small cottage with open fires in every room. You spend a lot of time at home, alone, watching television because you can't get out much. You want a pet to keep you company.

**C****Job:** banker

You live in a modern apartment with floor to ceiling windows on the 50th floor. You need an independent animal that needs very little care because you work long hours.

**D****Job:** farmer

You live on a farm with 30 cows, 40 sheep, 6 pigs, a cat and 10 rabbits. You want an animal to come with you as you walk around the farm, especially when you have to move the sheep into different fields.

**E****Job:** rock star

You live in a huge house in the countryside, with an indoor and outdoor pool. You love throwing parties for all your rich friends. You want an unusual pet to go with your unusual lifestyle.

**F****Job:** full-time parent

You share your house with your partner and four children. You have a huge garden at the top of a hill in the countryside. Your children would like a cuddly animal to play with.

**G****Job:** gardener

You live in a rather dark house in the woods, which is a bit lonely but warm and comfortable. You would like an animal that would sort out your problem with mice.

**H****Job:** retired

You live in a family home next door to your five grandchildren, who you often look after. You want an animal to keep you company after the grandchildren leave. You enjoy home baking.




## Prepositional phrases

in fact	in fact	in fact	in fact
at least	at least	at least	at least
in case	in case	in case	in case
at all	at all	at all	at all
in charge	in charge	in charge	in charge
at the latest	at the latest	at the latest	at the latest
up to date	up to date	up to date	up to date
on sale	on sale	on sale	on sale


## Sentences

1 She cheated in her English exam. _____, she cheated in all of her exams!	9 The school is very strict with bullying. _____, student bullies are expelled from the school.
2 I have to do _____ two hours of piano practice a night if I want to pass my exam.	10 Trudy has _____ 20 pairs of shoes. Her wardrobe is full of them!
3 _____ there is a fire, leave the school building and wait outside.	11 Flavia always writes the dates of her exams in her calendar _____ she forgets later.
4 There are no ball games allowed in the school corridors _____.	12 I really don't like my new science teacher _____.
5 If you have a problem at lunchtime, look for the member of staff who is _____.	13 Who is _____ of cleaning the science laboratories after the experiments?
6 If you are going on the school trip, you need to hand in the money by Friday _____.	14 Please be at the train station by 6.30 _____ because the train leaves at 6.40.
7 It is the students' responsibility to keep their homework diaries _____.	15 This register isn't _____ . Lots of the students' names are missing.
8 Do you know where the new school uniforms will be _____ this year? I need to get a new school skirt.	16 Dad, please can I get a new computer? They are _____ at the moment!

## Team A

 <b>Student A</b>	<b>1</b> I didn't come to your party because ..... <b>2</b> I love watching films at home. However, ..... <b>3</b> We went on a picnic despite .....
<b>Student B</b>	<b>1</b> When I walked into the room, everybody ..... <b>2</b> I couldn't eat dessert because I'd already ..... <b>3</b> Although the restaurant was busy, we .....
<b>Student C</b>	<b>1</b> I can't come to your house this weekend because ..... <b>2</b> When I got to the party, they'd already ..... <b>3</b> Despite the fact that I was feeling ill, .....
<b>Student D</b>	<b>1</b> I'm sorry, I can't marry you because ..... <b>2</b> I had a nice time in Paris although ..... <b>3</b> While I was walking to school today, .....

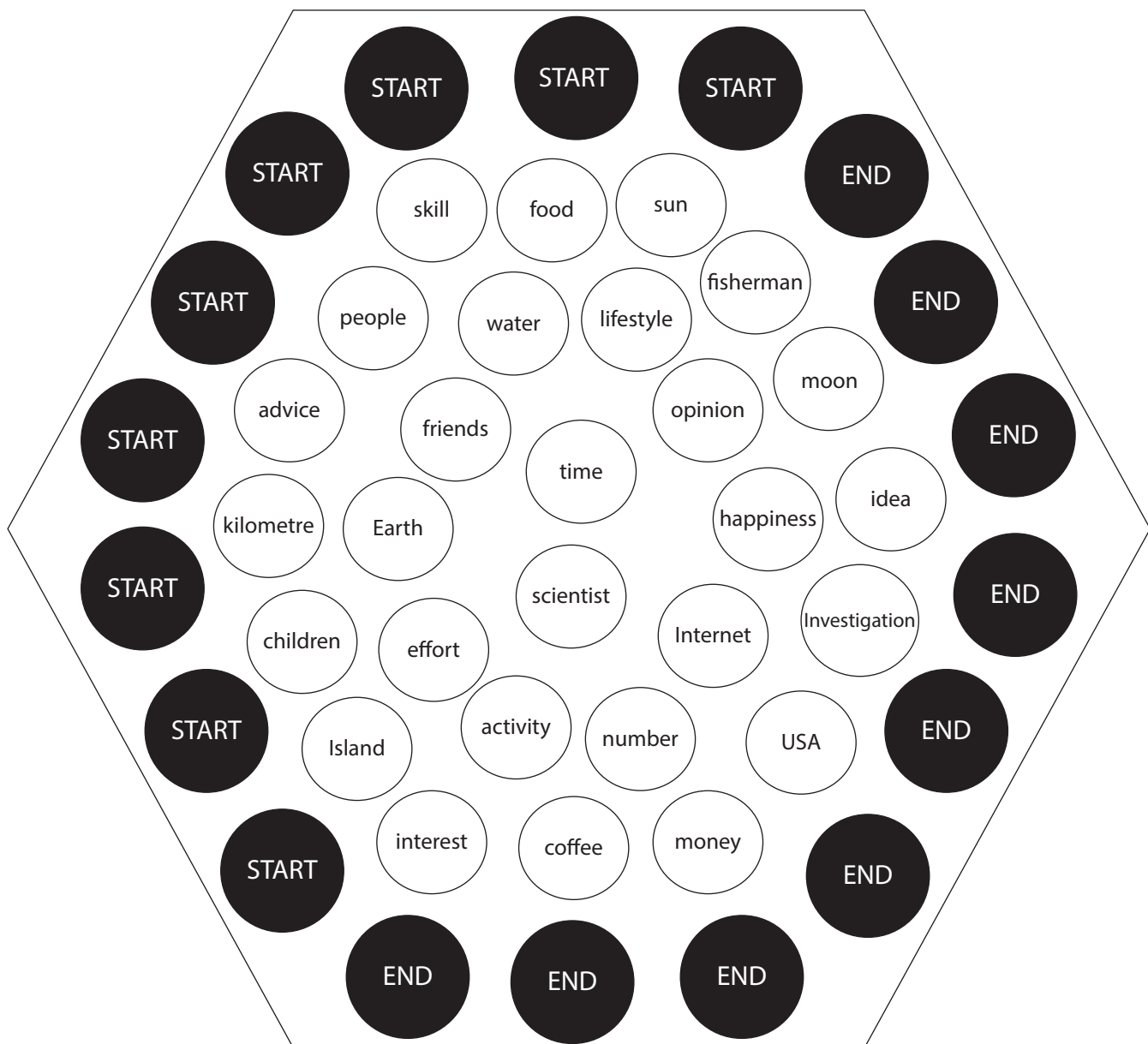
## Team B

 <b>Student A</b>	<b>1</b> When the soap operas come on television, I ..... <b>2</b> I didn't call you last night because ..... <b>3</b> I liked the restaurant despite .....
<b>Student B</b>	<b>1</b> The hotel was great, but ..... <b>2</b> I'm sorry, I can't come out with you because ..... <b>3</b> While the teacher wasn't looking, I .....
<b>Student C</b>	<b>1</b> When my mum showed me the tickets to Australia, I ..... <b>2</b> Although the test was quite hard, I ..... <b>3</b> My brother has lots of friends because .....
<b>Student D</b>	<b>1</b> I haven't got any money because ..... <b>2</b> Although the first film was sold out, ..... <b>3</b> I can't do my homework tonight because .....





<p>Your partner needs to guess this phrase: <b>freezing temperatures</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• cold</li> <li>• ice</li> <li>• frozen</li> </ul>	<p>Your partner needs to guess this phrase: <b>rain showers</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• wet</li> <li>• short</li> <li>• clouds</li> </ul>	<p>Your partner needs to guess this word: <b>thunderstorm</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• lightning</li> <li>• clouds</li> <li>• loud</li> </ul>
<p>Your partner needs to guess this phrase: <b>blow a gale</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• wind</li> <li>• strong</li> <li>• dangerous</li> </ul>	<p>Your partner needs to guess this phrase: <b>degrees Celsius</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• thermometer</li> <li>• cold</li> <li>• hot</li> </ul>	<p>Your partner needs to guess this phrase: <b>get wet</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• rain</li> <li>• umbrella</li> <li>• dry</li> </ul>
<p>Your partner needs to guess this word: <b>rainstorm</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• rain</li> <li>• wet</li> <li>• windy</li> </ul>	<p>Your partner needs to guess this phrase: <b>heavy snowfall</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• ice</li> <li>• frozen</li> <li>• snow</li> </ul>	<p>Your partner needs to guess this phrase: <b>mild weather</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• summer</li> <li>• warm</li> <li>• pleasant</li> </ul>
<p>Your partner needs to guess this phrase: <b>a light breeze</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• wind</li> <li>• summer</li> <li>• fresh</li> </ul>	<p>Your partner needs to guess this phrase: <b>dry weather</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• rain</li> <li>• wet</li> <li>• water</li> </ul>	<p>Your partner needs to guess this phrase: <b>dry heat</b></p> <p>You can't say these words:</p> <ul style="list-style-type: none"> <li>• hot</li> <li>• humid</li> <li>• fresh</li> </ul>



## Rules

- 1 Place your three counters on one side of the shape.
- 2 Throw the die. Move one of your counters onto a circle and make a sentence with that word.  
1 = a 2 = an 3 = the 4 = no article 5 = many 6 = much



- 1 My friend has really smelly feet.
- 2 I've been invited to a party and I don't want to go.
- 3 I want to be on TV and become famous.
- 4 My friends like watching TV every evening, but I like going out.
- 5 I promised to do a 10 km run for charity, but I'm completely unfit.
- 6 I have to arrange a birthday party for my best friend and I don't know what to do.
- 7 I have to sing in public next week and I have a terrible voice.
- 8 I've invited 20 people to my house for a barbecue, and it's going to rain.
- 9 I need to find £200 by next weekend.
- 10 I've just been offered a job on an island with no other people.
- 11 My friend put an embarrassing photo of me on the internet.
- 12 My neighbour plays loud disco music all night long and I can't sleep.
- 13 I need a holiday, but I have no money.
- 14 My neighbour's dog barks all day and all night.
- 15 My dad wants me to go and study in another country, but I don't want to go.
- 16 My friend has a new boyfriend, but I think he's horrible.

## Student A

Do you love music? Are you interested in starting at one of the best voice and drama schools in the country next October? This weekend, auditions for the Lovat School of Arts will be held at Mount Brown School. The audition will begin at 10.30 a.m. on Saturday morning and finish on Sunday at 4 p.m. All potential students need to sing a pop song they have prepared and also do some improvisation. The cost of the audition is £8.50 for children under 10 years old, £10.75 for pupils aged 10 to 16, and £15.99 for 16 to 18 year-olds. All children under 16 must come with a parent. As a special treat, former pupil from the school, famous film actor, Mike McGregor, will be there to answer any questions. That's M-C-G-R-E-G-O-R. Have fun!

### Read your text and complete these notes.

Audition: for a (1) ..... and drama school.

Starts at (2) ..... on Saturday and finishes at 4 p.m. on Sunday.

What do I need to do in the audition?

Sing a (3) ..... song.

Price: £8.50 for children under 10 years old,  
(4) ..... for pupils aged 10–16 and £15.99 for 16–18 year-olds.

Children under 16 have to be accompanied by a (5) .....

Visit from Mike (6) .....

### Listen to your partner and complete these notes.

Audition for the TV programme *Living Next Door* at (1) ..... Studios.

When is it?

Wednesday from 8 a.m. to (2) .....

What do I need to do? Send an email to the producer before (3) ..... with a photo and any experience.

Price: (4) .....

Only for people who are aged 25 to (5) .....

Exciting news: We will get to see the *Living Next Door* (6) .....

## Student B

Have you always dreamt of being a TV or film star? Are you in a local theatre group or interested in drama? On Wednesday next week, the famous soap opera, *Living next door*, is having auditions to find their newest star at Redmount Studios. That's R-E-D-M-O-U-N-T. Get there early at 8 a.m. and be prepared to stay all day until 6 p.m. in the afternoon. If you are interested, you must send an email to the producer before next Tuesday to [auditions@livingnextdoor.com](mailto:auditions@livingnextdoor.com) with information about your acting experience and a photograph. The audition is free, but all actors or actresses must be aged between 25 and 35 years old. Only people auditioning will be allowed to enter the building. At the audition, you will visit the set of *Living next door*.

### Read your text and complete these notes.

Audition for the TV programme *Living Next Door* at (1) ..... Studios.

When is it?

Wednesday from 8 a.m. to (2) .....

What do I need to do? Send an email to the producer before (3) ..... with a photo and any experience.

Price: (4) .....

Only for people who are aged 25 to (5) .....

Exciting news: We will get to see the *Living Next Door* (6) .....

### Listen to your partner and complete these notes.

Audition: for a (1) ..... and drama school.

Starts at (2) ..... on Saturday and finishes at 4 p.m. on Sunday.

What do I need to do in the audition?

Sing a (3) ..... song.

Price: £8.50 for children under 10 years old, (4) ..... for pupils aged 10–16 and £15.99 for 16–18 year-olds.

Children under 16 have to be accompanied by a (5) .....

Visit from Mike (6) .....





**microphone**

**necklace**

**bicycle**

**jug**

**boat**

**swimsuit**

**wheelchair**

**memory stick**

**envelope**

**tie**

**tracksuit**

**laptop bag**

**soft toy**

**cup**

**knife**

**glasses**

**pillow**

**plate**

**furniture**

**suitcase**

## Journalists

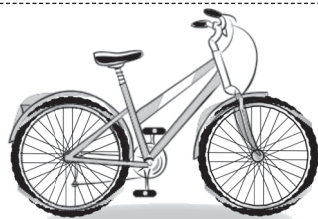
<p><b>Journalist 1</b> You've heard that Melissa is expecting a baby.</p>	<p><b>Journalist 2</b> You've heard that Melissa has been arguing a lot with her husband.</p>	<p><b>Journalist 3</b> You've heard that Melissa has recently been given a warning by the police.</p>	<p><b>Journalist 4</b> You've heard that Melissa has had plastic surgery recently. She looks much younger.</p>
<p><b>Journalist 5</b> You've heard that Melissa was seen kissing her co-star.</p>	<p><b>Journalist 6</b> You've heard that Melissa's new film has been cancelled.</p>	<p><b>Journalist 7</b> You've heard that Melissa is unhappy living in London and wants to move to America.</p>	<p><b>Journalist 8</b> You've heard that Melissa has argued with her co-star and is refusing to work with him.</p>

## People who know Melissa

<p><b>Melissa's best friend</b> You went shopping with Melissa recently for baby clothes. One of your close friends is going to have a baby soon and you're looking forward to the party. Melissa has promised to take you to her next film opening night. She's recently been redecorating her London home.</p>	<p><b>Melissa's agent</b> You have some great new photos of Melissa looking younger than ever. You're keen to get them into the newspapers. She is, of course, very happily married but has a good relationship with her co-star. She is happy living in London.</p>
<p><b>Melissa's producer</b> You were worried about stories that Melissa is pregnant because it would make filming more difficult, but they're not true. You're also delighted with her new haircut, which makes her look much younger.</p>	<p><b>Melissa's husband</b> You're worried about Melissa. She's been preparing for her new film, which involves a lot of angry scenes and shouting, and she seems very upset at the end of the day after practising with her co-star. You think she should cancel the film. You're keen to move to France, but Melissa doesn't like the idea.</p>
<p><b>Melissa's next-door neighbour</b> You've seen Melissa acting very strangely recently. She came home in the middle of the night with bandages on her face. You've also heard a lot of shouting coming from the garden during the daytime.</p>	<p><b>Melissa's co-star</b> You've really enjoyed working with Melissa. It was a little difficult filming a kissing scene because you've just got engaged to be married and you were worried that your partner might be jealous. You absolutely were not with her when she was caught speeding the other week.</p>
<p><b>Melissa's ex-partner</b> A friend told you that Melissa is pregnant and that this is going to cause a lot of problems with the producers of her new film. You think they might have to find a new actor for the film.</p>	<p><b>A member of Melissa's family</b> You were phoned recently in the middle of the night because Melissa had been caught speeding in her car and needed help. She was given a warning and has promised never to do this again. Some unpleasant people said that her co-star was with her in the car, but this was untrue.</p>



the battery (1800)



the bicycle (1861)



the button (1235)



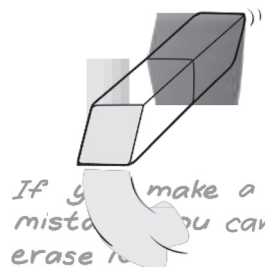
the credit card (1950)



the digital watch (1972)



the drum (12,000 BC)



the eraser (1770)



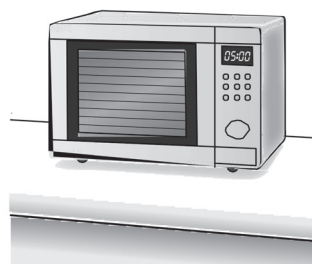
fire (590,000 BC)



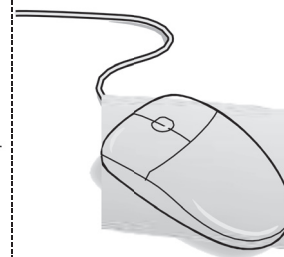
the modern toilet (1596)



the light bulb (1879)



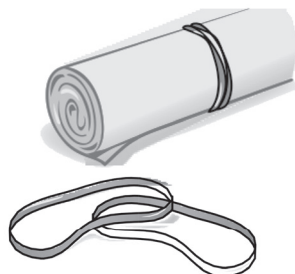
the microwave oven (1946)



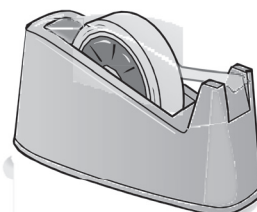
the mouse (1964)



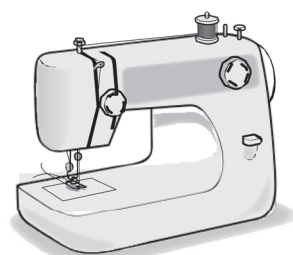
the paperclip (1899)



the rubber band (1845)



sticky tape (1937)



the sewing machine (1830)



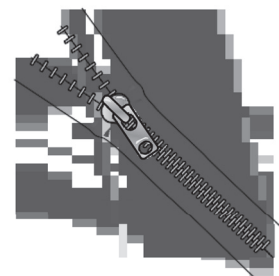
the match (1805)



the toothbrush (1498)

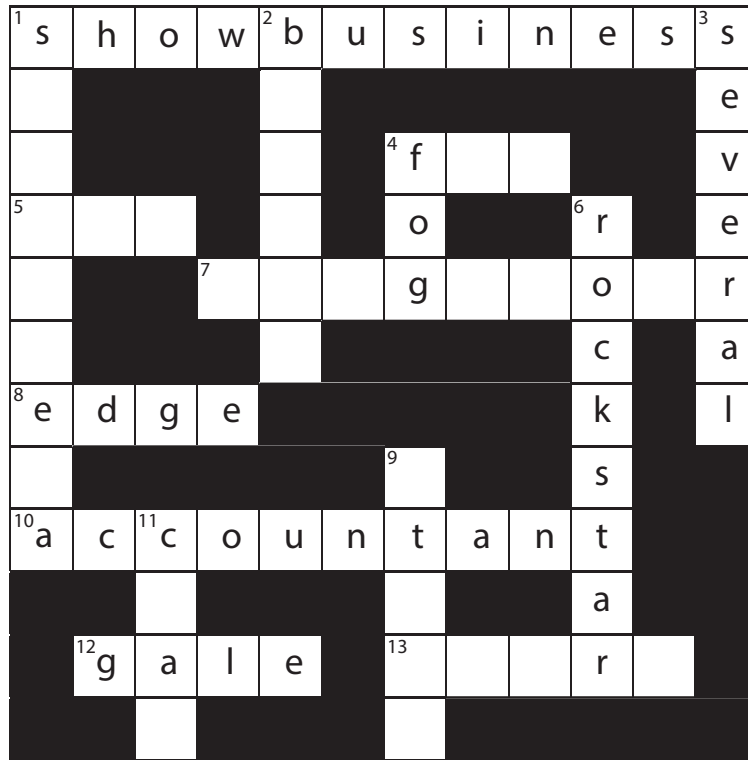


the umbrella (2,400 BC)

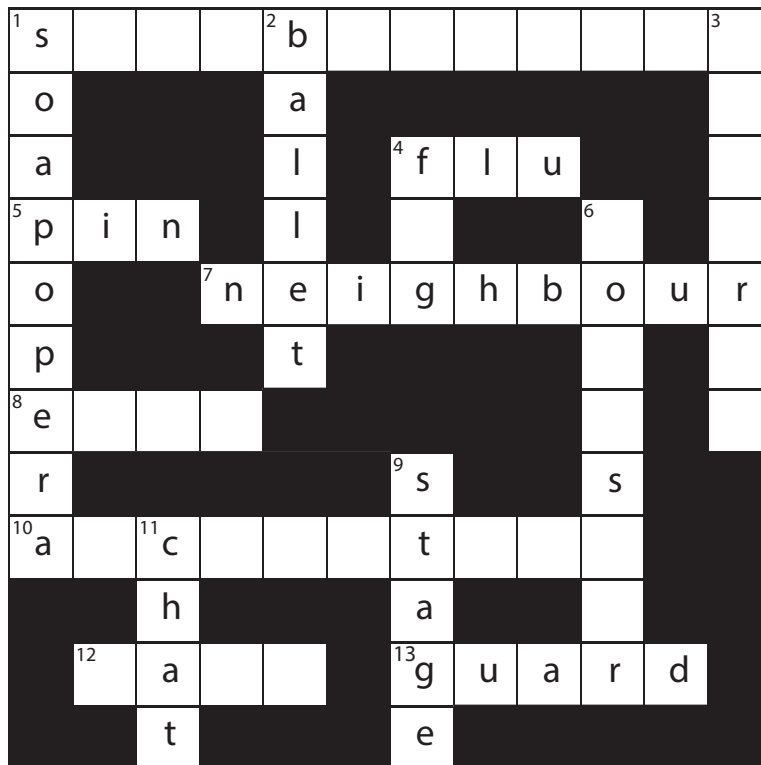


the zip (1913)

Student A



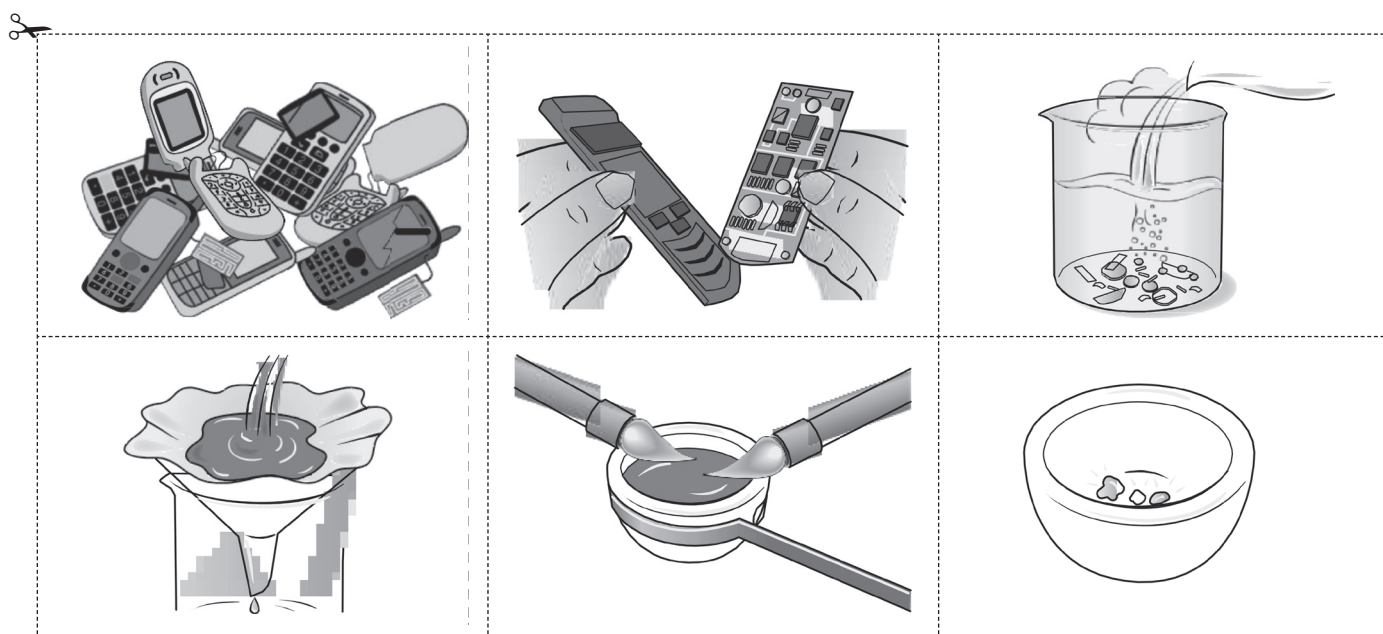
Student B



<b>newspaper editor</b>	<b>politician</b>	<b>chef</b>
<b>clothes designer</b>	<b>computer programmer</b>	<b>head teacher</b>
<b>wedding planner</b>	<b>restaurant manager</b>	<b>architect</b>
<b>taxi driver</b>	<b>singer</b>	<b>lawyer</b>
<b>accountant</b>	<b>bank clerk</b>	<b>games tester</b>
<b>shop manager</b>	<b>web designer</b>	<b>primary school teacher</b>
<b>road cleaner</b>	<b>pianist</b>	<b>pilot</b>
<b>engineer</b>	<b>van driver</b>	<b>clown</b>
<b>president of the USA</b>	<b>nanny</b>	<b>novelist</b>

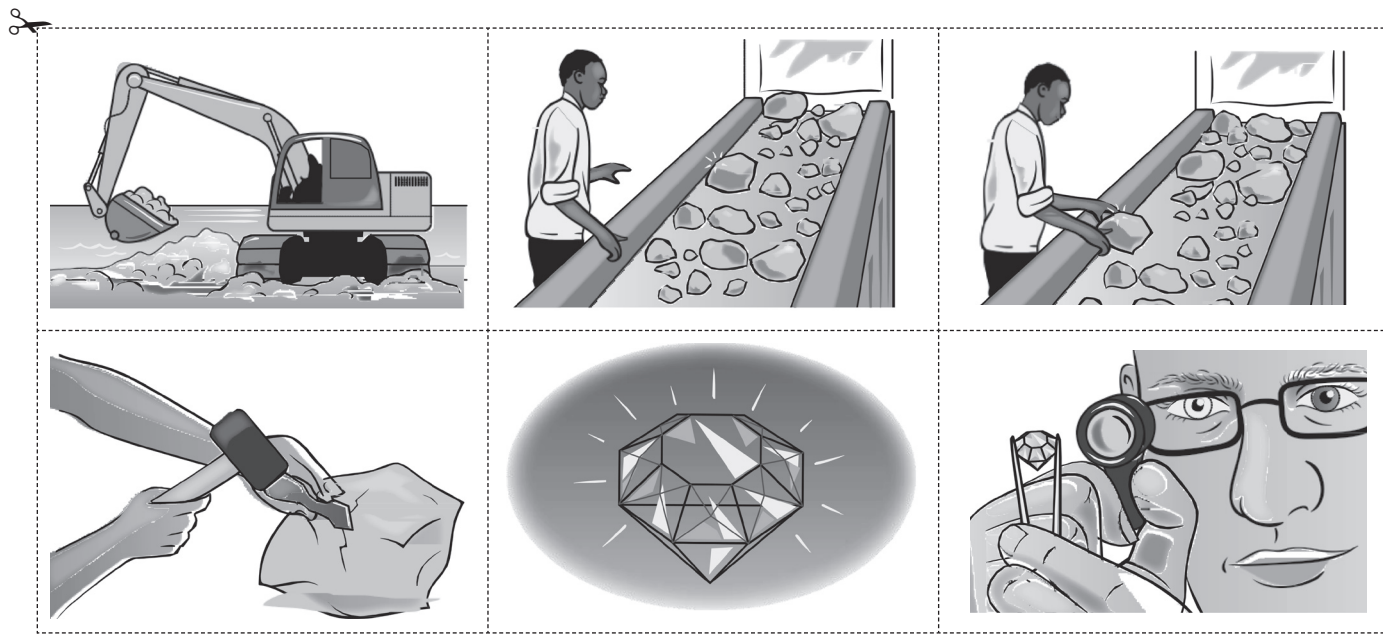
### Making gold from rubbish

old mobile phones / collect / from rubbish dumps	metal parts / remove	mix of strong chemicals / add / to the metal
liquids / remove	mixture / heat / for 20 minutes	gold / leave / at bottom of the pot



### Finding diamonds in the sand

sand and rocks / dig up / from land near the sea	rocks / weigh / to find the heaviest	heaviest rocks / check / by hand
diamond / removed / from rocks	diamond / cut / into shapes	diamonds / sell / to jewellery designers



**Part A**

You need to organise some final things for the wedding. Create a list of five things.

Monday	<i>Have my dress/suit shortened.</i>
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	<i>Enjoy the big day!</i>

..... **FOLD** .....

**Part B**

You have been going online to tell your friends and family what you have done during the week. Complete the posts below.

<b>Monday:</b> It's my final fitting for the dress/suit for Sunday. It's too long, but not a problem for my wonderful mum who is now making it look perfect! Six days to go!
<b>Tuesday:</b>
<b>Wednesday:</b>
<b>Thursday:</b>
<b>Friday:</b>
<b>Saturday:</b>
<b>Sunday:</b> Today is the day! On my way to the wedding now ... see you soon!

**Part C**

Look at your partners' posts and try to complete their diary.

Monday	<i>Have my dress/suit shortened.</i>
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	<i>Enjoy the big day!</i>

## Student A

It's your parents' wedding anniversary next month and you and your brother/sister want to buy them a special gift. These are some of the options you are considering.

You want to get your parents something useful, and something that they can keep.

a new table vase  
for the dining room  
with flowers

a weekend  
away in paris

**a meal for  
two at their  
favourite  
restaurant**

**a cookbook**

**a new  
lawnmower for  
the garden**

**a dog**

Give an opinion → Listen to your partner's response →  
Comment on your partner's response → Say if you agree or disagree →  
Give a reason why



## Student B

It's your parents' wedding anniversary next month and you and your brother/sister want to buy them a special gift. These are some of the options you are considering.

You want to get your parents something special, but you don't want to spend much money.

a new table vase  
for the dining room  
with flowers

a weekend  
away in paris

**a meal for  
two at their  
favourite  
restaurant**

**a cookbook**

**a new  
lawnmower for  
the garden**

**a dog**

Give an opinion → Listen to your partner's response →  
Comment on your partner's response → Say if you agree or disagree →  
Give a reason why



### Kaikoura, New Zealand

Just a few hours south of Christchurch, this little seaside town is the best place in the world to see whales and dolphins swimming off the shore. You'll never forget the first time you see a whale's tail disappear in the sea.

**Flights and hotels (ten nights): £1,600 per person**



### The Grand Canyon, USA

Although this is basically little more than a hole in the ground, it's one of those places that you simply must visit to understand just how awesome it is. It easily won first place in an international survey of holiday must-sees.

**Flight, one day at the Grand Canyon (helicopter ride), five nights in Las Vegas, one night in Hollywood: £1,350 per person**



### The Blue Lagoon, Iceland

It's hard to believe that you're in a natural environment. Walk across the beautiful snow-covered bridge and watch the milky steam rise from the pools. Then get changed and jump into the naturally warm waters, watching the snow falling onto your hair. Unforgettable!

**Flight, three nights' accommodation at our health spa, massage included: £610 per person**



### Machu Picchu, Peru

The destination of Machu Picchu is truly beautiful. This ancient city is hard to beat. But for many people, the journey to Machu Picchu is what stays in their minds. The road takes you over mountain passes, past ancient Inca buildings and through the beautiful cloud forests.

**Flight and ten-day guided walk: £1,850 per person**



### The Great Pyramid, Egypt

You've seen the pyramids of Egypt a thousand times on television but there'll be no disappointment when you see them in real life. Early in the morning, watching the sun rise over the pyramids, you'll understand why people have been coming here for almost 3,000 years.

**Flights, seven-night cruise down the River Nile and tour of the pyramids: £770 per person**



### New York City, USA

For decades now, New York City has truly been a world city. You'll know all the buildings and parks from countless films and stories. You have to experience being a tourist in the Big Apple at least once in your life.

**Flights and three nights in the city: £790 per person**

Holiday of a lifetime				
	Destination	Number of days	Notes	Cost
1				
2				
3				
4				
5				
6				

My holiday	
Destinations	
Total number of days	
Total cost	

	Daytime	Evening
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		



## ***Bella Vista Holiday Resort – What's on?***

	Daytime	Evening
Friday	<ul style="list-style-type: none"> <li>• Island arts</li> <li>• Modern dance class</li> </ul>	<ul style="list-style-type: none"> <li>• Karaoke night</li> <li>• Welcome reception</li> </ul>
Saturday	<ul style="list-style-type: none"> <li>• Workout on the beach</li> <li>• Salsa dance class</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Beat the computer quiz</i></li> <li>• Brazilian dancing display</li> </ul>
Sunday	<ul style="list-style-type: none"> <li>• Surf school</li> <li>• Aerobics in the pool</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bella Vista's Got Talent</i> competition</li> <li>• Music of the 80s: disco</li> </ul>
Monday	<ul style="list-style-type: none"> <li>• Sailing</li> <li>• Limbo competition</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mr Bella Vista</i> competition</li> <li>• Reggae festival</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• Scuba diving</li> <li>• Boys vs Girls dance-off</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Miss Bella Vista</i> competition</li> <li>• Live calypso band</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• <i>Meet the dolphins</i> tour</li> <li>• Talk on island wildlife</li> </ul>	<ul style="list-style-type: none"> <li>• Beach fashion show</li> <li>• Live music: the best of today</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>• Boat trip around the island</li> <li>• Ballroom dance class</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mamma Mia</i> sing-along</li> <li>• Rock on disco</li> </ul>

<p><b>Talk about a great holiday you had in the past.</b></p> <ul style="list-style-type: none"> <li>• Where did you go?</li> <li>• Who did you go with?</li> <li>• What time of year was it?</li> <li>• Why did you go there?</li> </ul> <p>Ask your partner: <i>Would you like to go to this place?</i></p>	<p><b>Talk about a place you would like to go to in the future.</b></p> <ul style="list-style-type: none"> <li>• Where would you like to go?</li> <li>• Why would you like to go?</li> <li>• What would you like to see and do there?</li> <li>• Do you think you will go?</li> </ul> <p>Ask your partner: <i>Would you like to go to this place?</i></p>	<p><b>Talk about the last restaurant you visited.</b></p> <ul style="list-style-type: none"> <li>• Where did you go?</li> <li>• Who did you go with?</li> <li>• What did you eat and drink?</li> <li>• Did you like it?</li> </ul> <p>Ask your partner: <i>Have you been to a restaurant like this?</i></p>
<p><b>Talk about a long journey you went on.</b></p> <ul style="list-style-type: none"> <li>• Where did you go?</li> <li>• How did you travel?</li> <li>• Who were you travelling with?</li> <li>• Why were you travelling?</li> </ul> <p>Ask your partner: <i>Would you like to travel this way?</i></p>	<p><b>Talk about a present you got for your last birthday.</b></p> <ul style="list-style-type: none"> <li>• What was it?</li> <li>• Who gave it to you?</li> <li>• Did you like it?</li> <li>• Where is it now?</li> </ul> <p>Ask your partner: <i>Would you like a present like this?</i></p>	<p><b>Talk about your oldest friend.</b></p> <ul style="list-style-type: none"> <li>• Who is it?</li> <li>• Where did you meet?</li> <li>• How long have you been friends?</li> <li>• How often do you see your friend?</li> </ul> <p>Ask your partner: <i>Have you got a very old friend too?</i></p>
<p><b>Talk about a time you were very nervous.</b></p> <ul style="list-style-type: none"> <li>• Where were you?</li> <li>• Who were you with?</li> <li>• Why were you nervous?</li> <li>• How did you feel afterwards?</li> </ul> <p>Ask your partner: <i>Would you be nervous in this type of situation?</i></p>	<p><b>Talk about a museum you visited when you were younger.</b></p> <ul style="list-style-type: none"> <li>• Where was it?</li> <li>• What type of museum was it?</li> <li>• Who did you go with?</li> <li>• Did you enjoy it?</li> </ul> <p>Ask your partner: <i>Would you like to visit this museum?</i></p>	<p><b>Talk about a job you would like to do.</b></p> <ul style="list-style-type: none"> <li>• What is the job?</li> <li>• What type of skills do you need?</li> <li>• Why do you want this job?</li> <li>• Do you think you will do this job?</li> </ul> <p>Ask your partner: <i>Would you like to do this job?</i></p>

## START

1 If I get home early tonight, ...	2 If it rained every day for a year, ...	3 If my friends are free this Saturday, ...	4 If my boss offered me a pay rise, ...	5 If I could speak English perfectly, ...
6 If I could have dinner with anyone, ...	7 If the nearest café's open, ...	8 If I was president of my country, ...	9 If there's a good film at the cinema, ...	10 If I won €1,000, ...
11 If I'm not well tomorrow, ...	12 If I was 50 cm taller, ...	13 If there's nothing on TV tonight, ...	14 If I were in New York now, ...	15 If I have any free time tonight, ...
16 If I was an animal, ...	17 If I get into an argument with someone, ...	18 If I looked younger, ...	19 If I do well in the next test, ...	20 If there were more green spaces in my town, ...
21 If I didn't need to work, ...	22 If I met a creature from another planet, ...	23 If I have time at the weekend, ...	24 If I could live anywhere in the world, ...	25 If I had no money, ...
26 If I had the day off today, ...	27 If I have to get up really early, ...	28 If I knew the day I was going to die, ...	29 If I start cycling to school, ...	30 If a modelling agent offered me a job, ...

FINISH

**Part A**

TRIP	TAKE	BORROW	GO
REMEMBER	STAY	TRAVEL	BRING
WORK	JOB	REMIND	LEND
COME	LOSE	MISS	LIVE

**Part B**

1 I _____ in London for two nights in a hotel. <b>(STAYED)</b>	1 I usually _____ the bus to work, but today I walked. <b>(TAKE)</b>	1 My daughter always _____ home late! I tell her 10 p.m. and she arrives at 11! <b>(COMES)</b>
2 I really love _____ on holiday and visiting new places. <b>(GOING)</b>	2 I never _____ my dad's birthday and this year I forgot again! <b>(REMEMBER)</b>	2 My mum _____ me to call my brother to wish him a happy wedding anniversary. <b>(REMINDS)</b>
3 My wife is going on a business _____ next week for three days, so I'm alone with the kids. <b>(TRIP)</b>	3 _____ here! You need to finish your dinner before leaving the table. <b>(COME)</b>	3 Tina is _____ around the world on her bike at the moment! Incredible! <b>(TRAVELLING / GOING)</b>
4 Have you ever _____ abroad? <b>(TRAVELLED / BEEN / GONE)</b>	4 My best friend always has so much _____ that I hardly ever see her. <b>(WORK)</b>	4 Can you _____ me some money, please? I left my purse at home. <b>(LEND)</b>
5 Have you ever _____ money from someone and never paid them back? <b>(BORROWED)</b>	5 May I _____ to the toilet, please? <b>(GO)</b>	5 What is your oldest memory? Can you _____ how old you were and what you were doing? <b>(REMEMBER)</b>
6 I _____ too many clothes on holiday – I only needed shorts and T-shirts. <b>(TOOK)</b>	6 I hate it when I _____ the early train and have to wait for the next one. <b>(MISS)</b>	6 Did you _____ in the centre of Paris when you visited last year? <b>(STAY)</b>
7 I _____ my house keys last week. I didn't know where they were. <b>(LOST)</b>	7 Here is your hat. Remember, I _____ it last week when it was really cold! <b>(BORROWED)</b>	7 Do you have a lot of _____ to do at the moment or can you take time off? <b>(WORK)</b>
8 I have always _____ next door to my parents. <b>(LIVED)</b>	8 My sister always _____ me money when I ask. She's very kind. <b>(LEND)</b>	8 England _____ the match against Brazil. <b>(LOST)</b>
9 Do you _____ your parents now that you live abroad? <b>(MISS)</b>	9 My _____ is so boring. I think I'll look for a new one next year. <b>(JOB)</b>	9 I love my new _____ It's so interesting and my boss is lovely. <b>(JOB)</b>
10 I forgot to _____ my phone with me today. <b>(BRING)</b>	10 I'll _____ you to pick up the washing from the laundrette later, so you don't forget. <b>(REMIND)</b>	10 Are you going to the shop? Can you _____ me something to eat, please? <b>(BRING)</b>

**Introduction**

It all began when ...

I had been ...

I knew that ...

**Main paragraph**

Without warning, ...

I felt ...

Suddenly, ...

I realised that ...

I decided to ...

Just at that moment, ...

**Conclusion**

In the end, ...

When it was all over, ...

I never ...





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