

Cambridge English



Annie McDonald
Series Editor: Annette Capel

Prepare!

TEACHER'S BOOK
WITH DVD AND TEACHER'S
RESOURCES ONLINE

Level 5





CAMBRIDGE
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Level 5

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Introduction to *Prepare!*

Where English meets Exams

Prepare! is a lively new seven-level English course for teenagers. It takes learners from A1 to B2 and has comprehensive Cambridge English exam preparation throughout. So whether you're teaching general English or preparing students for an exam, *Prepare!* has a wealth of material to help you do both.

Produced and endorsed by Cambridge English Language Assessment, using cutting-edge language learning research from English Vocabulary Profile and the Cambridge Learner Corpus, *Prepare!* is a course you can rely on and trust.

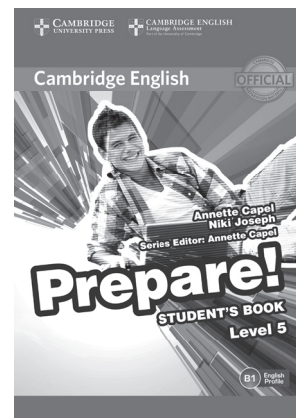
Prepare! is written by a team of writers with extensive experience and knowledge of secondary school students as well as in-depth knowledge of the Cambridge exams.

The Student's Book

The Student's Book includes 20 short units, covering a wider variety of teen-related topics than other courses. After every two units, there is either a culture or cross-curricular lesson which encourages students to learn about the world around them or about other subject areas through English. After every four units, there is a review section which revises and consolidates the language from the previous four units through further practice of key language and skills.

There are ten videos of authentic interviews with teenagers which are included with this Teacher's Book, and worksheets to go with them are provided online.

At the back of the book, students will find a grammar reference section, with further practice activities to be used in class or as self-study. Vocabulary lists provide useful lists of all the key vocabulary taught in each unit, together with pronunciation and definitions.



Exam preparation

CEFR	Cambridge English Scale	Level	Cambridge English Exam
B2	160–179	7	Cambridge English: First for Schools
		6	
B1	140–159	5	Cambridge English: Preliminary for Schools
		4	
A2	120–139	3	Cambridge English: Key for Schools
		2	
A1	100–119	1	

Level 1 covers A1. The remaining six levels are split into pairs – Levels 2 and 3 cover A2, Levels 4 and 5 cover B1 and Levels 6 and 7 cover B2. The first book in each pair gradually exposes students to typical exam tasks and techniques, while the second book in each pair makes exam tasks more explicit, thereby preparing students more thoroughly for the relevant exam. All exam tasks in Levels 2–7 are clearly referenced in the Teacher's Book.

In addition to regular practice of each exam task in the main units, Level 3, Level 5 and Level 7 have five additional *Exam profile* sections, which are located at the back of the Student's Book. These pages focus on each part of each paper, giving detailed information about the exam task, as well as practical guidance on how to approach each task, with useful tips and training to familiarise students with the whole exam and prepare them thoroughly for examination day.

The *Exam profiles* can be used as focused training after first exposure to an exam task in the main units, or alternatively towards the end of the year when students require more intensive exam practice.

The Cambridge English Scale

The Cambridge English Scale is used to report candidates' results across the range of Cambridge English exams. This single range of scores covers all levels of the Common European Framework of Reference for Languages (CEFR). The total marks for each of the four skills (Reading, Writing, Listening and Speaking) and for Use of English (where relevant) are converted into scores on the Cambridge English Scale. These individual scores are averaged to reach the overall Cambridge English Scale score for the exam. Results clearly show where the exams overlap and how performance on one exam relates to performance on another.

EP English Vocabulary Profile

The English Vocabulary Profile (EVP) is an online resource providing detailed information about the words, phrases, phrasal verbs and idioms that learners of English know and use at each of the six levels of the CEFR. The vocabulary syllabus of **Prepare!** has been informed by using EVP to ensure that students at each CEFR level are presented with high-frequency words and phrases that are suitable for their language level and relevant to each unit topic. Many of the most common words in English have a great number of different meanings, and a thorough knowledge of these words helps students to operate successfully even with limited language. The special Word profile feature in Levels 4–7 deals with these powerful words in detail. Furthermore, the main vocabulary sections regularly focus on aspects other than ‘concrete’ topic nouns and verbs, such as adjectives and adverbs, prepositions, phrasal verbs, word families and phrases. All of these aspects are important if the syllabus is to provide true breadth and depth.

Systematic vocabulary development is crucial to real progress across the CEFR levels. Great care has been taken to organise the vocabulary syllabus in a logical way both within and across the seven levels of **Prepare!** The course offers regular recycling of vocabulary and builds on what students already know, to guarantee successful language learning from A1 to B2.

For more information on EVP, including information on how it was compiled, and how you can access it, as well as ways to get involved in the English Profile programme, visit www.englishprofile.org

The Cambridge Learner Corpus

The Cambridge Learner Corpus (CLC) has been used to inform exercises in both the Student’s Books and Workbooks of **Prepare!** This ensures that exercises target the language that students need most, as they focus on the areas that students at each level find most difficult, and where errors commonly occur.

Cambridge English Resources

Help your students make friends with other English learners around the world through our fun, international Cambridge English Penfriends activity, where students design and share cards with learners at a school in another country. Cambridge English Penfriends is practical, fun and communicative, offering students an opportunity to practise what they have learned.

Through Cambridge English Penfriends, we will connect your school with a school in another country so you can exchange cards designed by your students. If your school hasn’t joined Cambridge English Penfriends yet, what are you waiting for?

Register at www.cambridgeenglish.org/penfriends

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Penfriends

We're all
Cambridge English Penfriends.
Are you?

Join us at www.cambridgeenglish.org/penfriends

The graphic features a stylized cityscape at the bottom and three cartoon pens at the top right. The text is arranged in a clean, modern layout with a mix of fonts.

Cambridge English
Teacher
The professional membership
that supports your career

English Teaching Professional included free when you join online

Get unlimited professional development from Cambridge, conveniently delivered online.

- Courses with certificates, to help you deepen or broaden your expertise.
- Experts explain their theories in weekly webinars and discussions.
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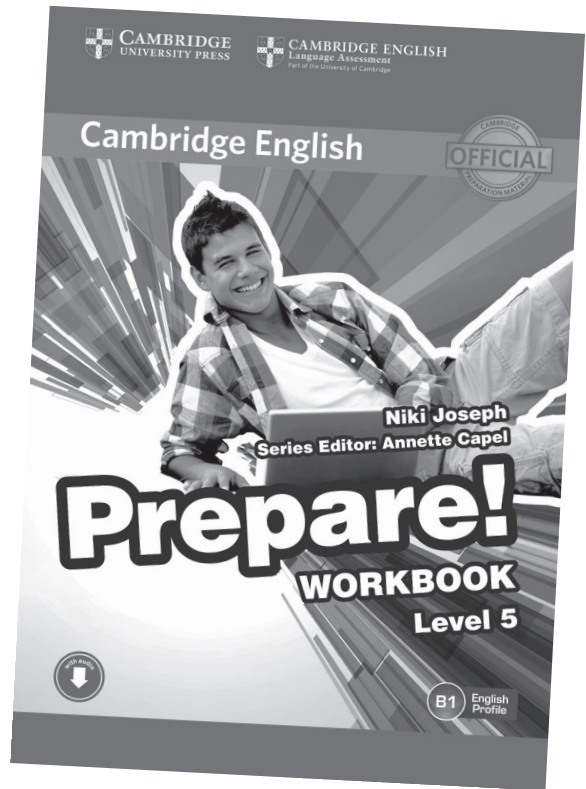
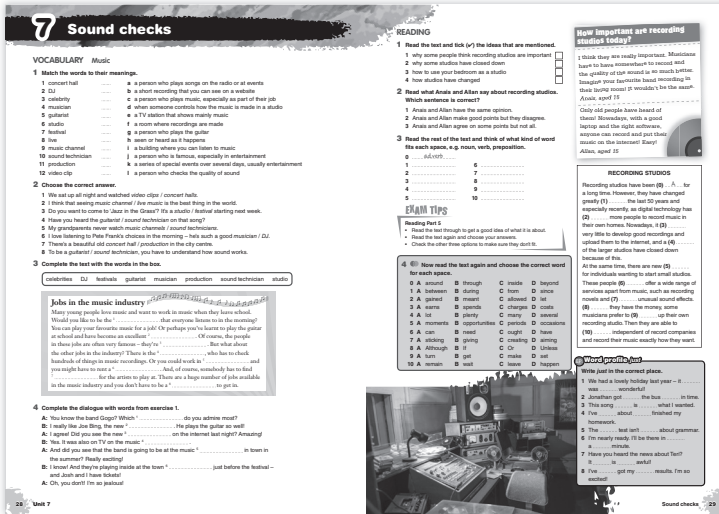
The advertisement features a smiling man's face on the left and a list of benefits on the right. The text is clear and professional, with a focus on the value of the membership.

For more teacher support, including thousands of free downloadable resources, lesson plans, classroom activities, advice, teaching tips and discussion forums, please visit www.cambridgeenglish.org/teachers

Component line up

Workbook with audio

The Workbook gives further practice of all the language from the Student's Book and provides students with comprehensive work on skills development, which can be used either in class or for homework. In Levels 3, 5 and 7, exam tips provide students with advice on how to prepare for and do the exam as well as further exam tasks which provide further practice of the exam tasks encountered in the Student's Book. The accompanying audio is provided as downloadable MP3 files and is available from www.cambridge.org/PrepareAudio.



Online Workbook

The *Prepare!* online Workbooks are accessed via activation codes packaged within the Student's Books. These easy-to-use Workbooks provide interactive exercises, tasks and further practice of the language and skills from the Student's Books.

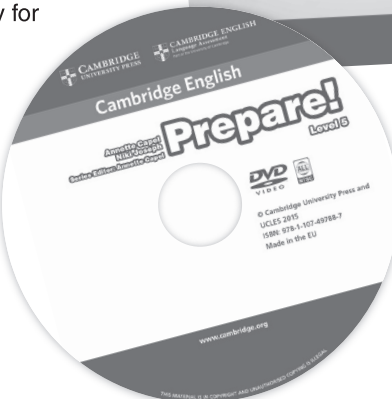
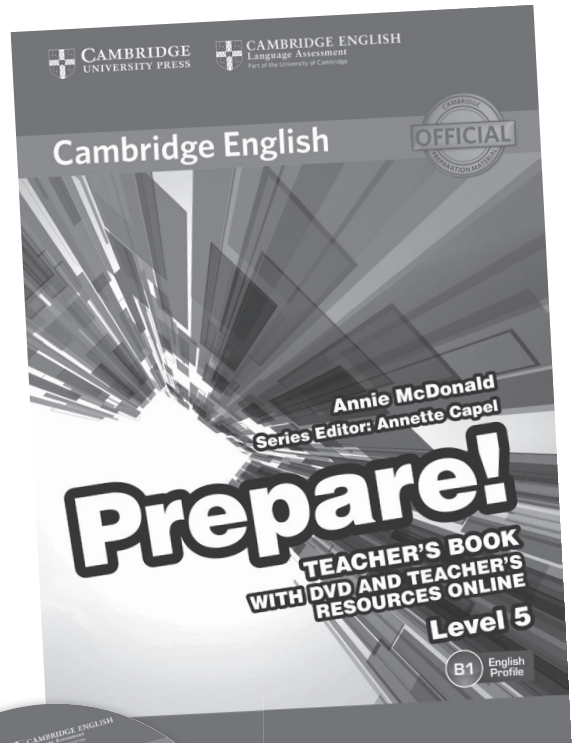
Teacher's Book with DVD

The Teacher's Book contains clear teaching notes on all of the Student's Book tasks as well as keys and audioscripts. The audioscripts include underlined answers.

The Teacher's Books provide plenty of lesson ideas through warmers, coolers, extension ideas and projects, as well as ideas for fast finishers and mixed-ability classes. Each unit also directs you to where additional resources can be found. **Workbook answer keys** and **audioscripts** are also included.


Exam descriptions, exam tips, explanatory keys, model answers and underlined scripts provide guidance to the teacher and students on how to excel at the exam.

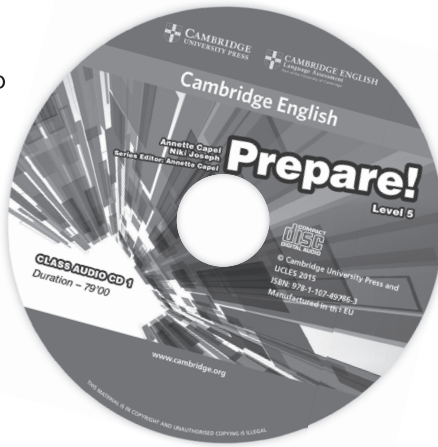
The **DVD** includes 10 video extra films and two Preliminary for Schools speaking test videos.



Class Audio CDs

The Class Audio CDs contain all of the audio material from the Student's Book.

 The audio icon in the Student's Book clearly shows the CD number and the track number.

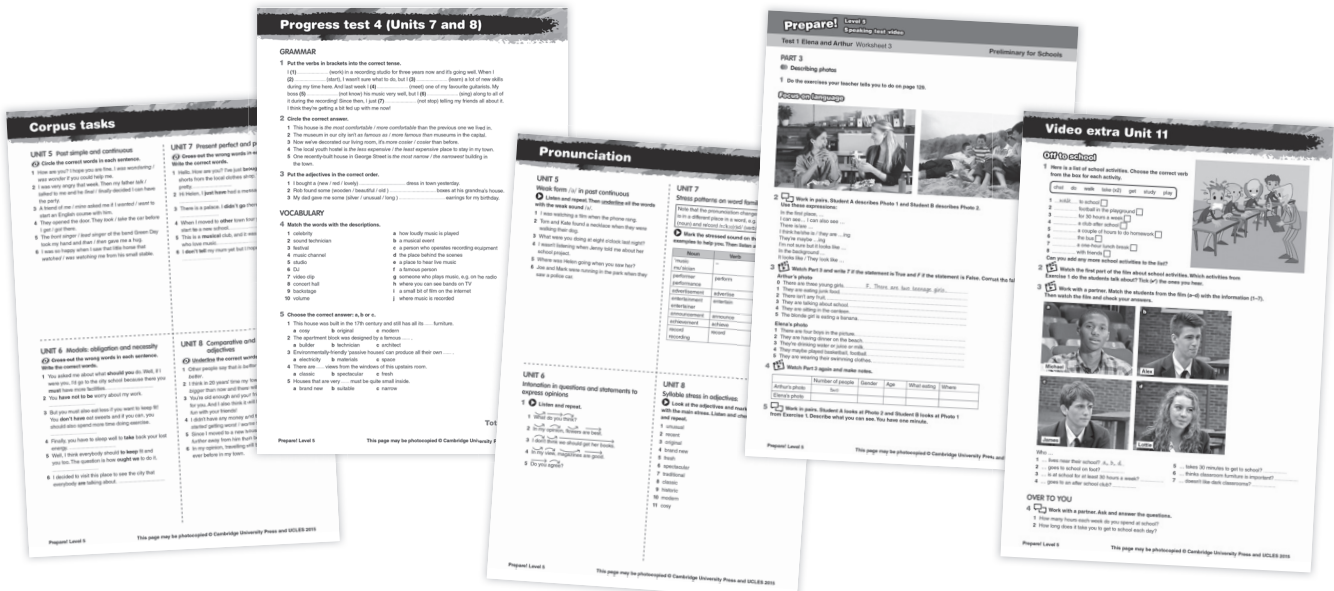


Teacher's resources online - Downloadable materials

Complete suite of downloadable teacher's resources to use in class including:

- Preliminary for Schools speaking test video worksheets
- Video extra worksheets
- Progress tests
- Achievement tests
- Corpus tasks
- Pronunciation

These are available from www.cambridge.org/prepareresources



Presentation Plus

Presentation Plus is the next generation planning and presentation tool for teachers.

Perfect for creating engaging lessons, it includes:

- Interactive whiteboard tools
- Student's Book and Workbook with interactive exercises
- Access to teachers' resources

Ideal to use with a computer and a projector or with an interactive whiteboard.

Cambridge English Practice Testbank

Prepare! Level 5 Student's Book with Online Workbook and Testbank contains an access code to four individual practice tests in **Testbank** Cambridge English: Preliminary for Schools. **Testbank** provides authentic exam practice in an online simulation of the Cambridge English test environment.

How **Testbank** works:

- 'Practice mode' allows up to three attempts at each answer
- 'Test mode' provides timed test practice and only one attempt
- Teacher can set students a whole test or by part
- Instant marking and comprehensive gradebook

Culture National sports

- 1 Discuss the questions.
 - 1 Does your country have a national sport? What is it?
 - 2 What other sports are popular in your country?
 - 3 Can you name the national sports of any other countries?
- 2 Name the sports in the photos. Do you play them?

Name the sport!

This sport began ...

- 1 around 5,000 years ago in northern Europe. People used to wear large animal skins on their heads.
- 2 over 2,000 years ago in China, where soldiers used to kick a ball around in their free time.
- 3 in the second century in China, when soldiers used to kick a ball around in their free time.
- 4 in the 18th century on the coast of Scotland, among the sand hills.
- 5 In 1873, when a player at a school in England picked up the ball and ran with it. The sport is named after the school.
- 6 In 1882, in the northern United States, where a coach invented a game to keep his football players fit in the winter.

- 3 **10-12** Listen and check your answers to the quiz. Then answer the questions below.
 - 1 What national sport people use for the second time of day?
 - 2 What is the most common winter sport in the world?
 - 3 What is the most popular sport in the USA?
 - 4 What is the most popular sport in the early 19th century that was invented in the 18th century in China?
 - 5 What is the most popular sport in the early 19th century in England?

- 4 Read about hockey, one of Canada's national sports. Answer the questions.
 - 1 Who first played it? Where did it come from?
 - 2 When was the first match between people from Britain and France?
 - 3 Is it an Olympic sport?
 - 4 What is the name of the game?
 - 5 How many players are on a team?
 - 6 What equipment do they use?
 - 7 How long is a match?

NATIONAL SPORTS

Which national sport has no national sport? Canada is different, as it has two, and both are national sports by law. The correct national sport of Canada is hockey and the winter national sport is ice hockey.

LACROSSE

Many national sports, such as cricket, football and rugby, are popular around the world, but lacrosse is not particularly well known outside the original Canadian people, and was first played in 1637, when a French trader went to give a gift of lacrosse to the local Native Americans. While Native Americans played with sticks and a ball, the French trader used a stick and a ball. The sport is now played in the USA, Canada and Australia. One thing that is quite surprising about the sport is that since 1960 Canadian women have been playing lacrosse. The sport is now played in the USA, Canada and Australia. One thing that is quite surprising about the sport is that since 1960 Canadian women have been playing lacrosse.

Ice hockey
Ice hockey is a team sport and, like many team sports, the aim is to score more goals than the other team. Teams consist of six players who use a long stick with a net on the end, to carry and pass the puck. The puck is a small, hard, black disc about 3 cm in diameter. The game is played on an ice rink which is 30 metres long and 22 metres wide. Each team has six players on the ice at any one time, plus four goalkeepers. The game is played for two halves of 20 minutes each. The team that scores the most goals wins the match.

- 5 **10-12** Listen to a boy who plays ice hockey. Canada's national sport. Complete the notes.
 - 1 I like ...
 - 2 I like ...
 - 3 I like ...
 - 4 I like ...
 - 5 I like ...

Geography Glaciers

- 1 Look at the photos. Then answer the questions about glaciers.
 - 1 How much of our world's ice is in Antarctica now?
 - 2 What was the last ice age in the Americas?
 - 3 Which glaciers are the longest in the world?
 - 4 How long is the longest glacier in the world?
 - 5 How long is the longest glacier in the world?
- 2 Read the text about glaciers. Check your answers to the quiz in exercise 1.

WHAT ARE GLACIERS?

Glaciers are large, thick masses of ice. They cover about 10% of Earth's surface. Most of this ice is in Antarctica and Greenland. The rest of our world's glaciers is located in cold, mountainous regions, like the Alps in Europe, the Himalayas in Asia, and the Andes in South America.

HOW DO GLACIERS FORM?
Glaciers form in very cold climates where there is a lot of snow and ice. The snow stays on the ground for a long time and builds up into a very thick layer. The snow then melts and the water soaks into the ground. The snow then melts and the water soaks into the ground.

HOW DO GLACIERS AFFECT OUR PLANET?
Glaciers have an effect on local climate because they keep local temperatures cooler. They also have an effect on local climate because they keep local temperatures cooler. They also have an effect on local climate because they keep local temperatures cooler.

A culture or cross-curricular lesson after every two units encourages students to learn about the world around them and learn about other subject areas through English

The Exam profile pages provide detailed information about the different parts of each paper, with guided practice, useful tips and a partial exam task for students to try

Exam profile 4

Reading Part 3 True/False

What is Part 3?
This is a part of a letter you receive from an English friend.

Read sentences 1 and 2. I know what I think about the highlighted parts. How could you say these differently? For example, what is another way of saying 'wasn't there'?

1 Emily used to watch soccer. I know that she does.
2 Her cousin had Emily in a hospital about five months ago.

Read the first paragraph of the text. Then look at the highlighted parts that match the highlighted words in sentences 1 and 2. Why is sentence 1 correct? Why is sentence 2 incorrect?

Emily Hagins: teen film-maker
American teenager Emily Hagins showed a strong interest in films and filmmaking at a young age, and she started making her own movies when she was 12. Her father, the director of her favourite series of films, The Sandlot, has helped her to learn how to make films.

Emily started by producing short films and a documentary. Her father was helpful and she had some time to work on her own ideas. She has now made several films and she is planning to make a feature film in the future.

Now you try Reading Part 2
Read the sentences below. Read the text and highlight important words and phrases. Concentrate on the parts of the text that deal with the information in the sentences.

3 How read the rest of the text and answer questions 3-6. If the sentence is correct, write A. If it is incorrect, write B.

Cambridge English Preliminary for Schools

Writing Part 3 Letter

What is Part 3?
This is a part of a letter you receive from an English friend.

Read this quiz task. Which two questions would you answer?

1 Write your letter in about 100 words.

2 Decide which question each person (a-g) is answering. Then use some of the ideas to write a letter about your own special city.

Now you try Writing Part 3
Make sure you have answered the teacher's questions fully. Use relevant language and show a range of structures and vocabulary.

Listening Part 4 True/False

What is Part 4?
A conversation including advice and opinion.

1 You will hear a conversation about making a video. Listen to the first part. What words might you use to describe the video?

2 Listen and agree about the disadvantages of becoming a vlogger.

3 Listen to the rest of the recording. Which sentence is correct (A) and which is incorrect (B)?

Now you try Listening Part 4
Underline the words used in the sentences below you listen.

3 **10-12** Read sentences 3 and 4. Then listen to the rest of the recording. Are the sentences correct or incorrect?



Video material shows teenagers doing speaking tasks in an exam situation

Review 4 Units 13-16

VOCABULARY

1 Find 6 nouns in the word search [] and match them to the definitions.

2 Complete the sentences with the phrase verbs in the box. Then answer the questions.

3 Complete the sentences by forming a suitable phrase verb and the words in the box.

4 Repeat the questions and sentences.

5 Repeat the questions and sentences.

6 Complete this text with the missing articles. Sometimes an article is needed in the space.

7 Read the text below and choose the correct word for each space.

Review 4 Units 13-16

GRAMMAR

1 Repeat the sentences in the present. Use a sign if necessary.

2 Repeat the sentences in the past. Use a sign if necessary.

3 Repeat the sentences in the future. Use a sign if necessary.

4 Repeat the sentences in the conditional. Use a sign if necessary.

5 Repeat the sentences in the passive. Use a sign if necessary.

6 Repeat the sentences in the infinitive. Use a sign if necessary.

7 Repeat the sentences in the gerund. Use a sign if necessary.

8 Repeat the sentences in the participle. Use a sign if necessary.

9 Repeat the sentences in the relative clause. Use a sign if necessary.

10 Repeat the sentences in the clause. Use a sign if necessary.

Review pages after every four units give further practice on language and skills

Grammar activities target and revise typical errors made at the students' level

Answers to quiz on page 9
1 Technology 2 Unit 4 3 Unit 10 4 Unit 2 5 Unit 18

UNIT	VOCABULARY 1	READING	GRAMMAR	VOCABULARY 2
1 Going shopping page 10	Shopping, e.g. <i>discount, receipt</i>	No teens allowed EP Word profile <i>thing</i>	Determiners	<i>any, e.g. anyone, anything</i>
2 Friends forever page 14	Personality adjectives, e.g. <i>confident, easygoing</i>	Eva's class blog EP Word profile <i>close</i>	-ing forms	Prefixes: <i>un-</i> and <i>dis-</i>
Culture Shopping around the world page 18				
3 Fun and games page 20	Sports phrases, e.g. <i>beat a team, score a goal</i>	BuddyBall EP Word profile <i>give</i>	Present simple and continuous	Strong adjectives and adverbs, e.g. <i>exhausted, extremely</i>
4 From fire to snow page 24	Extreme weather, e.g. <i>flood, lightning</i> EP Word profile <i>case</i>	Fire tornado	Past simple and <i>used to</i>	Phrasal verbs, e.g. <i>blow away, burn down</i>
Geography Glaciers page 28 Review 1 Units 1–4 page 30				
5 You made it! page 32	Verbs for making things, e.g. <i>create, decorate</i>	From hobby to job EP Word profile <i>look</i>	Past simple and continuous	Time adverbs
6 Take good care of yourself page 36	Health, e.g. <i>bleed, injure</i>	He's allergic to modern life! EP Word profile <i>only</i>	Modals (1): Obligation and necessity	Pronouns with <i>some, any, every</i> and <i>no</i>
Culture National sports page 40				
7 Sound checks page 42	Music, e.g. <i>festival, musicians</i>	Allan's studio course EP Word profile <i>just</i>	Present perfect and past simple	Word families e.g. <i>entertain, entertaining, entertainment</i>
8 Amazing architecture page 46	Describing buildings, e.g. <i>historic, modern</i>	Unusual homes around the world EP Word profile <i>last</i>	Comparative and superlative adjectives	Prepositional phrases for location, e.g. <i>above, beside</i>
Biology Hearing page 50 Review 2 Units 5–8 page 52				
9 The future is now page 54	Technology: nouns, e.g. <i>access, connection</i>	The car that uses social media for fuel EP Word profile <i>actually</i>	Future forms Future continuous	<i>enough, too, very</i>
10 Animals and us page 58	Nature and wildlife, e.g. <i>creatures, environment</i> EP Word profile <i>besides</i>	Animals in danger	Conditionals: zero, first and second	Phrases with <i>at</i> e.g. <i>at all, at first</i>
Culture Animals as national symbols page 62				

WRITING	LISTENING AND SPEAKING	EXAM TASKS	VIDEO
A short text Completing a task		Reading part 3	
	Listening Homework project Speaking Talking about yourself	Writing part 1 Listening part 3 Speaking part 1	Friends forever
An online comment Suggestions and comments			Fun and games
	Listening Lost on a mountain Speaking Talking about past experiences Answering questions (1)	Reading part 5 Listening part 2 Speaking part 1	
A story (1)		Reading part 3 Writing part 3	You made it!
	Listening Matching extracts and pictures Speaking Discussing options (1) Expressing opinions	Listening part 1 Speaking part 2	
An informal letter or email (1)		Writing part 3	
	Listening Moving to another city Speaking Describing a picture (1) When you don't know the right word	Reading part 2 Writing part 1 Listening part 4 Speaking part 3	Amazing architecture
A short message (1) Checking your writing		Reading part 4 Writing part 2	
	Listening A race with teams of dogs Speaking Discussing a topic (1) Taking part in a discussion	Reading part 5 Speaking part 4	Animals and us

UNIT	VOCABULARY 1	READING	GRAMMAR	VOCABULARY 2
11 Off to school page 64	School, e.g. <i>degree, qualifications</i>	Classrooms around the world EP Word profile <i>by</i>	Past perfect	Compound nouns, e.g. <i>bus stop, whiteboard</i>
12 Getting around page 68	Travel, e.g. <i>abroad, tourism</i>	Elena's post about travelling alone EP Word profile <i>check</i>	Modals (2): Obligation and advice	Phrases with <i>on</i> , e.g. <i>on board, on foot</i>
Maths Speed calculations page 72 Review 3 Units 9–12 page 74				
13 Perfect or real? page 76	Photography and advertising, e.g. <i>advert, image</i>	Creating the perfect image EP Word profile <i>result</i>	The passive Modal passives	Phrases with <i>in</i> , e.g. <i>in advance, in detail</i>
14 Ready to cook page 80	Verbs for cooking, e.g. <i>boil, stir</i>	American teen chef EP Word profile <i>keep</i>	Non-defining relative clauses	Nouns often in the plural, e.g. <i>arrangements, ingredients</i>
Culture Advertising and you! page 84				
15 City and countryside page 86	City and natural world, e.g. <i>pollution, valley</i>	Teentalk ... down under EP Word profile <i>all</i>	Articles: <i>a / an, the</i> and zero article	Phrasal verbs, e.g. <i>catch up with, end up</i>
16 Let's film that! page 90	Film, e.g. <i>appeared, directed</i>	Marty's blog about film-making EP Word profile <i>direct</i>	Reported speech	Reporting verbs, e.g. <i>announce, demand</i>
Language Film reviews page 94 Reviews 4 Units 13–16 page 96				
17 Getting the message page 98	Verbs of communication, e.g. <i>apologise, complain</i>	Message in a bottle; personal messages EP Word profile <i>know</i>	Reported questions	Adverbs of degree: <i>fairly, pretty, quite, reasonably</i>
18 We love the celebs! page 102	Feelings and qualities, e.g. <i>annoyed, charming</i>	What are stars without their fans? EP Word profile <i>quality</i>	<i>have something done</i>	Prepositions, e.g. <i>according to, because of</i>
Culture Fan culture and social media page 106				
19 The world of work page 108	Work tasks, e.g. <i>arrange, calculate</i>	Work experience EP Word profile <i>order</i>	Different types of clause	<i>as and like</i>
20 Making plans page 112	Hopes and dreams, e.g. <i>achieve, choose</i>	Bonnie's snowboard success EP Word profile <i>place</i>	Verbs with two objects	Phrasal verbs, e.g. <i>believe in, go for</i>
ICT Internet safety page 116 Review 5 Units 17–20 page 118 Exam profiles 1–5 page 120 Pairwork page 130				

WRITING	LISTENING AND SPEAKING	EXAM TASKS	VIDEO
A story (2)		Writing part 3	Off to school
	Listening Announcements Speaking Talking about homes, family and school Answering questions (2)	Listening part 3 Speaking part 1	
An online review		Reading part 3	Perfect or real?
	Listening Choices and decisions Speaking Discussing options (2) Suggestions and decisions	Reading part 4 Listening part 1 Speaking part 2	
An informal letter or email (2)		Writing part 3	
	Listening Discussing a film Speaking Describing a picture (2) Describing what you can see	Listening part 4 Speaking part 3	Let's film that!
A short message (2) Phrases for short messages		Reading part 1 Writing part 2	Getting the message
	Listening An interview with a journalist Speaking Discussing a topic (2) Keeping the conversation going	Listening part 2 Speaking part 4	The celebs
An informal letter or email (3)		Reading part 2 Writing part 3	
	Listening Friends talk about their achievements Speaking Discussing options (3) Agreeing and disagreeing	Speaking part 2	

1

Going shopping

Unit profile

Vocabulary: Shopping
Reading: No teens allowed
Grammar: Determiners
Vocabulary: *any*
Writing: A short text

Warmer

Write these types of shop on the board: *market, department store, shopping mall, small local shop* and *supermarket*. Put students into pairs to discuss where they prefer to shop and when they last went to these places. Discuss ideas as a class.

Your profile


Ask students to make notes to answer the questions. Put them into pairs to exchange information. Encourage students to extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and see if others do or think the same.

VOCABULARY Shopping

- 1 Ask students to look at the photos. Set a short time limit for them to write a list of items they can buy at each place before putting students into pairs. Check answers and give pronunciation practice where necessary, e.g. *clothes* /kləʊðz/, *shoes* /ʃu:z/, *vegetables* /'vedʒ.tə.blz/ and *fruit* /fru:t/.

Possible answers

- a a high street (for example, fruit, vegetables, meat, cheeses, sweets, pastries, bread)
- b a department store (for example, designer clothes, DVDs, books, furniture)
- c a market (for example, clothes, shoes, fruit, vegetables)
- d a shopping mall (for example, clothes, shoes, kitchen goods, books, jewellery, stationery)
- e online shopping (for example, clothes, books, DVDs, music, computers, video games)

- 2  1.02 Read the instructions aloud. Direct students to look at each of the photos and take a class vote on their favourite place to shop. Feed back as a class. Play the recording, pausing after each speaker if you think students will find it challenging. Invite two or three students to give answers and see if the class agrees before confirming.

Audioscript

Narrator: Eva

Eva: I love shopping anywhere so I don't really mind where I go. I hate it when I don't have enough money, though, so I guess that markets are probably my favourite place to shop. You don't have to spend much money there, but if you're a tourist, then you should be careful because sometimes they can charge you high prices.

Narrator: Allan

Allan: I think that online shopping is the best thing ever.

My parents do their food shopping online. If you spend a certain amount, then you don't have to pay the delivery charges. Also we sometimes buy DVDs and books online – there are plenty of sites! If it's not right, you can usually send the items back.

Narrator: Marty

Marty: Well, I love video games and I'm always looking for new games. Last week my favourite department store was offering a ten percent discount on some games, which is really good. Also, they are really good about refunds like when Mum gave me a game I already had, they just gave us the money back – too easy!

Narrator: Elena


Elena: I love shopping malls especially when I meet up with my friends and we stay there for the whole day. I have several store cards for my favourite shops, you know those cards that get you a discount for the next time you buy something. It's great. Some older kids from our school work in the shops and it's nice when you know the person who serves you.

Narrator: Bonnie

Bonnie: I think walking down the main street in a town and going into all the little shops is fun. It's better when it's nice weather – it isn't much fun in the rain! These are just regular shops and if you buy something and it's not right, you can change it. You just have to show them the receipt.

Answers

a Bonnie b Marty c Eva d Elena e Allan

- 3  1.02 Put weaker students with stronger students and do the first item as a class (see Answers). Monitor and encourage students to collaborate, asking stronger students to explain why they have chosen a word. As you check answers, elicit which words in the sentences helped them to find the correct answers (e.g. 1 spend – *much money*; charge – *high prices*). Nominate individuals to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to find four words in the word box which are both nouns and verbs (*change, discount, refund, shop*) and to write sentences with spaces for each one. Nominate individuals to read their sentences to the class for the other students to guess the missing word.

Extension activity

Put students into pairs and ask them to take turns and choose a word or phrase from the box. They say the word and their partner makes a sentence. Monitor for accuracy and the pronunciation of *receipt* /rɪ'si:t/.

Answers

- 1 shop; spend; charge 2 online shopping; charges; send; back
3 discount; refunds 4 serves 5 change; receipt

4 Read the instructions and the example as a class.

Tell students that the questions are in the past tense and write the example sentence on the board to review the form if necessary. Ask the example question to different students and monitor for accuracy in yes/no answers, i.e. *Yes, I did. No, I didn't*. Encourage them to give additional information.

Monitor for accuracy as students write the questions. Invite two or three students to give answers and see if the class agrees before confirming. Nominate two strong students to ask and answer at the front of the class before putting students into pairs to take turns asking and answering. Monitor and help with pronunciation and give positive feedback for informative answers. Share any interesting information with the class.

Mixed ability

Encourage weaker students to read the questions and decide on the first word of each of the answers (1 *Did* 2 *How* 3 *Who* 4 *Did*). As an alternative, you could write the question words on a slip of paper and give this to them if they are struggling. Stronger students can complete the exercise without this support.

Answers

- 1 Did you get a receipt?
2 How much did you spend?
3 Who served you?
4 Did you get a discount?

5 Put students into pairs or groups to discuss the questions. Monitor and help them communicate their ideas. Invite two or three students to tell the class about their shopping experiences. As an alternative, you could do the exercise in open pairs. Nominate a student to choose a question and name another student to answer it. The second student asks a question and nominates another. Continue until several students have had a turn.

READING

- 1 Books closed. Write *No teens allowed* on the board. Put students into mixed-ability groups and set a short time limit for them to brainstorm why teens might not be allowed in shopping malls. Monitor and give positive feedback for interesting suggestions. Ask a spokesperson from each group to give a reason, and write key words on the board. Tell students to read the article quickly to see if their ideas were the same as the ones in the text. Find out if there are any malls in your students' hometown that ban teens, and why.

Answer

The Store had trouble with young people during the holiday season.

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 3

Task description

In Reading Part 3, students have to decide whether ten sentences about a text are correct (A) or incorrect (B). Part 3 tests understanding of a factual text and recognition of paraphrase. The task involves the use of scanning to locate specific information relating to each sentence. The ten sentences follow the order of information in the text.

Tips

- Suggest that students read the ten sentences and text quickly to get a general idea of the topic.
- Students should underline key words in each sentence and look for content that matches these in the text. It is unlikely that the same words will be used in both, so students need to understand another way of saying the same thing.
- Advise students not to leave any answer blank – if they are unsure of an answer, they should make a guess between A (correct) and B (incorrect).
→ See Exam Profile 4, Student's Book page 126

- 2 ● Note that the Part 3 task in Unit 1 is a simple and shortened version with only seven sentences. Read each of the sentences in turn, then tell students to scan the article and the comments to check, before reading again to correct the information in any incorrect sentences. Monitor and direct weaker students to parts of the text where they can find the correct information, if necessary. Allow students to compare their answers with a partner before nominating individuals to give answers. See if the class agrees before confirming. Note that there are ten questions in the actual exam task.

Answers

- 1 Correct (tourists from different countries)
- 2 Incorrect (which also has a theme park)
- 3 Correct (is no longer going to allow young unaccompanied teenagers. If you are under the age of 15 ...)
- 4 Correct (Last year there was quite a bit of trouble with young people ...)
- 5 Incorrect (Some parents think The Store is a babysitter. There were quite a few kids aged 10 here on their own.)
- 6 Correct (we usually meet there for birthday parties.)
- 7 Correct (if I have to go shopping with my father, he'll have to pay for things!)

- 3 Do the first item as a class, and encourage students to reread the sentence, substituting the word from the question to check meaning. Monitor and help as students work individually. Invite two or three students to give answers and to reread the sentence aloud using the word from the question.

Answers

- 1 come to an end 2 babysitter 3 introduce
- 4 on your own 5 trouble

- 4 Ask students to read the comments and answer the questions. Check answers. If there are any disagreements, take a vote on the most popular answer before reading the corresponding comment aloud.

Fast finishers

Ask fast finishers to write a comment to post on the website. Nominate individuals to read their comments aloud after checking answers to exercise 4.

Answers

- 1 Stacey ('there are some teenagers who annoy others')
- 2 Luke ('if I have to go shopping with my brother, he'll have to pay for things. Cool!')
- 3 Tarah (It definitely won't be the same if we have to have our parents with us.)

EP Word profile

Ask students to read the sentences and then set the exercise on page 132. Check answers and then tell students to write sentences of their own using each of the phrases with *thing*.

Answers

1 B 2 D 3 C 4 A 5 E

Talking points

Put students into pairs to discuss the questions. Encourage them to add examples of situations or reasons to expand on their answers. Discuss ideas as a class.

Cooler

Write the words from Vocabulary, exercise 3 on the board. Give students one minute to look at them, then erase them. Tell students to write down the words they remember. Find out who remembered the most, and ask them to come and write them on the board. Add any missing words, and check spellings, as a class.

GRAMMAR Determiners

Write this exchange on the board, or say it aloud and ask students to complete the blanks.

Excuse me, have you got ___ (any) coats?

No, I'm sorry, we haven't got ___ (any). But we've got ___ (some) jackets.

Elicit why *any* is used in the first two spaces (*interrogative; negative*) and *some* in the final space (*positive*).

Books closed. Divide the class into pairs. The students should ask and answer about things in the classroom using *some* and *any*, for example *Are there any posters? Yes, there are some on the wall.* The class listens and checks for accuracy.

- 1 Read the instructions and do the first item with the class. Pair weaker students with stronger students and ask them to continue the exercise. Monitor and help as necessary, encouraging stronger students to say when a noun is countable or uncountable in English.

Draw two columns on the board and write *C* and *U* at the top of each. Invite two or three students to come and write words and phrases in the appropriate columns on the board as you check answers.

Mixed ability

For weaker students, you might need to write additional example sentences on the board, e.g. *Some phones are expensive in that shop. Have they got any bookshops in the mall? There are no tickets left for the concert. I don't have much time to go shopping. Are there many shoe shops in the mall? There's plenty of time before the store closes. There are a lot of people waiting to be served.*

Fast finishers

Ask fast finishers to reread *No teens allowed* on page 11 and underline examples of determiners. Elicit some examples after checking answers to exercise 1.

Answers

Countable: games, teens, places, sites, store cards, teenagers
Uncountable: money, fun

- 2 Put students into pairs to complete the chart. Check answers. In feedback, nominate individuals to make different sentences using each of the words and phrases, e.g. *There are some new shops opening in town.*

Answers

	Countable	Uncountable
Positive	many, several, a lot of, plenty of	plenty of, a lot of
Negative	no	much, any, no

→ Grammar reference Student's Book page 145

- 3** Do the first item as a class. Direct students to look at the noun (*shopping*) and the chart in exercise 2. Ask *Is shopping countable or uncountable?* (uncountable). Nominate a student to give the answer (*some*) and see if the class agrees before confirming. Monitor and encourage stronger students to complete the exercise without looking at the chart. Check answers, making sure that students understand the difference in meaning between *several* (some, but not a lot) and *plenty* (more than enough, a large amount).

Answers

1 some 2 several 3 a lot of 4 any 5 no
6 much 7 many 8 several

Corpus challenge

Put the students into pairs to correct the sentence before nominating a student to give the answer. Check with the class before feeding back. Ask why *many* not *much* is used here (*photos* is countable).

Answer

I have so many photos on my phone!

- 4** Direct students to look at the picture and say what's going on (*two people are shopping online*). Tell them to read the conversation, ignoring the spaces. Ask *Does B find what they are looking for?* (No). Check vocabulary as necessary. Nominate two stronger students to read the conversation to the class. The class listen and decide if the answers are correct or incorrect.

Mixed ability

Encourage stronger students to cover the box and complete the spaces. Monitor and help weaker students to decide if the noun is countable or uncountable and to use the information on the board to help decide which determiner to use.

Extension activity

Put students into pairs to read or act out the conversation. Encourage Student A to sound positive and helpful, and Student B to sound a little angry. Ask a student pair to perform their conversation to the class.

Answers

1 some 2 any 3 plenty 4 many 5 several
6 much 7 no

VOCABULARY any

Books closed. Write these letters on the board: *thianyoe*. Ask students to make three words beginning with the letter *a* and tell them they can use the letters more than once (*any, anything, anyone*).

- 1** Do the exercise as a class. Ask *Which word is used to talk about a place?* (*anywhere*) and *Which word is used to talk about an object, event or situation?* (*anything*). Use the extra information with the answers below to elicit other words beginning with *any*. Write the words and their meanings on the board.

Answers

anyone (person), anybody (person), any more (time), anyhow (manner or way), anyplace (US anywhere)

- 2** Direct students to the box and ask *In which ones is 'any' used in a comparative sense?* (*longer, good, better*). Read the example as a class. Monitor and help as students continue individually. Make a note of common mistakes before putting students into pairs to compare their answers. Nominate individuals to give answers and see if the class agrees before confirming. Review problem sentences, checking students understand the meaning of the words or phrases and why they are appropriate in each of the contexts.

Extension activity

Students write three words or phrases using *any* on a slip of paper. They swap papers and write sentences using the words or phrases they receive. Tell them to swap papers back and check each other's sentences.

Answers

1 any more 2 anywhere 3 anything 4 anyone
5 any longer 6 any good 7 any better

WRITING A short text

- 1** Direct students to read the information about the competition. Invite two or three students to give answers and write each point on the board.

Answers

The last cool thing you bought, where, why, what your friends think about it

- 2** Read the question and elicit what the word *cool* means (*good, stylish or fashionable*). Tell students to read the texts and say who bought what (*Rachel – trainers; Maria – a money bank; Mitch – sunglasses*). Ask for a show of hands to see which item the class think is the coolest, and encourage individuals to explain why. Help them communicate their ideas.

Extension activity

Nominate two strong students with different opinions to have a discussion in which they try to convince the other that their opinion is the best. Then put students into pairs to have this discussion and express their own opinions.

- 3 Read the instructions aloud and direct students to the *Prepare* box. Point to the board to remind them of the three pieces of information they should include. Put students into pairs to find the information in Mitch's text. Check answers.

Answers

I bought some really cool sunglasses from a shop in my town called J&L; because I just loved them; Several people have already told me I look good in these sunglasses.
Extra information: what else J&L sells.

- 4 Put students into pairs to do exercise 4. Monitor and help as necessary. Check answers.

Fast finishers

Ask fast finishers to repeat exercises 3 and 4 with Rachel's text. Check answers.

Answers

past simple – was, went, saw, was; present simple – is, can, 've got, wants; present continuous – 'm saving

- 5 Monitor and help as students make notes. Put them into pairs to ask and answer the questions. Tell them to give their partner some more ideas if they can think of any.
- 6 Ask students to write their texts. They can swap with a partner and check their partner has followed all the instructions. Encourage them to make constructive comments, e.g. *You could ... Why don't you ...? What about ...?*

Cooler

Put students into pairs or small groups. Give them three minutes to write down as many words, phrases and/or expressions as they can on the theme of shopping. Ask pairs/groups to take turns reading their lists aloud. They score one point if no one else has included the word, but lose a point if other students have listed it. The pair or group with the most original list wins.

Project

Tell students they are going to write a questionnaire to find out about younger and older people's opinions on teenagers being allowed unsupervised in shopping malls. Brainstorm some possible questions on the board before asking students to write six questions. For example *Where do you go on a Saturday afternoon? How old should people be to go shopping on their own?* To recycle determiners, encourage them to include some of these phrases: *many stores, a lot of teenagers, much fun, no teens, several shops*. Put students into pairs to ask and answer their questions and allow them to revise their questions if they want to. Tell them to survey two younger people and two older people and to write up their findings in a short paragraph. Students can present their findings in the following class, using PowerPoint if they have access to it.

Teacher's resources

Student's Book

Grammar reference and practice page 145

Vocabulary list page 138

Workbook

Unit 1, page 4

Go online for

- Pronunciation
- Corpus tasks

2 Friends forever

Unit profile

Vocabulary: Personality adjectives
Reading: A blog post
Grammar: *-ing* forms
Vocabulary: Prefixes: *un-* and *dis-*
Listening: A homework project
Speaking: Talking about yourself

Warmer

Write these questions on the board: *What kind of friend are you? Why?* Ask students to discuss them with a partner. Nominate pairs to report back to the class and write any useful vocabulary for the lesson on the board, e.g. adjectives such as *kind, fun, reliable*. Encourage them to give reasons and examples of things they do to justify their description, e.g. *I'm reliable. I never forget my friends' birthdays*. Check meaning and pronunciation of new vocabulary as necessary.

Your profile

Ask students to make notes to answer the questions. They mingle and exchange ideas and opinions with others in the class. Encourage them to respond to, and show an interest in, what other students are saying. Nominate individuals to give opinions and say who shares the same ideas.

VOCABULARY Personality adjectives

- 1 Read the instructions and check students understand the concept *most true*. Direct students to look at the first sentence and ask *Does this sentence describe you? Do you always, usually, sometimes or never like to do this?* Tell students to read the sentences in each of the boxes, ignoring or guessing the meaning of new words at this stage. They choose five out of the twelve sentences that describe them best. Ask students to count up how many of each colour boxes apply and identify the colour they have the most of.
- 2 Read the headings in the table in exercise 2 aloud and ask students to guess the meaning of *pal* (friend). Tell them to guess the meaning of new vocabulary in the descriptions. Monitor and help as students do the exercise individually. Allow them to compare their answers with a partner before checking as a class. Ask for a show of hands for each of the friend types and see if individuals agree or disagree with their results. Encourage them to give reasons.

- 3 Do the first one as a class (*annoying*), and monitor and help as students continue individually. As you check answers, ask for examples to check understanding of the vocabulary, e.g. by asking *Give me an example of an annoying situation*. You could also play a team spelling game. Put students into teams of four. Choose a word in red and draw one numbered line for each letter on the board. Give each team the opportunity to say a letter and a number. Give them one point for each time the letter occurs, and two points if they can say where it goes. After each team has had a turn, ask them to write down what they think the word is. Repeat for five more words. Check answers and award two points for each correct guess.

Mixed ability


Encourage stronger students to complete exercise 3 without looking back at exercise 2. Allow weaker students to work in pairs.

Fast finishers

Ask fast finishers to think of an example situation for each adjective and elicit these when checking answers to exercise 3.

Answers

1 annoying 2 intelligent 3 cruel 4 reliable 5 sensible
6 sociable 7 anxious 8 honest 9 easygoing
10 confident 11 silly 12 talented

- 4  1.03 Read the instructions and play the recording once. Allow students to compare their answers with a partner before checking as a class. If they found the listening challenging, break it down by playing the recording again and pausing for students to check and confirm what kind of friend Eva is. Then play the second half of the recording for them to find out about Marty.

Audioscript

Eva: Hey Marty, look, here's a quiz about the kind of friend you are. Do you want to do it? Let's see what kind of a friend we are! So we look at the sentences and choose the ones that are most true for us. Oh look! Here's one for you. 'I'd do anything to help my best friends.'

Marty: You think so? That's a nice thing to say. Thanks, Eva!

Eva: Well it's true! You always listen to people, especially us girls and our problems! And you know how to keep a secret, so we all trust you with our secrets.

Marty: Yes, that's true. OK, well here's one that is true for you, Eva: 'I love hanging out with a big group of friends.' I mean, that's because everyone loves you. You're a fun girl!

Eva: Thanks, and I do love my friends. This one is also true for me: 'I have lots of best friends – girls and boys.' You know I'm not the kind of person who only has one or two best friends. I have loads, really!

Marty: Well, that's because you're reliable and honest!

Eva: Aw! Thanks Marty!

Marty: If you say you'll do something, then you do it. That's the kind of person you are. I like that. I think that's a great personal quality. Oh, now here's one that definitely isn't you. 'I prefer to listen to other people's ideas.' Haha! Er, no!

Eva: Well, I can't be perfect! I just have loads to say! Mind you, like you, I don't mind listening to other people's problems. Do you agree?

Marty: Yes, I do actually, and I guess the one thing here that isn't true for either you or me is this one about feeling anxious.

Eva: Hmm no, I don't feel that, but there are plenty of people who do. OK, er, and this is also true for me, 'I love my friends but I really love being on my own,' you know, doing my own things.

Marty: OK, well, is that it? Can we see now? I want to know what kind of a friend we are.

Eva: Let's see. If we just go to page ...

Extension activity

Put students into pairs and ask them to write five questions using the personality adjectives, e.g. *When do you feel anxious? Who is the most talented person you know?* Put pairs together to make groups of four and tell them to ask and answer their questions. Discuss ideas as a class.

Answers

Eva: sociable, reliable, honest; Marty: reliable

- 5** Put students into pairs or small groups to discuss the questions. Monitor and help as necessary and give positive feedback when students give examples. Invite two or three students to tell the class about themselves. As an alternative, ask students to describe someone in the class in a positive way. The others should guess who they are talking about.

READING

- 1** Set a short time limit for students to write a list of personality adjectives that describe Eva. Check answers and ask for reasons.
- 2** Give students time to read the five points before they read the blog post and check understanding. In feedback, ask students which of the five points they agree with.

Answers

2, 3, 4

- 3** Ask students how many people have written on Eva's blog (*two*) and their names (*Wasabiboy and Surfingforever45*). Read the instructions and ask *Are you going to read the blog carefully or scan it until you find similar comments?* (scan). Students continue individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Tell fast finishers to read the six statements and decide whether or not they agree with them, and why. Elicit their ideas when checking answers to Exercise 3.

Answers

1 Eva 2 Surfingforever45 3 Wasabiboy 4 Wasabiboy
5 Eva 6 Surfingforever45

- 4** Do the first item as a class. Show or remind students to check their answers by substituting the highlighted words and phrases in the text with the appropriate meaning from 1–6. Tell them that to check their answers they should re-read the new sentence to see if it makes sense. Check answers.

Answers

1 depends on 2 pals 3 fear 4 disagree
5 keeping in touch 6 keen on

EP Word profile

Books closed. Write *close* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercise on page 132. Check answers.

Answers:

1 FRIENDLY 2 NEAR
3 PUBLIC PLACE 4 RELATIVE

Talking points

Put students into pairs to discuss the questions. Monitor and encourage them to justify their opinions. Give positive class feedback and examples of interesting comments.

Extension activity

For homework, tell students to ask four other people for their opinions on the questions in *Talking points*. In the following class, put students into small groups to discuss what they found out. Ask each group to report back on any interesting findings.

Cooler

Tell students to put the highlighted words in the blog post in order of difficulty, with the most difficult first. Ask them to write one sentence for the two words they find most difficult.

GRAMMAR -ing forms

- 1 If you think your students will find this challenging, write additional example sentences on the board, e.g. *You love having fun. I really like going to the cinema. Some people are bad at replying to texts. Most people are keen on using social media.* Ask students to complete the rules individually. Check answers and highlight the form in the sentences on the board.

Answers

- a -ing form
- b preposition; -ing form

→ Grammar reference Student's Book page 146

- 2 Ask students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class.

Answers

- 1 going 2 watching 3 preparing 4 working 5 studying
- 6 visiting

- 3 Do the first item as a class. Set a short time limit and put students into pairs to complete the exercise. Remind them to look at the prepositions to help them find the correct answer.

Mixed ability

Put students into mixed-ability pairs to do exercise 3. Stronger students can say or confirm which preposition is used with each verb.

Answers

- 1 b 2 e 3 c 4 a 5 d

- 4 Read the instructions and do the first item as a class. Point out that the words before and after the gap will help them identify the answer. In the first item, the word *on* provides a clue. Monitor and help as students continue in pairs. Check answers. As an alternative, put students into groups of five, and tell them to choose one sentence each. They should write this on a slip of paper, including the gap. They should then write the correct answer on the back of the slip of paper. Monitor and check everyone's answers are correct. Tell students to show their group their sentence and see if the others can give the correct answer. Students can say if they are correct, as they have the answer on the back of their slip of paper.

Answers

- 1 are keen 2 at playing 3 in learning 4 stand losing
- 5 to improve

- 5 Monitor for accuracy as students complete the sentences and find someone who has similar ideas. Make a note of common mistakes with prepositions. Ask for individuals to explain to the class who they are similar to.

Extension activity

Put students into mixed-ability pairs to test each other on dependent prepositions (*of, at, on, about, in*) in the sentence stems in exercise 5. Student A says the first part of the sentence, pausing before the preposition. Student B completes the sentence. Students monitor each other's use of prepositions.

Corpus challenge

Ask students to look at the sentence and find the mistake before comparing with a partner. Ask a student to write the correct sentence on the board and confirm with the class before feeding back.

Books closed: set a one-minute time limit for students, in pairs, to list other verbs followed by *-ing*. Students check their answers on page 16, exercises 1–5.

Answer

We love going out together to the cinema.

VOCABULARY Prefixes: *un-* and *dis-*

- 1 Read the example sentences aloud and answer the questions as a class.

Answers

They make the words negative; *dis-*

- 2 Monitor and help as students do the exercise individually. Allow them to compare their answers with a partner before checking as a class. As an alternative, put students into small groups. See which group can complete the exercise correctly and most quickly.

Extension activity

Draw two columns on the board, headed *un-* and *dis-*. Say the following words for students to tell you which column the opposites should go in: *agree (dis)*, *tied (un)*, *tidy (un)*, *cover (dis)*, *continue (dis)*, *able (un)*, *advantage (dis)*, *finished (un)*, and write the words in the appropriate column. Point out or elicit by modelling that the prefix *un-* is unstressed, whereas *dis-* is stressed. Give pronunciation practice as necessary. Underline or mark *dis-* to illustrate that it carries syllable stress. Say a positive form of the word from one of the columns for students to say the negative form.

Answers

- 1 unpleasant 2 disappear 3 unhappy 4 dislike
5 unkind 6 unkind

- 3 Read the instructions and do the first one as a class. Nominate individuals to give answers and monitor for accurate pronunciation. In feedback, ask students for the opposites of *lucky* (unlucky) and *agree* (disagree).

Mixed ability

Put students into same-ability pairs. Give weaker pairs the forms of the words needed before they start the exercise.

Answers

- 1 uninteresting 2 unpleasant 3 disappeared
4 unkind/unpleasant 5 lucky 6 agree

LISTENING

- 1 Nominate individuals to explain what is happening in the photo. Invite two or three students to tell the class about times they have been asked questions in the street.

- 2 Direct students to the Homework Project notes. Put them into pairs to answer the questions before checking as a class. In feedback, ask students which words (if any) gave them the answers.

Answers

- 1 the quiz title 2 who to ask the questions 3 a book title
4 a number 5 a date 6 part of an email address

Prepare for Preliminary for Schools Listening Part 3


Task description

Listening Part 3 tests students' ability to identify, understand and interpret information. It consists of a monologue and six gap-fill questions. Students listen and complete the numbered gaps with one or two words or a number from the text they hear. They hear the recording twice.

Tip

Tell students to use the pause before the recording starts to read the information on the page. They should predict the sort of information they need for each gap (e.g. a number, a date, a place), so that they feel prepared for the answers when they hear them. Tell them it is easier and quicker to write numbers as figures.

→ See Exam Profile 3, Student's Book page 125

- 3  1.04 Play the recording and check answers. With weaker classes, play the recording again, pausing after each answer. Note that as this is an introduction to the Listening Part 3 task, the amount of 'distraction' in the recording has been kept to a minimum, to make it easier for students to complete the task. See answers to 4 and 5 below.

Audioscript

OK, class, quiet everyone. I'm going to tell you about our next homework project. It's called a 'People Quiz'. You're going to write a questionnaire to find out about someone you know, what their main qualities are, and what kind of a person they are. I'd like you to try out the questionnaire on five different individuals – you can ask friends, but try it out on your family as well.


Then, I also want you to choose one of the main characters from the book we've been reading this term, *Black Night*, and answer your questionnaire as you imagine the character would answer it. We'll use this for our character study. That's our next project! So, altogether you'll have answers about six individuals to work with.

First, you need to write the questions. The whole questionnaire should have around twelve questions, but if you can't think of that many, do at least nine. Don't forget that each question should have a choice of three answers – so write answers a), b) or c). Try to give a reason each time – you know, a situation. For example, don't just ask: Are you a generous person? You need to write something like ... In this situation, what would you do? And when do I want you to hand everything in? Well, the date on the school calendar for this project is in two weeks' time. Today is July first so that makes it the fifteenth, doesn't it. That will give you plenty of time! If you have any questions while you're doing it, you can email me on englishstaff@school.com. But for now, is there anything you don't understand in what I've just said ...

Answers

- 1 People 2 family 3 *Black Night*
4 9 (Students also hear the number 12, but the minimum number is 9 – see underlining in audioscript)
5 15 July / July 15th (Students hear two dates, but only one is correct – see underlining in audioscript)
6 englishstaff

SPEAKING Talking about yourself

- 1  1.05 Before students listen, read the instructions to the class and check they understand the different parts of the exercise. Play the recording again, pausing to give students time to complete their notes.

Audioscript

1


- Examiner:** What's your name?
Faisal: I'm Faisal.
Examiner: What's your surname?
Faisal: It's Qureshi.
Examiner: How do you spell that?
Faisal: It's Q-u-r-e-s-h-i.
Examiner: Where do you live?
Faisal: I live in Muscat. It's the capital of Oman. I like it because there are lots of things to do there.
Examiner: Do you study English?
Faisal: Yes, I do. I have English three times a week.
Examiner: Do you like studying English?
Faisal: Er no, I don't like it because I think it's hard. I prefer maths.
Examiner: Do you get up early or late?
Faisal: Hmm, that's an interesting question. At the weekends, I get up late because I love sleeping but when I have school I have to get up early because my first lesson is at 7.30 am!

2

- Examiner:** What's your name?
Anne-Marie: I'm Anne-Marie.
Examiner: What's your surname?
Anne-Marie: It's Bonnard.
Examiner: How do you spell that?
Anne-Marie: It's B-o-double n-a-r-d.
Examiner: Where do you live?
Anne-Marie: I live in Montpellier, in the south of France. It's near the sea.
Examiner: Do you study English?
Anne-Marie: Yes, I do. I have four hours of English every week and I like it because I think it's important.
Examiner: Do you listen to music?
Anne-Marie: Yes, I do. I like music and I usually listen to it on my phone on my way to school. I'd really like to learn to play the guitar.
Examiner: How often do you go to the cinema?
Anne-Marie: I sometimes go to the cinema but I usually watch films at home or on my computer.

Answers


- 1 both speakers
- 2 neither of the speakers
- 3 both speakers
- 4 both speakers
- 5 neither of the speakers
- 6 both speakers. Faisal – the capital of Oman; Anne-Marie – where Montpellier is
- 7 both speakers. Faisal – how often the classes happen; Anne-Marie – how many hours of English she has per week
- 8 both speakers, reasons
- 9 Anne-Marie, wants to learn the guitar
- 10 neither of the speakers
- 11 Faisal, when
- 12 Anne-Marie – how and where she watches films

- 2  **1.05** Read the instructions as a class. Point out the purpose of the groups of phrases – talking about habits, likes and dislikes and giving opinions. Read each one aloud before students listen again. Check answers.

Answers

Faisal: I don't like it because ..., I prefer, I think it's ...

Anne-Marie: I usually, I sometimes, I like it because, I think it's

- 3  Before you put students into pairs to ask and answer, explain that you will be monitoring to check they use phrases from the *Prepare* box and give extra information for yes/no questions. Demonstrate the activity by nominating an individual to ask you the questions. Monitor and give individual feedback as students do the exercise in pairs.

Extension activity

Students repeat exercise 3, adding more questions from exercise 1, with a new partner. As an alternative, you could do the interview in open pairs. Nominate a student to choose a question and name another student to answer it. The second student asks a question and nominates another. Continue until several students have had a turn.

Cooler

Students conduct a class survey using the questions in Speaking exercise 1. Tell them to choose a question and to write it on a slip of paper. They should ask as many people as they can in five minutes, trying to ask the question from memory. They can report back any interesting findings to the class.

Project

Students write a comment for Eva's blog post. In the following class, put students into small groups to discuss their ideas. Tell them to choose an adjective from the quiz on page 14 which best describes the writer of each comment. Their comments could be published on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 146

Vocabulary list page 138

Video

Forever friends

Speaking Part 1

Workbook

Unit 2, page 8

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks

Culture

Shopping around the world

Learning objectives

- The students learn about the shopping habits of teenagers.
- In the project stage, students write and carry out a questionnaire about the shopping habits of teenagers in their country, and produce a report on it.

Warmer

- 1 Brainstorm a list of different types of shop onto the board, e.g. *supermarket, department store, book shop* and also brainstorm the kind of things you can buy in each shop.
 - 2 Play 'Where am I?' Tell the students that you're in one of the shops on the board and they can ask you five yes/no questions to find out where you are. However, they can't use the names of things you can buy in these shops in the question.
 - 3 The students then play this game in small groups.
- 1 Ask the students to read the questions. Pre-teach a *discount* and *special offer* by asking *If a shop gives a discount or has a special offer, are things cheaper or more expensive?* Ask the students to ask and answer the questions in pairs.
 - 2 **▶1.06** As a class, look at the names of the four special shopping times together first, and encourage the students to try to guess some information about each one. Then, in pairs, the students guess the countries. Then listen and check.

Answers

Cyber Monday: Britain
Dubai Shopping Festival: Dubai, the United Arab Emirates
Black Friday: the United States
Golden Weeks: China

Audioscript

Narrator: One

Candy: The best day for shopping in the United States is Black Friday. It's the day after Thanksgiving, which is a public holiday, so most people take the Friday off as well and have a long weekend. It's really good to go shopping on Black Friday because the stores all give large discounts, and everyone's happy when they serve you. Families often go shopping together, or teenagers go with their friends; it's a perfect, relaxed weekend for everyone. Thanksgiving is the last Thursday in November, and Black Friday is the day after that.

Narrator: Two

Ibrahim: Dubai is a brilliant place for shopping, like many other cities in the United Arab Emirates, where I live.

A lot of tourists come here all the time, but the best time for shopping in Dubai is during the Dubai Shopping Festival. Of course, all the shops are open and they give discounts, but the best thing is that there are lots of other things happening, competitions with great prizes and fashion shows, that kind of thing. The festival usually starts at the beginning of January and lasts the whole month.

Narrator: Three

Li-Hua: I think the best time to go shopping in China is in the second Golden Week. Golden Weeks are holidays – the first one is at Chinese New Year and the second one is in October. That's better, as there isn't as much going on. A lot of people travel in these weeks and visit different places in China, as well as going abroad, so the shopping malls are really full and everyone is in a good mood.

Narrator: Four

Ricky: I guess the idea of Cyber Monday came over to Britain from the States, but of course the online shops here really like the idea of their own shopping day and they encourage it by giving discounts and special offers so people will shop online. It's the Monday after Black Friday, so it usually falls at the beginning of December, and for a lot of people it's the start of buying presents for Christmas.

- 3 **▶1.06** Ask the students to look at the questions and then play the recording again.

Answers

- a Black Friday: the day after Thanksgiving, which is the last Thursday in November and is a public holiday. Many people take the Friday afterwards off work and go shopping with family and friends.
- b Dubai Shopping Festival: usually takes place in January and lasts a month. Dubai is a great place for shopping. During the festival there are competitions and fashion shows.
- c Golden Weeks: there are two Golden Weeks in China when most people don't work. The first is for Chinese New Year and the second in October. Lots of people travel abroad or within China.
- d Cyber Monday: This idea has come from the USA and is the Monday following Black Friday. Online stores offer discounts.

- 4 Ask the students to cover the texts, look at the photos and answer the two questions. Then, ask the students to read the texts quickly. Tell them that they should look only for the name of the city or country and the things you can buy there.

Answers

- 1 Bangkok, Thailand: street food, jeans, T-shirts
- 2 Doha (Qatar): luxury/designer goods, clothes, fashion items
- 3 Istanbul (Turkey): antiques, jewellery, carpets, leather, clothes, electronic things, spices, food
- 4 Moosonee, Canada: You can buy necessary things, but people do most of their shopping online.

- 5** Encourage the students in pairs to read the question and try to answer the questions first from memory. Then ask them to read the text carefully and check their ideas. Remind them to underline their answers in the text.

Answers


Note: Accept any other reasonable answer if the student can justify it, e.g. **7** Moosonee, Canada: You're unlikely to get wet if you're shopping online at home.

- 1** Villaggio Mall (*and designer label shops selling luxury goods*)
- 2** Saphan Phut market (*All the local teenagers go to it because it's cheap*)
- 3** Saphan Phut market (*It's also really good for its street-food stalls ... great for meeting friends, shopping and eating*); Villaggio Mall (*it's got cinemas and restaurants too*); The Grand Bazaar (*lots of cafés and restaurants*)
- 4** Saphan Phut market (*doesn't close until midnight*); Villaggio Mall (*It's open every day and most days from 9.00 in the morning till 11.00 at night*); Moosonee, Canada (*Online shopping ... the shops are open 24 hours*)
- 5** Moosonee, Canada (*Online shopping ... the shops are open 24 hours*)
- 6** Saphan Phut market (*it isn't a tourist destination (yet!)*); Moosonee, Canada
- 7** The Grand Bazaar (*it's one of the biggest covered markets in the world*)
- 8** Villaggio Mall (*it's got cinemas and restaurants too, and there's a new theme park for kids*)

- 6** Ask the students to read the questions first, underline the important words and, in pairs, try to answer them from memory. Next, ask them to read the texts and check their ideas on their own. Then ask them to check their answers with a partner by comparing the words they underlined in the texts.

Answers

- 1** No. (*it has a lot of second-hand stuff*)
- 2** More expensive (*with all the main international shops, and designer label shops selling luxury goods*)
- 3** Yes. (*it's one of the biggest covered markets in the world*)
- 4** Yes. (*I love shopping at the spice bazaar*)
- 5** Because there aren't any roads. (*There's no road access*)

- 7**  **1.07** Ask the students to read the six questions and say where they would expect to hear or read them (they are from a questionnaire for teenagers in the United States). Next, ask the students to read the questions again and think about how *they* would answer them. Then, ask them to listen to the report.

Answers

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

Audioscript

- Presenter 1:** Let's talk about your shopping habits now. How do teenagers in the United States really spend their money? Charlie?
- Presenter 2:** Well, we asked nearly five hundred teenagers to complete an online questionnaire about

shopping habits, and we had some very interesting replies. We asked:

Presenter 1: How often do you go shopping?

Presenter 2: And you answered that 14% of you go shopping every week, 22% every two weeks and a huge 38% every month. So then we asked:

Presenter 1: What do you buy when you go shopping?

Presenter 2: Well, 43% of you put clothes at the top of your list here, which isn't surprising. 16% of you put electronic goods at the top and 15% put books, which is more than music at 10%, which I found quite surprising. Then we asked:

Presenter 1: Do you count shopping as one of your hobbies?

An amazing 80% said yes! Then we wanted to find out how you shop, so we asked:

Presenter 2: Do you shop more instore or online?

Presenter 1: This really surprised us – 77.5% of you said that you shop in stores more than online. We then asked:

Presenter 2: Have you bought anything online in the last three months?


Presenter 1: And only 26% of you have. Digital world, where have you gone?

Presenter 2: Finally, we asked:

Presenter 1: Where do you usually get the money from when you go shopping?

Presenter 2: For most of you, this seems to be money that people have given you as presents, for your birthday, Thanksgiving, and so on.

Presenter 1: Obviously, we asked a lot more questions than this, and if you're interested, you can find all the results online at our website www.vwssradio.com.

- 8**  **1.07** Ask the students to look at the pie charts and try to match them to five of the questions in exercise 7. Then play the recording again and ask the students to check their ideas.

Answers

green pie chart – question d red pie chart – question f
yellow pie chart – question e blue pie chart – question c
orange pie chart – question a

Project

Organise the students into groups or pairs and tell them they are going to write a short questionnaire to find out about shopping habits in their country. They need six to eight questions.

They can use the questions in exercise 7 or write their new questions.

Next, the students should interview at least 10 other teenagers – these can be students in the class or their friends. Remind them to make a note of the answers as they will need to make pie charts to show the answers.

If appropriate, show the students how to create pie charts using an Excel file. Finally, ask them to produce a report on their results and show it to the rest of the class. Encourage the class to look at all the reports and write some sentences about the similarities and differences among their results.

Unit profile**Vocabulary:** Sports phrases**Reading:** Be a buddy**Grammar:** Present simple and continuous**Vocabulary:** Strong adjectives and adverbs**Writing:** An online comment**Warmer**

Draw two columns on the board, headed *Team sports* and *Individual sports*. Put students into small groups and set a three-minute time limit for them to make a list of as many examples of each type of sport as they can. Write suggestions on the board and help with pronunciation if necessary. The winning team is the one with the longest lists.

Your profile

Ask students to make notes to answer the questions. Put them into pairs to exchange ideas and opinions. Encourage students to elicit, and respond to, their partner's view. Invite two or three students to give their opinions and find out who shares the same ideas. Add any useful vocabulary to the board and check meaning.

VOCABULARY Sports phrases

- Put students into pairs to look at the photos and discuss the questions. Monitor and help with vocabulary and pronunciation as necessary, e.g. *podium* /'pɒv.di.əm/, encouraging students to describe in detail what's happening in the pictures. Nominate individuals to give answers. Encourage them to add details about any sports they do or have done at school (for example, who they played with, against, where, if they won, etc.). Ask students to talk about which of the sports they have tried, would like to try, and would not like to try.

Answers

- Individual sports: rock climbing, judo, deep-sea diving, tennis
Team sports: football, tennis, ice hockey
- Students' own answers.

- 1.08** Tell students that they will hear three people talking about different sports. Play the recording once and ask students to compare their answers with a partner. If they need more support, play it again, pausing after each section to check answers. Elicit any words students remember which helped them decide (see Answers).

Audioscript

- Well, I was on holiday at the sea with my parents and I entered this competition at the hotel. You know, I had to take part in a number of swimming races. I thought to myself, I'm going to win the prize! And I did! Anyhow, the prize was a trip out to an island and we were going to learn how to swim under the water, with special equipment. I'd never done that before, so I definitely wanted to have a go! Unfortunately, the weather was really bad on the day and so the boat couldn't go out. Everyone apologised, you know, said how sorry they were. It was a shame – I was really looking forward to it!
- I'm like lots of kids my age – I play one of the most famous games in the world! I usually play on Thursdays after school, and I think I'm quite good at it. I score quite a lot of goals when we play matches, but yesterday I wasn't concentrating. The ball came to me and I had to score a goal because if not, we were going to lose the match. And it was the last match of the season, you know, so an important one. Unfortunately, I didn't score. I was really angry with myself. Fortunately, another player in my team managed to score, so we still beat the other team – we won 4–2! It was a great result!
- Last year I joined the sports club at school. It's great because it gives us the chance to try lots of different sports. I wanted to try something completely different so I got all the information about the mountain trip. So on the day, we got there and the instructor explained about the different routes. It's really hard, you have to be incredibly strong at times and you have to concentrate hard so that you don't fall! It was a great day out and anyone who didn't go really missed an opportunity to do something different.

Answers

- deep-sea diving (sea, swimming, swim under the water, special equipment, boat)
- football (famous game, score goals, ball, match, season, player, team)
- rock climbing (mountain, routes, fall)

- 1.08** Ask students to do the exercise individually before they check in pairs. Listen to the recording again and then check as a class.

Extension activity

Books closed. Set up an open pairs activity. Nominate a student to say a noun (e.g. *prize*), and name another student to make a sentence with the verb and noun from exercise 3 (e.g. *I won a tennis prize last summer*). The second student says another noun (e.g. *game*) and nominates another student. Set a short time limit for each student to keep the activity lively. Continue until several students have had a turn.

Answers

1 enter 2 win 3 have 4 score 5 lose 6 beat
7 join 8 give 9 miss

- 4 Direct students to the email. Tell them to read it and ignore the gaps, and to say why Emma wrote it (*to tell Helen about the tennis club and encourage her to join*). Ask for three reasons why Emma should join the club (*it's fun to do, it's cheap to join, you don't have to be good at tennis*). Monitor for verb/noun collocation, but do not correct at this stage. Monitor and help as students complete the email individually. Nominate individuals to give answers.

Mixed ability

Put students into mixed-ability pairs for exercise 4. Stronger students can suggest an answer for weaker students to check against exercise 3.

Answers

1 join; club 2 give; chance 3 have; go 4 lose; matches
5 win; prize 6 join; club 7 miss; opportunity

- 5 Put students into pairs or small groups to do the exercise. Nominate individuals to give answers and monitor for accurate use of the present continuous and *going to*. Give positive feedback when students use phrases from exercise 3. Invite two or three students to suggest how the people are probably feeling and write suggestions on the board.

Possible answers

- a The boy is playing tennis; perhaps he going to win or enter a competition.
- b The girls are the winners in a competition; perhaps they are going to enter other competitions later.
- c They are playing ice hockey. The team in white look like they have just scored a goal; perhaps they are going to beat their opponents.
- d The girl is scuba diving; perhaps she's having a go for the first time.
- e The men are rock climbing; perhaps they have joined a club.
- f The boys are playing football. One is about to take a penalty kick; perhaps he going to score and his team is going to win.

- 6 Nominate two strong students to ask and answer the questions, and give positive feedback for informative answers. Direct students to the adjectives on the board. Put them into pairs to ask and answer the questions. Monitor and join in with the conversations, encouraging individuals to give more details if necessary. Nominate individuals to tell the class about their experiences.

Fast finishers

Ask fast finishers to write down three new things they have learned about their partner. Tell them to swap their sentences with another fast finisher and to check each other's work.

Extension activity

Students write two true sentences about their sporting experiences. They add one false fact. Invite two or three students to tell the class about themselves. The rest of the class guess which piece of information is false and, if they can, explain why. Demonstrate the activity by telling the class about yourself and seeing if they can guess the false fact.

READING

Books closed. Draw four columns on the board, headed *Spring, Summer, Autumn* and *Winter*. Put students into teams to list the sports played at different times of the year. See who has the longest list for each season and ask them to come and write the different sports on the board.

- 1 Direct students to the photos and title of the blog post. Ask the questions and take answers from several students but don't comment on whether the information is correct at this point. Set a short time limit for students to read and check their ideas. Find out what they think of BuddyBall.

Answers

A buddy is a friend; BuddyBall is an organisation that helps children with disabilities make new friends.

- 2 Do one or two items with the class before students continue individually. Monitor and encourage students to guess the meaning of any new vocabulary if necessary. Allow them to compare their answers with a partner before checking as a class.

Answers

1 he enjoys doing it 2 changes 3 different
4 everyone who takes part 5 deal with not doing well
6 listen to the instructors 7 make more friends
8 helping other people

- 3 Put students into mixed-ability pairs to do the exercise. Remind them to check their answers by substituting the highlighted words and phrases in the text with the appropriate meaning from a–e. Tell them that to check their answers they should re-read the new sentence to see if it makes sense. Check answers.

Fast finishers

Ask fast finishers to write their own sentences using the highlighted words and phrases. They can give these examples as you check answers to exercise 3.

Answers

a rewards b provides c organisation d improved
e pay attention to

EP Word profile

Ask students to write a follow-up sentence to each example to help explain the meaning, e.g. *It's a great way to support the community; They may not otherwise have the opportunity; He doesn't feel he can win.* Then set the exercise on page 132. Check answers.

Answers

- | | |
|----------------------|---------------------|
| 1 give in | 6 give |
| 2 gives; opportunity | 7 gave in |
| 3 give | 8 gave in |
| 4 gave | 9 gave; opportunity |
| 5 gave; in | 10 gave |

Talking points

Put students into pairs to discuss the questions. Monitor and encourage them to justify their opinions, especially if sport isn't important for them or they don't like taking part in sports competitions. Give positive feedback and report interesting comments to the class.

Cooler

Tell students to choose two of the highlighted words from the Reading text. Ask them to write two true sentences about themselves and tell a partner. Discuss ideas as a class.

GRAMMAR Present simple and continuous

- 1 Write this sentence on the board: *BuddyBall gives me so many rewards because I'm doing something really useful.* Underline the verb forms (*gives, I'm doing*) and label and review the verb form if necessary (*gives* – present simple, *I'm doing* – present continuous). Give students time to read the sentences and rules in exercise 1. Point out the two sections in the rules and monitor and help as students do the exercise individually. Check answers. Give further example sentences if students find any of the rules problematic: rule a – *I play tennis every week*; rule b – *There are two halves in a football match*; rule c – *I think motor racing is boring*; rule d – *We're doing exercise 1 at the moment*; rule e – *I'm seeing my cousins at the weekend*. Ask students to write other sentences to exemplify the rules. Monitor and help as necessary.

Answers

1 a 2 d 3 e 4 c 5 b

→ Grammar reference Student's Book page 147

- 2 You could do the exercise as a competition. Put students into small teams and set a short time limit for them to choose the correct option. Check answers and award two points for each correct answer. Remind students that state verbs, e.g. *think* and *like*, are not usually used in the continuous form.

Extension activity

Put students into mixed-ability pairs to write five sentences for another pair to choose the correct form of the verb. Write this example on the board: *We always go/are going to the cinema by metro.* Share some examples as a class.

Answers

- 1 'm meeting 2 get up 3 come 4 is visiting
5 Do you think 6 likes 7 'm trying

Corpus challenge

Put students into pairs to correct the mistake. Remind students that we use the present continuous to talk about things that are happening now.

Answer

I'm writing this letter to invite you to have a picnic with me at the park.

- 3 Tell students to read the poster. Ask for a show of hands to see who would enter the competition and nominate individuals to say why. Ask students to read the conversation, ignoring the gaps, and say if the speakers are going to enter the competition (Yes). Do the first item as a class, and monitor and help as students complete the conversation in pairs. Remind students to look at exercise 1 again if they need more support. Check answers. You could then get students to close their books and to try and recreate the dialogue with a partner. How much can they remember?

Fast finishers

Ask fast finishers to match the verb forms in exercise 3 with the rules in exercise 1. When checking answers to exercise 3, elicit the correct rule for each answer.

Answers

- 1 are you doing 2 'm filling 3 holds 4 Do you want
5 choose 6 're helping 7 costs 8 sounds

- 4 Read the instructions with the class and ask them which questions the example answers. Choose a famous sports personality and invite two or three students to give answers to the questions. Write these on the board. Nominate a strong student to use the information to give a short presentation to the class.

Mixed ability

Put students into pairs to make notes, and into small same-ability groups to give their presentation. This will boost weaker students' confidence.

VOCABULARY Strong adjectives and adverbs

- 1 Direct students to the pictures to identify the adjective with the stronger meaning. Ask why somebody would use a strong adjective (to be more expressive or to exaggerate).

Answer

freezing

- 2 Do the exercise with the class. Students call out *Normal* or *Strong*. To consolidate this, you could play a miming game with the adjectives. Write the following normal adjectives on the board: *big, bad, old, tired, cold*. Put students into small groups. Individuals mime the word for others in the group to guess the strong adjective.

Answers

Normal adjectives: old, bad, big, tired

Strong adjectives: ancient, terrible, enormous, exhausted

- 3 Point out that all adjectives can be intensified by using adverbs. Read the example sentences, stressing the words in bold. Ask students to complete the chart and check answers.

Answers

With normal adjectives: very, extremely

With strong adjectives: absolutely

- 4 Do the first item as a class. Read the sentence aloud and ask students to identify the adjective (*good*). Ask *Is it normal or strong?* (normal). Direct students back to the chart in exercise 3 and nominate individuals to give possible answers (*very, extremely, incredibly, really*). See if the class agrees before confirming.
Ask students to continue individually. Monitor and help, reminding students to look at the information in exercises 2 and 3. Allow them to compare their answers with a partner before inviting students to feed back. Ask them to give the complete sentence, putting word stress on the adjectives and adverbs.

Possible answers

1 very 2 absolutely 3 incredibly 4 absolutely
5 absolutely 6 extremely 7 really 8 absolutely

WRITING An online comment

- 1 Direct students to the first two pictures and ask what they show and why these sports would be good sports for BuddyBall, e.g. football can help children work well in a team; baseball can help improve confidence. Elicit other sports to include. Write them on the board and ask for reasons for each one. Take a class vote on the best suggestion.

- 2 Tell students to read the comments and answer the questions. Allow them to compare their answers with a partner before checking as a class. Find out what students think of the two suggestions.

Answers

- 1 swimming
- 2 three (people enjoy it, it's great exercise, it's a good way to make you feel relaxed)
- 3 and; In addition
- 4 horse-riding
- 5 horses are incredibly patient

- 3 Ask students to read Nat and Zoe's online comments and find the phrases they use to make suggestions. Ask them to compare their answers with a partner, and think of other phrases. Check answers and write the phrases on the board. Remind students that *How about ...?* is followed by *-ing*.

Answers

Why not ...?, Why don't you ...?

Other phrases: How about ...?, You could ...

- 4 Ask students why writers use positive words and phrases (to convince others that their suggestions are useful and that the writer is committed to the suggestion). Tell them to read the comments again and to underline the positive words. As you check answers, help with meaning and pronunciation if necessary.

Answers

great, really good, excellent, absolutely awesome, incredibly patient

- 5 Ask students to read the box, and make sure they are aware that there are three things they have to include. Students may find it helpful to underline key words or make notes at this stage.
- 6 Monitor and help as students write their comment. Remind them to use strong adjectives and adverbs. Ask students to review their writing, checking they have followed all the tips in the *Prepare* box. They can underline positive words and phrases they have used, and see if they can add one more. Tell them to swap with their partner and add any other reasons, skills and positive phrases. Give students the option of rewriting their comment for homework.

Cooler

Write the following names of people who have appeared in the unit on sets of cards (or on the board) so you have enough for each group: *Helen, Emma, Pym, Tom, Ally, Clara, Zoe*. Groups put the cards face down. They take turns to turn a card over or choose the next name and say what they can remember about the person. Students can check their ideas by looking back at the book.

Project

Ask students to prepare a presentation about their hero (sporting or non-sporting). Tell them to use the internet to research information and give their presentations in the following class. This could be done using PowerPoint. When they give their presentations, they should omit the name of their hero, for others in the class to guess who they are talking about.

Teacher's resources

Student's Book

Grammar reference and practice page 147

Vocabulary list page 138

Video

Fun and games

Workbook

Unit 3, page 12

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

4 From fire to snow

Unit profile

- Vocabulary:** Extreme weather
Reading: An article
Grammar: Past simple; *used to*
Vocabulary: Phrasal verbs
Listening: Lost on a mountain
Speaking: Talking about past experiences

Warmer

Write these words on the board: *hot, wet, dry, cold*. Ask students to name a country that experiences each type of weather (e.g. Thailand, Belgium, Morocco, Sweden) and to describe the weather in their country, regions in their country or other countries they have visited. Ask them if they have ever been in a snowstorm, tornado or thunderstorm, and if so to say how they felt. Write any useful weather-related vocabulary on the board and check meaning.

Your profile


Ask students to make notes to answer the questions. Put them into pairs to exchange ideas and opinions. Encourage them to move the conversation forward by responding to each other's opinions. Invite two or three students to give opinions and say who shares the same ideas.

VOCABULARY Extreme weather

- 1 Tell students to look at the photos. Ask *Have you ever been in these weather situations? When? Where? What happened?* Monitor and help with vocabulary and pronunciation, encouraging students to describe the pictures in detail. Nominate individuals to explain their suggestions to the class.

Answers

a lightning b snowstorm c bush fire d floods


- 2  1.09 Read the instructions and tell students they will hear three people describing three extreme weather situations. Play the recording once. Allow students to compare their answers with a partner before checking as a class. If they need more support, play the recording again, pausing after each speaker to check answers.

Audioscript

- 1 I'd heard the weather forecast the previous evening – they predicted there was some snow on the way. But no one expected the amount we got in this case – imagine, the centre of New York stopped in its tracks by a snowstorm! Parked cars were almost completely covered under snow and you could walk down the middle of the streets because there was no traffic at all! The city was without power for a while too – I don't know whether this was due to the high winds or the type of snow that fell. The good news was that we didn't have to go to school. The bad news was, we couldn't watch TV or use the computer!
- 2 My family used to live just outside the Australian city of Canberra. On that day, like everyone, we were preparing for the bush fire that we knew was coming. And yes, there actually was a fire tornado – awesome to watch, but really scary too. It produced a lot of lightning, and you couldn't see the sky because of the smoke. In fact, the only light we had came from the lightning, and the trees – they all caught fire as the tornado passed by. The fire burnt down several buildings, and the high winds were strong enough to blow cars away. I'll never forget it.
- 3 I live in a fishing village in Cornwall, which is in the south-west of Britain. We've had plenty of bad weather, so we all know what to do in case of a flood. I helped my dad move the furniture upstairs and he put the sandbags by the front door, just in case! I moved all my schoolbooks too. Anyway, so much rain fell on that particular day that the river rose two metres above normal. It was still pouring in the evening and we all stood outside in the rain, watching nervously as the dirty water flowed along our street. My dad thought there might be flooding down at the harbour too – the weather centre forecast strong winds overnight and whenever that happens, the biggest waves come straight over the sea wall. Luckily, the sun came out the following morning, though.

Answers

Speaker 1 b
Speaker 2 c
Speaker 3 d
a isn't needed

- 3  1.09 Give students time to read the sentences, and advise them to guess the meaning of the words in blue as they hear them in the recording. If you think they need more support before listening, model the words in blue clearly to help students recognise them more easily. Play the recording again, pausing after each speaker for students to write their answers. Check answers and ask students to correct any false sentences.

Answers

- 1 False – they'd heard the weather forecast the previous evening
2 True 3 True 4 True 5 True
6 False – some cars were blown away
7 False – they knew what to do 8 False – it rose by two metres
9 False – it was still raining in the evening 10 True

- 4 Put students into mixed-ability pairs to do the matching exercise. Check answers. You may need to explain *bush fire* (a slow-moving uncontrolled fire, often in the Australian countryside, which gets very hot).

Answers

- 1 pouring 2 burnt down 3 power 4 blew ... away
5 forecast 6 lightning 7 flood 8 tornado 9 flowed
10 rose

- 5 Put students into pairs to ask and answer the questions. Elicit ideas and write useful vocabulary on the board, e.g. for question 1: *struck by lightning* (when lightning hits something or somebody), *open spaces* (land with no buildings or trees), *torches* (a small electric light that you hold in your hand), *sandbag* (a bag filled with sand used as a defence against floods); for question 2: *temperature – maximum and minimum, periods of time – short term and long term, different types of weather – rain, sun, wind*. Monitor and listen for good or interesting suggestions or ideas. Nominate individuals to share their ideas with the class.

EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then tell students to write sentences of their own using each of the phrases with *case*. Put students into pairs or small groups and set a short time limit for them to think of advice they could give to people in the case of bad weather. Give one or two examples, e.g. *Take an umbrella in case it rains; Make sure you have a torch in case the electricity is cut off*. Invite students to give advice and take a class vote on the best one.

Answers

- | | |
|----------------|----------------|
| 1 in each case | 4 in case |
| 2 in case of | 5 in this case |
| 3 cases of | 6 In case of |

READING

- 1 Ask students to read the text, ignoring the spaces, and set a short time limit for them to choose the best title. Check answers, encouraging students to explain their answer.

Answer

c. The article describes an 'extremely rare' weather event. It is not option a – the firefighters are mentioned as they found it difficult to reach the fires. It is not option b as the article describes a past event.

- 2 Direct students to the example space (0) and options A–D. Do the first part of the exercise as a class. Explain that once students have decided on the correct answer, they should check that the remaining options do not fit in the space.

Answers

In the phrase *a large ... of fires*, the missing word is *number*. The sentence refers to the fact that Australian firefighters put out many fires, but we are not told the exact number of fires. It makes sense in this context. Also, *number* collocates with *large*. The other options are wrong – *sum* and *total* are used to refer to an amount when several smaller numbers are added together. *Figure* is used to refer to the symbol for a number or an amount expressed in numbers.

- a figure (in this case, the total number has six numbers)
b sum (collocation – a phrase used to refer to an amount of money)
c total (meaning the final amount when several smaller amounts are added together)

Prepare for Preliminary for Schools

Reading and Writing, Reading Part 5

Task description

Reading Part 5 mainly tests vocabulary, but also tests grammatical areas such as prepositions, pronouns and linking words. The text contains ten numbered spaces followed by a four-option multiple-choice question for each space.

Tip

Tell students that before they answer the questions, they should read the whole text to get an idea of the topic and general meaning. They should then look at each question, choosing the correct word for each space. Tell them to read the whole text again with their answers to check that it makes sense.

→ See Exam Profile 1, Student's Book page 120

- 3 Tell students to complete the exercise individually, and to compare their answers with a partner, checking the remaining options do not fit. Advise them to read the whole text at the end to check it makes sense. Check answers, explaining why the other options are incorrect.

Mixed ability

For weaker students, you could reduce the number of options for each item to three. Monitor and tell them which one of the options is definitely wrong: 1 A, 2 B, 3 C, 4 C, 5 B, 6 A, 7 B, 8 A, 9 C, 10 B.

Answers

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

- 4 Advise students to underline key words in the questions to help them find the answers in the text. Tell them to answer the questions individually. Check answers.

Answers

- 1 The houses were very close to a large area of pine trees.
2 They couldn't get close to the fires to put them out.
3 A fire tornado happens when there are thunderstorms at the same time as fires.

- 5 Read the instructions with the class and elicit examples of extreme weather events that have happened recently. Help with new vocabulary as necessary. Put students into A/B pairs to decide what happened, before reading the instructions as a class. Give them time to re-read the instructions and rehearse the role play. Give positive feedback and invite two or three students to perform their role play to the class.

Talking points

Put students into pairs to discuss the questions. Monitor and help with vocabulary as necessary. Encourage students to give reasons for their answers. Feed back as a class.

Extension activity

Pairs repeat the exercise with their books closed. They try to make their reporting sound dramatic by stressing extreme adjectives and adverbs.

GRAMMAR Past simple

Books closed. Ask students about the weather, e.g. *What was the weather like last Monday? Did it rain?* Nominate a strong student to ask another student about the weather sometime last week or last month. The second student answers, asks another question, and nominates a different student to answer. The class listens to judge if the answers are factually correct. Continue until several students have had a turn.

- 1 Read the sentences and give students a few minutes to do the matching exercise. Check answers. Give further example sentences for each of the rules (*The streets were flooded after the rain; It rained a lot last Wednesday; It snowed a lot when I was a child*), and ask students to write their own.

Answers

1 c 2 a 3 b

→ Grammar reference Student's Book page 148

- 2 Monitor and help as students do the exercise individually. Check answers.

Answers

irregular verbs – put out, grew, rose
infinitive forms – put out, grow, rise

- 3 Ask students to read the text, ignoring the spaces, and answer the question 'How did the writer feel about the 24-Hour Family Course?' (It was the best present ever.) Tell students to complete the exercise individually and allow them to compare their answers with a partner before checking as a class. Ask if anyone has been on, or would like to go on, a similar course.

Answers

1 felt 2 got 3 learned 4 came 5 didn't begin
6 included 7 gave us 8 carried 9 needed
10 hiked 11 crossed 12 taught 13 dug 14 built
15 told 16 slept 17 split 18 found 19 gave 20 said

Corpus challenge

Nominate a student to say the correct sentence and spell the past tense of the verb. Direct students to the uses of the past tense in the box in exercise 1 (page 26) and ask them to match the sentence with one of the uses (b).

Answer

I met him when I was on holiday last year.

used to

- 4 Put students into mixed-ability pairs to do the matching exercise. Check answers. Focus on pronunciation of *used to* /ju:st tə/. Tell students that the two words are linked together when spoken. Model the pronunciation by saying sentences about yourself using the prompts in exercise 5.

Answers

1 b 2 a 3 b 4 b 5 a

- 5 Tell students to write six sentences about themselves and monitor for accuracy as they continue. Ask each student to read out one sentence to the class.

Fast finishers

Ask fast finishers to write three more sentences, using the prompts they didn't use in exercise 5. They should add one false sentence and read their sentences to another fast finisher, if possible, for them to guess the false sentence.

VOCABULARY Phrasal verbs

- 1 Do the first item as a class. Point out that *burn down* describes what can happen in a fire, and that it is an irregular verb. Put students into mixed-ability pairs to complete the exercise. Invite students to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to write their own sentences using the phrasal verbs. Elicit example sentences when checking answers to exercise 1.

Answers

1 burnt down 2 put; out 3 blew away 4 split up
5 came out 6 hang out

- 2** Monitor for accuracy and help as students complete the exercise. Put them into pairs to read their sentences. Invite two or three students to read their sentences to the class.

Extension activity

Put students into teams to guess the phrasal verb. Read the following definitions and give students 30 seconds to write the phrasal verb in the past tense on a slip of paper. Groups give their answers to another group. Check answers and award two points for each correct answer. Deduct one mark for incorrect spellings. Definitions: moved by the wind (*blew away*), destroyed by fire (*burnt down*), appeared in the sky (*came out*), spent time with (*hung out*), made something stop burning (*put out*), divided (*split up*).

LISTENING

- 1** Put students into pairs to discuss the question. Monitor and give positive feedback for interesting ideas and report these to the class.

● Prepare for Preliminary for Schools Listening Part 2

Task description

Listening Part 2 tests students' ability to identify specific information and detailed meaning. It consists of a longer monologue or an interview, with six multiple-choice questions. Students listen and choose the correct option from a choice of three. They hear the recording twice.

Tip

Tell students they should read the questions first as they will have time in the test to do this. Each question has a particular focus, so students will find it helpful to know what *kind* of information to listen for.

→ See Exam Profile 1, Student's Book page 121

- 2** ● **1.10** Tell students they will hear an interview with someone who got lost on a snowy mountain in the United States. Ask them to read the six questions and options carefully. Explain any new vocabulary (e.g. *catch up with*). Play the recording for them to answer the questions, but do not check answers at this stage.

Audioscript

Interviewer: Here with me today is Jake, who had a big adventure one New Year's Eve when he got lost on a freezing mountain in Oregon. Jake, what happened?

Jake: I was skiing with my parents in the afternoon when I lost a ski. It disappeared in deep snow, so there was no way I could catch up with them. I took off the other ski, put it down and started to walk.

- Interviewer:** But it began to get dark?
- Jake:** Yeah, so I stopped. There were stars everywhere! I knew I couldn't get the whole way back, so to stay alive I had to think of something else. I used to love watching Bear Grylls' TV shows about living in the wild and thought, I can use his techniques to help me.
- Interviewer:** So you built a snow cave?
- Jake:** Right. I had to protect myself – it was freezing cold by then and it started snowing hard. I dug a kind of cave, which went up a hill, so the wind blew over it and didn't hit me. I was wearing gloves and they froze on my hands! I couldn't get them off.
- Interviewer:** Amazing! And were people out looking for you by this time?
- Jake:** My parents reported me missing at five-thirty and stayed inside waiting for news. I heard helicopters but they couldn't see me in my snow cave and never came back, unfortunately. But there were several rescue teams walking over the mountain.
- Interviewer:** And Bear Grylls came to your help again?
- Jake:** Yeah. The storm passed and I started walking again. On one programme, he explained what to do if you get lost in woods – search for tracks and follow them – so that's what I did. I found ski tracks, and when they disappeared I got down on my hands and knees to look more closely at the ground and find them. And then I saw lights I could aim at. I met up with folks who were out to rescue me soon after.
- Interviewer:** How did your mother feel when she had you back safely?
- Jake:** It was great. While I was missing, my mom said that although she couldn't use her cellphone, she kept sending me warm thoughts and tried to let me know that people were coming for me. I don't think that helped me but it made her feel good, I guess! I just felt so thankful to Bear Grylls for his expert knowledge. It can save lives, you know?
- Interviewer:** Absolutely. Jake, an incredible story. Thank you.

- 3** ● **1.10** Put students into pairs to compare their answers. Play the recording again for them to check answers before whole-class feedback.

Answers

Refer to underlining in audioscript above for where the correct answers come.

- B. A is wrong because both skis remained where they were; C is wrong because Jake lost the first ski in deep snow and just put the second one down.
- A. B is wrong because Jake says there were stars everywhere, so no clouds; C is wrong because he clearly did remember the techniques from the shows.
- C. A is wrong because Jake says the snow cave 'went up a hill'; B is wrong because he couldn't get his gloves off.
- B. A is wrong because Jake heard more than one helicopter; C is wrong because his parents 'stayed inside waiting for news.'

- 5 A. B is wrong because Jake only saw the lights later, when he was out of the woods, and Bear Grylls' advice was about the tracks; C is wrong because Jake only got down on his hands and knees to find the tracks in the snow.
- 6 C. A is wrong because his mother couldn't use her cellphone; B is wrong because Jake says she 'tried to let me know that people were coming for me', so she did know about the rescue teams.

- 4 Put students into small groups to discuss the questions. Bring the class together and invite two or three students to share their ideas. Take a vote to find out whether or not the class thinks Jake did the right thing.

SPEAKING Talking about past experiences

- 1 1.11 Check students understand *outdoor* (outside; not inside a building). Read the instructions and questions with the class. Play the recording. Check answers.

Audioscript

- Interviewer:** Where do you come from, Mariann?
- Mariann:** I'm from Hungary. I used to live in the mountains, quite close to Romania, actually.
- Interviewer:** And what was your favourite outdoor activity as a child?
- Mariann:** Do you mean as a small kid?
- Interviewer:** Yes.
- Mariann:** Well, I loved playing in the snow. Every winter I used to build a snowman with my friends. That was fun!
- Interviewer:** How much time did you spend outdoors when you were younger?
- Mariann:** A lot! I didn't mind getting cold, I just wanted to be outside. And, er, every summer, I used to stay with my grandparents. They had a farm, so I played outside all the time.
- Interviewer:** Tell us about the things you did during good weather.
- Mariann:** Let me think. Um, I often swam in the river. And I used to pick flowers in the fields, that kind of thing.
- Interviewer:** Thank you.

Answers

used to; past simple

- 2 1.11 Tell students to complete the text with verbs in the correct tense. Allow them to compare their answers with a partner before checking as a class. Review the use of *used to* if necessary.

Answers

1 loved playing 2 used to build 3 used to stay 4 swam
5 used to pick

- 3 1.11 Direct students to the *Prepare* box. Play the recording again for them to do the exercise. Check answers.

Answers

Do you mean ...?, Well, ..., Let me think. Um ..., ... that kind of thing, actually

- 4 Choose a strong pair of students to do the activity in front of the class before putting students into pairs to ask and answer the questions. Monitor and give positive feedback when they use phrases from the *Prepare* box. In feedback, ask students to tell the class any interesting facts about their partner.

Cooler

Ask students to re-read the unit and find all of the verbs which have irregular past tenses. Write these on the board. Ask students to choose five verbs and write down their infinitive forms. Read out the past participles of the verbs one by one and in any order. If students have written down the infinitive form, they cross it off. When they have crossed off all five words, they shout 'Bingo!' The winner is the first person to cross all five words off.

Project

Put students into small groups to do some research into people surviving extreme weather conditions. In class, they draw up a list of possible situations. Once they have researched some stories using the internet, they decide which one they will write a blog post about. They should decide who will write what (e.g. where it happened, what happened, how the situation ended). In the following class, display the blog posts for others to read. Take a class vote on the most interesting or dramatic story. Their blog posts could be published on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 148
Vocabulary list page 139

Video

Speaking Part 1

Workbook

Unit 4, page 16

Go online for

- Pronunciation
- Progress test
- Achievement test
- Speaking test video worksheets
- Corpus tasks

Geography

Glaciers

Learning objectives

- The students learn about glaciers: how they form and how they affect the planet.
- In the project stage, students write a report on a glacier.

Warmer

Ask the students to look at the photos and find a *glacier*, an *iceberg* and a *fjord*. Next, ask them, in small groups, to write down things they know about glaciers, icebergs and fjords and things they would like to know about them.

Write the groups' ideas on the board in two columns.
Note: the students will return to this activity in the cooler stage.

- 1 If you haven't done this in the warmer stage, pre-teach *glacier*, *iceberg* and *fjord* by asking the students to find these things in the photos. Pre-teach *melt* and *freeze* by asking the students to read the key words box at the bottom of the fact-file and ask *What's the opposite of melt?* Also, ask the students to guess the meaning of *break up* and *build up* (question 4) by looking at the first word of these phrasal verbs.

Then, in pairs, ask the students to try to answer the quiz questions. They will find the answers in exercise 2.

- 2 Ask the students to read the fact-file quickly and locate the answers to the quiz in the text. If they enjoy competition, award the students points for every answer they guessed correctly.

Answers

- 1 a 5% (*About 95% of this ice is in Antarctica and Greenland. The rest of our world's glacial ice is located in cold, mountainous regions*)
 - 2 b Antarctica (*In some areas of Antarctica, the ice is more than 2 kilometres thick*)
 - 3 c (*They keep local temperatures cooler*)
 - 4 a break up (*coastal glaciers also break up ... When this happens, large pieces of ice ... become icebergs*)
 - 5 c valley (*We call these underwater valleys fjords*)
- 3 Ask the students to look at the words in the box first and try to think about how these words were used in the fact-file, e.g. *layers of snow*, *glacial ice*, etc. Next, ask them to complete the questions and then check they have completed them correctly.

Ask the students, in pairs, to read the questions and try to answer them from memory. Then ask them to read the text more carefully and find the answers. If appropriate, tell them to underline the answers in the text.


Mixed ability

In groups of three, each student finds the answers to two of the questions and then shares their answers.

Answers


- 1 glacial: in Antarctica and Greenland (*About 95% of this ice is in Antarctica and Greenland*)
 - 2 layers: it becomes solid ice (*The newer snow presses down on the older snow and changes it into solid ice.*)
 - 3 local: they keep local temperatures cooler (*they keep local temperatures cooler*)
 - 4 melted: oceans would rise (*If all the ice in Antarctica melted, our oceans would rise about 60 metres.*)
 - 5 mountains: they break them down (*When it's warm, glaciers melt and move. When this happens, they can break down large rocks, hills and even mountains.*)
 - 6 fill up: fjords (*We call these underwater valleys fjords.*)
- 4 Organise the students into small groups to discuss these questions. Point out that the students should use the information from the fact-file and also their own ideas to answer them.

Suggested answers

- 1 Without these glaciers, the world would be wetter and some areas would be covered in water.
 - 2 It could melt because the new snow needs to press on the old snow so that it becomes solid ice.
 - 3 They are dangerous for ships. They often look small above the water, but underneath they are huge.
 - 4 Apart from Antarctica and Greenland, there are large glaciers in Patagonia, Washington State USA, Kilimanjaro, Tanzania, the Himalayas, Iceland and Switzerland, amongst other places. There are smaller glaciers in many other parts of the world.
 - 5 Norway, Iceland, Greenland, Alaska, British Columbia and Chile.
- 5  1.12 Challenge the students to find the places on a map first. Ask them to try to guess which of the countries have glaciers and which ones do not. Then ask them to try to guess why the presentation is going to talk about Amsterdam and Mumbai, which don't have glaciers. Play the recording once and ask the students to number the places. With a stronger group, ask the students to also listen for the connection between Amsterdam and Mumbai and glaciers.

Answers

- 1 Mt Kenya 2 La Paz 3 Stubai 4 Churchill
- 5 Amsterdam 6 Mumbai

- 6**  **1.12** Ask the students to look at the places again and say what they can remember about each one and their connection with glaciers. Then ask them to read through the notes and try to complete them before they listen again. Play the recording and ask them to check their ideas. If necessary, play the recording for a third time and stop it after each answer is given.

Audioscript

Interviewer: Good afternoon, everyone, and thanks for coming today. As you know, we've invited Professor Harold Larkin here today to speak to us about glaciers and the effect they have on the lives of people who live near them. It's a pleasure to have you here today, Professor.

Prof Larkin: You're welcome.

Interviewer: And to start off, I'd like to ask you, 'What's the most important effect of glaciers on local populations?'

Prof Larkin: Well, there are many, but perhaps the most important factor is glacial run-off. That is, the water that comes from glaciers when they melt, during warm weather.

Interviewer: And why is that?

Prof Larkin: Well, first of all, it provides fresh water for people to drink. The water collects in lakes and rivers, and also underground. Without the water from melting glaciers, our drinking water would dry up. And that would also cause problems for farmers, because they need water for their plants and farm animals. That's definitely the case in Kenya, in East Africa. Millions of farmers and other people depend on water from glaciers on Mount Kenya.

Interviewer: Of course! And without that water, farming isn't possible.

Prof Larkin: Exactly, and water from mountain ice and glaciers is very important for cities too, like in the Andes Mountains of South America. For example, La Paz is the capital city of Bolivia, and it gets a lot of its water from glaciers.

Interviewer: And what other activities depend on glaciers and ice? I mean, if local temperatures go up and there isn't any new snow, how would that change people's lives?

Prof Larkin: Well, in many areas, tourism depends on cold temperatures. For example, there are many winter resorts for skiing and other snow sports in the European Alps, like Stubai, in Austria. They would have to close if the weather gets too warm, and that would have an important effect on local businesses.

Interviewer: That's an interesting point. If we lose our glaciers, what other effects could that have on people's lives?

Prof Larkin: Well, it would have an effect on local ecosystems as well. For example, near Churchill, in northern Canada, large areas of ice are melting, and polar bears are losing their natural habitat. Polar bears travel and hunt on the Arctic ice, and if it melts, they'll have nowhere to go. That will damage tourism in Churchill, which is famous for its polar bears. But there will be problems in other areas of the world too.

Interviewer: For instance?

Prof Larkin: Well, there are many low-lying, tropical islands that will disappear if too much of our world's ice melts. If the level of our oceans rises, many islands like the Maldives, the Seychelles or the Solomon Islands will be under water. And not just islands would be in danger. Other low areas around the world will also be under water.

Interviewer: Such as the Netherlands, in Europe?

Prof Larkin: Yes, definitely. The Netherlands are lowlands, so some areas, like the city of Amsterdam, would be covered by rising water. The same thing would happen in other coastal cities, like Mumbai in India, Ho Chi Minh City in Vietnam, or Miami in the United States. Those cities would be completely flooded. It's difficult to imagine, but ...

Answers

Benefits

for people: fresh water for drinking and for farms; tourism, e.g. skiing in Austria or watching polar bears in Churchill

for plants: water

for animals: drinking water; polar bears travel and hunt on ice

Problems

tourism: fewer ski resorts and no polar bears, businesses close

islands: will be under water

coastal cities: would be completely flooded

Cooler

If you did the Warmer activity above, use the questions in the *Things we'd like to know* column for a class quiz. Organise the students into teams. Ask the questions and award points for every correct answer. If necessary, allow the students time to find the answers on these two pages first. If the answer is not given, accept any sensible answer, but encourage the students to check their ideas on the internet at home.

If you don't have a list of questions, ask the students to write some questions first and then set up the class quiz.

Project

Ask the students to work in pairs and tell them they are going to write a short report on a famous glacier. They can either choose one from the list on page 29 or choose another.

Ask them to find the answers to the questions on the internet. Encourage them to present their information in a report with headings and photos or pictures. They can either use the questions as headings or use the words *Location, Extension, Size, Changes and Effect on local people*.

For the class presentation stage, ask the students to write some quiz questions about their chosen glacier. Display the reports around the classroom and encourage the students to answer each other's quiz questions.

5 You made it!

Unit profile

Vocabulary: Verbs for making things
Reading: From hobby to job
Grammar: Past simple and continuous
Vocabulary: Time adverbs
Writing: A story (1)

Warmer

Put students into mixed-ability teams and give each team two or three of the following verbs: *create*, *customise*, *design*, *decorate*, *fix*, *invent*, *mend*, *rebuild*, *recycle*, *stick*, *sew*. Ask them to use their dictionaries to write a definition for each word. Monitor and check answers, helping with pronunciation as necessary. Then get each team to teach their words to the class.


Possible answers: *create* (make something exist), *customise* (change something to make it suitable for a particular purpose), *design* (draw or plan something before making it), *decorate* (make something more attractive by putting things on it), *fix* (repair), *invent* (design something that has never existed before), *mend* (repair), *rebuild* (build something again), *recycle* (put used paper, glass, etc. through a process so that it can be used again), *stick* (make something become joined to something else, usually using glue), *sew* (join things together with a needle and thread).

Your profile

Put students into pairs to exchange their ideas and opinions. Ask for a show of hands of those who think they are creative and nominate individuals to explain why. You could get students to bring in examples of their crafts or artwork to the following class. As an alternative, students conduct a class survey. They ask and answer the questions and write a summary of their findings. Nominate individuals to report back to the class.

VOCABULARY Verbs for making things

- 1 Check understanding of *recycled* by asking what is often recycled (paper, glass, etc.). Monitor and help with vocabulary as students answer the questions. Alternatively, if you feel they will find the vocabulary challenging, write the following words on the board: *metal*, *wood*, *seat*, *clock*, *trainers*, *material*, *smartphone*, *app*. Use the pictures to check meaning. Put students into pairs to take turns to describe the photos. Monitor and encourage them to help each other describe things if they don't know a word. Bring the class together and invite two or three students to describe a picture. Write any useful vocabulary on the board and check understanding by asking for a description, mime or translation of the words.

- 2  1.13 Read the instructions and play the recording. Elicit answers and see if the class agrees before confirming.

Audioscript

Mark

Dad and I worked on this project together. We had a look in our garage to see what we had. We found a clock, an old bicycle and some other things. In fact my brother Jake was mending the bike a couple of years ago but then he stopped because he moved away. But we took some bits from his bike! Anyhow, you can see that this is a ukulele, that's a small guitar, and it's made of wood, and there is metal and some leather there as well. The metal is the clock. That was Dad's idea. It's so cool. I really like that part. When we create something new from something old, it's really satisfying, I guess because we all know how important it is to recycle. I couldn't have done it without Dad though, that's for sure.

Leah


My shoes! Yes! Well, it started with a Year 7 project. We had to buy a plain pair of trainers, you know from canvas, like cotton, and we had to customise them, you know, make them our own. First, we thought about the design and how we wanted to decorate the shoes – that was fun, especially because everyone had completely different ideas! I love beads and I wanted to use glue. While I was sticking the beads on, I decided to sew some bits of material on. It was such a fun project – I'm going to do design next year!

Sam

I got into software about two years ago, I think. I was helping to rebuild the school website when I learnt how to look at problem-solving in a creative way, so you fix a problem but also make something new. So now in my free time I create apps for smartphones. I invented a teen news app – so it collects interesting news items for teens from different places. Now everyone knows what's happening in the world.

Answers

Mark b Leah d Sam c

- 3  1.13 Put students into mixed-ability pairs. Ask them to read the sentences and monitor and help as they complete the exercise. Play the recording again for students to check their answers. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

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

- 4 Put students into same-ability pairs to do the exercise. Tell the student who is listening to tick the words in bold in exercise 3 as their partner uses them. Monitor and give positive feedback. Ask students to tell their partner which of the words they used at the end of their turn.

- 5 Put students into pairs to read the questions and to number them in order of interest. Tell them to start their discussion with the question they are most interested in. Remind them to expand their answers with examples and reasons. Monitor and give positive feedback for detailed and/or interesting information. Bring the class together and share any interesting comments.

Extension activity

Put students into different pairs and ask them to tell their new partner about anything interesting they learned about their previous partner. Discuss answers as a class.

READING

- 1 Direct students to the title of the article and the photos. Do a quick class brainstorm on what the topic of the article could be and write ideas on the board. Set a short time limit for them to read and decide on the topic. Invite two or three students to make suggestions and give reasons why.

Answer

It's about a young fashion designer.

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 3

Task description

Reading Part 3 (True/False) tests students' ability to read a text quickly to find specific information. It consists of a long text and ten True/False questions. Students scan the text and say if each sentence is correct or incorrect. The questions follow the order of information in the text.

Tip

Tell students to read each question carefully first, and then scan the text to find each answer. Remind them that the information in the text follows the same order as the questions.

- 2 ● Read the instructions and example as a class. Give students time to read the sentences and check vocabulary as necessary. Monitor and check they are writing the words which helped them decide for both correct and incorrect sentences as they continue the exercise individually. Allow students to compare their answers with a partner before checking as a class. Note that there are ten questions in the actual exam task.

Answers

- 1 Correct (just seven years old. ... 'I usually added things – like pockets or zips.')
- 2 Incorrect (Woodbury, just outside Minneapolis)
- 3 Correct (this came as no surprise)
- 4 Incorrect ('That was hard. I looked for the right material for a long time.')
- 5 Correct ('It's such a fun thing to do.')
- 6 Correct (the money went to her own favourite charity)
- 7 Correct ('At that time, I did all my work on the clothes after dinner, as I had a busy timetable at school and loads of homework as well.')
- 8 Incorrect (she is looking forward to a short break)

- 3 Read the instructions and do the first item as a class (*technique*). Monitor and help as they continue individually.

Fast finishers

Ask fast finishers to choose two of the words from exercise 3 and to write one sentence about themselves containing each word. They can read their sentences to the class after checking answers to exercise 3.

Answers

- 1 technique 2 skill 3 collection 4 season

EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then put students into small groups. They take turns choosing one use of the word *look* and nominating another student to make a sentence using it. The rest of the group decide if the sentence is correct or not.

Answers

- 1 looks like 2 looks good 3 looked
4 looking forward 5 looks like

Talking points

Put students into pairs to discuss the questions. Monitor and help them to express their ideas and offer suggestions. For the first question, remind students to provide reasons to support their opinion. For the second question, tell them to think of at least five creative hobbies, e.g. model building, pottery, playing a musical instrument, painting, jewellery making, photography, acting. For the third question, write one or two hobbies on the board and ask students how they could lead to a future career, e.g. teaching someone to play a musical instrument, portrait photography or web design. Discuss ideas as a class.

Cooler

Students make a note of three things they have looked for this week, three things they think they look good in and three things they are looking forward to. Put them into pairs to discuss their ideas before whole-class feedback.

GRAMMAR Past simple and continuous

Introduce the past simple and continuous by asking different students the following questions: *What did you do last night?* and *What were you doing at eight o'clock yesterday evening?* Write the questions on the board. Tell students that they can either tell the truth or not and that others in the class should decide if their answers are true or false.

- 1 Read the instructions and do the first item as a class. If you think the class might find the activity challenging, do the whole exercise as a class. Otherwise, monitor and help as students continue individually. Check answers and repeat the words in bold which illustrate the rules. You could also remind students of how the tenses are formed at this point, and review the form of negative and question forms of both tenses. Direct students to the questions on the board and ask them which one is the past simple and which is the past continuous. Point out that the auxiliary *do* changes to *did* and that *be* changes to *was/were*. Make negative sentences for each tense, e.g. *He didn't watch the news last night* and *She wasn't playing on the computer at eight o'clock yesterday evening*, and remind students that the negative follows the auxiliary.

Mixed ability

Encourage stronger students to come to the board and write example sentences for the rules. For example:

Rule a – *I visited my aunt last week.*

Rule b – *I was watching TV at 5 o'clock.*

Rule c – *At that time I was learning the violin.*

Rule d – *I was walking to school when I remembered what he'd said.*

This will challenge stronger students and provide weaker students with extra support.

Extension activity

Students test each other on the article. Give them five minutes to read it again and to write five questions using past tenses to ask their partner. Give some example questions, e.g. *How old was Rachel when she went to the Minnesota Fashion Week? What was she doing when she decided to take the design course?* Tell students to close their books and ask each other their questions. Monitor and make a note of any problem areas to look at with the class at the end of the exercise.

Answers

1 d 2 b 3 c 4 a

→ Grammar reference Student's Book page 149

- 2 Give students time to choose the correct verbs. To check answers, nominate a student to say the correct answer for item one. This student nominates another to do item two, and so on. Ask the class to say if the answers are correct before feeding back.

Answers

1 fixed 2 was walking; started 3 spent 4 opened
5 was studying 6 was waiting; saw

- 3 Ask students to look at the picture and say what the writer used to make the piece of art. Tell them to read the text and ignore the blanks to check their ideas. Check new vocabulary as necessary, e.g. *driftwood*, *seaweed* and *starfish*. Put students into mixed-ability pairs to complete the description. Monitor and encourage them to work collaboratively and to use the rules in exercise 1 to explain why they think an answer is correct. Nominate individuals to give answers.

Answers

1 was walking 2 picked 3 put 4 was running 5 dropped
6 was looking 7 had 8 was cleaning 9 had 10 took

Corpus challenge

Ask students to look at the sentences and find the mistake before comparing with a partner. Ask a student for the corrected sentence and see if the class agrees before feeding back.

Direct students to the uses of the past tense in the box in exercise 1 (page 34) and ask them to match the sentence with one of the uses (b).

Answer

I saw some of your friends in the youth club. They were playing games on the computers.

- 4 Give students five minutes to make a note of their ideas and suggest that they can talk about another person's experiences if necessary. Put them into mixed-ability pairs or small groups to discuss the questions. Monitor and respond with interest to individual students' stories. Invite a pair of students to have the conversation in front of the class before putting students into different pairs to repeat the exercise.

VOCABULARY Time adverbs

- 1 Do the exercise as a class. Elicit more examples of time adverbs and write these on the board.

Answers

Three; *then* and *Later*.

- 2 Direct students to the picture and ask *What can you see?* Tell students to read the text and say what they learned about the writer's friend (*it's her birthday, she likes cats and she loved the birthday card*). Review the use of the adverbs if necessary and monitor and help as they complete the exercise individually. Allow students to compare their answers with a partner before checking as a class.

Extension activity

Write the title *A bad day* and these phrases on the board: *make breakfast, drop coffee, walk to school, start rain, break laptop*. Tell students to write the story, putting the verbs in the appropriate tenses and using adverbs from exercise 2. Put them into small groups to share their stories and ask each group to choose one story to share with the class.

Answers

1 First 2 then 3 Next 4 suddenly 5 later 6 finally

- 3 Read the instructions and tell students that they should include information about the background (for example, what was going on at the time), describe the people involved, use time adverbs to connect actions and describe the final event. Monitor and help with ideas as they decide on a topic and make some notes.

Mixed ability

To give weaker students extra support, ask stronger students for suggestions of what might happen in each of the situations which would make them interesting or exciting. Write ideas on the board. For example: a visit to a city – *get lost*; a trip to the cinema or a concert – *meet an old friend*; a problem that you solved – *on a computer*; a difficulty with a friend – *lending something that hasn't been returned*; a surprise from a friend – *an unexpected gift*.

- 4 Put students into same-ability pairs to tell their partner what happened. Monitor and encourage students to make eye contact and to ask questions if they want more information. In feedback, elicit a story for each of the ideas in the box.

Fast finishers

Tell fast finishers to think of another situation (for example, receiving a gift or going on holiday). They ask their partners to talk about the situation. Share some examples with the class.

Extension activity

Students write a description of something interesting or exciting that happened to their partner. They exchange their descriptions and decide if all the information has been included. Share some descriptions with the class.

WRITING A story (I)

- 1 Model the activity by giving your own opinion. Put students into pairs to discuss the questions. Monitor and join in with the discussions before nominating individuals to share their ideas with the class.

- 2 Read the instructions and set a short time limit for students to read the story and answer the questions. Check answers.

Answers

The same sunglasses; four

- 3 Tell students to read Marilyn's story again and answer the questions. Allow students to compare their answers with a partner before checking as a class.

Answers

1 end 2 middle 3 beginning

- 4 Read the information in the *Prepare* box. Put students into small groups and set a short time limit for them to find the language in the text for points 1–3. Ask the group that finishes first to give answers. Tell them to reread Marilyn's story again and to say if it is a good story or not, and why.

Possible answers

- 1 went, wanted, saw, tried on, picked out, chose, saw, started, was
2 were planning, were walking, were leaving, were wearing
3 First, Next, Suddenly

- 5 Read the instructions and look at each of the points in turn. Write some example answers on the board. Monitor and offer ideas as students plan their stories.
- 6 Put students into pairs. Tell them to help each other by suggesting additional information. Remind them to think about the past tense of irregular verbs.

● Prepare for Preliminary for Schools Reading and Writing, Writing Part 3, Question 8 Story

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter (Question 7) or a story (Question 8). They need to write about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the story, they are given the title or the first sentence.

Tip

Tell students that it is important that the story has a definite ending. They should not just stop writing when they reach 100 words.

→ See Exam Profile 3, Student's Book page 125

7 ● Tell students that their story must be related to the title or the first sentence given – it can't be about a different topic. Monitor and help students who need more support as they write their stories. Tell students to revise their work after they have finished. Pair students who finish around the same time to read each other's stories. They can comment on whether or not their partner has followed the information in the *Prepare* box.

Sample answer

The New Trainers

Harry loved playing basketball for the school team, but he had not played well recently. He was very upset about this and his aunt gave him a new pair of trainers to cheer him up. Harry wore them for his next match. As soon as he walked on the court, he had a strange feeling in his feet, and his arms and legs soon began to feel more powerful, too. Harry played a fantastic match and scored 25 baskets, so his team won easily. He knew it was all because of his new trainers, which had real magic in them!

Cooler

Put students into small groups and ask them to write the time adverbs on page 34 on separate slips of paper. These are put face down and students take turns to choose one and make a sentence containing the time adverb.

Project

Tell students they are going to make, repair or decorate something at home. Put them into small groups to review the different creative things mentioned in the unit. They decide individually on how they will be creative, and make a list of the things they will need. Once they have done the activity, they write a description and photograph their creation or bring it to class. In the following class, students practise telling a partner and then the class about what they made and how. As an alternative, students could film how they made the item and upload it to YouTube or a similar website.

Teacher's resources

Student's Book

Grammar reference and practice page 149

Vocabulary list page 139

Video

You made it!

Workbook

Unit 5, page 20

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

6 Take good care of yourself

Unit profile

Vocabulary: Health

Reading: He's allergic to modern life!

Grammar: Modals (1): Obligation and necessity

Vocabulary: Pronouns with *some, any, every* and *no*

Listening: Matching extracts and pictures

Speaking: Discussing options (1)

Warmer

Draw two columns with question marks on the board. Ask students to tell you one thing they had to eat the previous day, and write their suggestions in one of the columns, according to whether the class thinks it was a healthy choice or not. Elicit titles for the columns, e.g. *Healthy food* and *Unhealthy food*.

Your profile

Ask students to make notes to answer the questions before putting them into mixed-ability pairs to exchange information, ideas and opinions. Read the questions as a class and write key words on the board. Ask *How healthy do you think our class is?* Draw a horizontal line labelled *healthy* at one end and *unhealthy* at the other. Put crosses at different points along the line and ask students to say which position best represents the class. If the cross is near the unhealthy end, elicit ideas for how the class could improve its health.

VOCABULARY Health

- 1 Direct students to the photos and put them into mixed-ability pairs to exchange ideas on what they know about staying healthy. Monitor and help with ideas as necessary.

Possible answers

A healthy diet includes fresh fruit and vegetables, including salad. Enough sleep and regular exercise are also part of a healthy life. Over-exercising or not exercising properly can, however, lead to injury.

- 2 Before doing the quiz, you could read the definitions aloud for them to find the corresponding words in the quiz (see Answers).

Answers

suffering from: have (an illness or health problem)

operate: treat an illness or injury by removing or repairing part of the body

bleed: have blood coming from a cut in your body

reduce: make (something) less

wrap: cover (someone)


prevent: stop (something) happening

injure: hurt part of your body

complain of: tell other people that (something) is making you feel ill

avoid: stay away (from something)

follow: do what (a set of instructions) says you should do

- 3 Put students into mixed-ability pairs and set a short time limit for them to do the quiz. Tell them that for some questions there is more than one correct answer. Monitor and make a note of questions that seem to be causing difficulty, and help where necessary.
- 4  1.14 Play the recording for students to check their answers. Pause it occasionally for them to discuss their answer, before whole-class feedback. Nominate individuals to give answers and elicit any ideas about why the other options are wrong. Do not over-correct for accuracy, but help students express their ideas.

Audioscript

Hi! I'm Marvin and I'm going to quickly go through this quiz with you. Let's see how many you got right.

So first, the stomach ache. Well obviously the thing to do here is to drink some milk. You shouldn't take aspirin for a stomach ache because it isn't good for your stomach. So the answer is B.

Number two, well, a doctor operates in a theatre. In the past, you know in history, there were rows of seats so that lots of people could watch the operation. That's not the case nowadays. Sometimes it's also called an operating room. That's OK! So the only one that is not correct is an operating cinema!

Now, if your nose starts to bleed, what should you do? Many people put their head back, but that's wrong because the blood will go down your throat, so you should put your head forward and you can hold the top of your nose with two fingers. Do not blow your nose because that won't help. Answer B.

Now, number four, to reduce a fever, you need lots of liquid and if you can wrap the patient in a blanket, that also helps, but don't let them get too hot. So A and B are correct.

Mouth problems – well, we have to take good care of our mouths and I'm sure that everyone knows you should brush your teeth twice a day.

Now, injuries, well, they happen to everyone. Imagine you're out playing football and you injure your foot, you know, you hurt it. Well, you must stop playing and you ought to get an adult to have a look at that foot and make sure it's OK. So answer C for that one.

Now question seven, your eyes. If you are in class and you're getting headaches, you don't have to suffer. Get an eye test and you may discover that you should wear glasses. Don't worry about it – nowadays glasses are fashionable! They look cool!

And finally the question about food. I think we all know it's really important to eat a balanced diet – something of everything – not just a huge amount of one thing. If your friend is on a diet, try to talk to him or her about it, especially if you see that they aren't eating lunch. It's really important to eat regularly and you mustn't miss lunch. A diet should be healthy, but it doesn't mean that you don't eat.

So those are the answers to the quiz, everyone. Hope you enjoyed it!

Answers

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

- 5 Read the instructions and tell students they should think about the correct tense and noun/verb agreement in their answers. Do the first item as a class, pointing out that often, words before and after the gap can help students choose the correct word, for example, the preposition *of* after the space is a useful clue. Put students into small teams and set a short time limit for them to write an answer for each of the items on a piece of paper. Teams swap papers. Invite students to give answers and say why they chose the word. Find out if others in the class agree with the suggestion before confirming. Award one point for the correct word, and a second point for the correct tense.

Fast finishers

Ask fast finishers to write their own sentences using each of the words. Elicit these when checking answers to exercise 5.

Extension activity

You could get students to do the quiz with family members and friends. They ask five people and write a brief summary of their results. Give students some useful phrases, e.g. *One person thinks, Most people think, Quite a few people think*. In the following class, put students into small groups to discuss what they found out.

Answers

1 complains 2 suffers 3 avoids 4 follow 5 bled
6 operate 7 injured 8 prevent/avoid 9 wrapped
10 reduce

READING

- 1 Write *allergy* on the board and elicit some examples, e.g. grass or tree pollen, pet hair, nuts and bee stings. Ask students if any of them have allergies and how these affect their daily life.
- 2 Tell students to ignore any new vocabulary and read the text to check their predictions. Set a time limit to encourage them to read quickly.

Answers

a short description of where he lives

- 3 Read the instructions aloud and ask students to read summary sentences 1–6. Help with vocabulary as necessary. Advise them that they should underline the key words in the summary sentences before reading the paragraphs one at a time and selecting an appropriate summary sentence. They should then check that all the other options are not possible. Students do the exercise individually before comparing their answers with a partner.

Answers

A 5 B 1 C 3 D 6 E 2

EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then ask students to write three sentences for the following uses of *only*: *recently, nowhere else, not more*. The information can be factually true or false. Put students into pairs or small groups. They take turns reading their sentences, for the others to identify which are true and which are false.

Answers

1 c 2 e 3 a 4 b 5 d

Talking points

Put students into pairs or small groups to discuss the questions. Tell them to look back at the text for ideas, and to add their own ideas. Nominate individuals to summarise their discussions.

GRAMMAR Modals (1): Obligation and necessity

Books closed. Write *advice, obligation* and *necessity* on the board. Ask these questions to check students understand each function:

- Which word relates to something you need to do? (necessity)
- Which word relates to something you have to do? (obligation)
- Which word relates to helpful suggestions? (advice)

- 1 Books open. Give students a few minutes to complete the rules in pairs. Check answers and write the modal verbs under each of the words on the board (*advice: shouldn't, ought to; obligation: mustn't; necessity: have to, don't have to*). Elicit example sentences for each of the three functions and monitor for accuracy of meaning and form.

Mixed ability

For weaker students, you might need to revise the grammar of modal verbs. Use the sentences in the exercise to elicit the rules from stronger students, i.e. modals are followed by the infinitive form of the verb, they don't change with the first person singular (except *have to*) and the negative is placed after the modal.

Extension activity

Put students into mixed-ability pairs to make sentences expressing advice, obligation and necessity for somebody who is new to their school. Put them into new pairs to compare their ideas. Ask a spokesperson from each pair to read out their advice. Take a class vote on the most helpful information.

Answers

a ought to b has to c mustn't d shouldn't
e don't have to

→ Grammar reference Student's Book page 150

- 2 Do the exercise as a class. Tell students to look at the pictures and ask for a show of hands for the answers to questions 1–5.

Answers

1 a 2 a 3 b 4 b 5 b

- 3 Read the example as a class. Ask why each of the wrong alternatives in the box is inappropriate in this context (see rules in exercise 1). Remind students to change *It* to *You*. Monitor and help with meaning in context as students continue individually. Check answers. Put students into pairs and challenge them to give the opposites of the four sentences using a modal verb, e.g. *You ought to eat lots of chips*.

Answers

- 1 You shouldn't eat too many chips.
- 2 You mustn't eat sweets every day.
- 3 You ought to do regular exercise.
- 4 You don't have to go to the gym every day.

Corpus challenge

Put students into pairs to identify the mistake. Monitor and tell students to think about obligation, permission and necessity, if necessary. Invite one or two students to give their answer. Elicit or explain that Sam's mum thinks it's important not to play outside.

Answer

I thought we should play outside but Sam's mum told him that he couldn't, so we played a game inside instead.

VOCABULARY Pronouns with *some, any, every* and *no*

- 1 Write the words *some, any, every* and *no* on the board. Ask students which word you are describing. Say: *It can mean not any (no); It can be used in negative sentences and questions (any); It refers to each one of a group of people or things (every); It can be used in positive sentences and some questions (some)*. Tell students to do the exercise individually and then find the sentence in the text. Ask a student to explain the correct answer.

Answer

anything (*any* is used with negatives)

- 2 Nominate a student to make a pronoun from the words in the two boxes and to nominate another to say which column it should be written in. The second student says another pronoun, and nominates another to say the column. Continue until there are four pronouns in each column.

Answers

People: anyone, everyone, no one

Things: something, anything, everything, nothing

Places: somewhere, anywhere, everywhere, nowhere

- 3 Ask students to do the exercise individually. Monitor and note any problem areas to review when checking answers.

Answers

1 someone 2 anything 3 somewhere 4 Everyone
5 nothing

- 4 Ask students to read the email and ignore the gaps to find out what Juan's problem is (he thinks there's something wrong with a boy in his class). Put them into mixed-ability pairs to complete the email. Monitor and help as necessary. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 someone 2 something 3 Everyone 4 anything
5 nothing

LISTENING

- 1 Put students into pairs to do the exercise. Read the instructions and set a short time limit for them to brainstorm ideas. Elicit suggestions and write ideas on the board.

Answers

- 1 places in a gym (changing rooms, reception, exercise room)
- 2 people you can see in a hospital (nurses, doctors, visitors)
- 3 places in a room (under the window, at end of the bed, near the bookcase)
- 4 ideas for presents (computer game, e-card, toy)
- 5 types of entertainment (clowns, singing, drawing classes)

● Prepare for Preliminary for Schools

Listening Part 1

Task description

Listening Part 1 tests students' ability to identify important information from short monologues or dialogues. It consists of seven short, unrelated texts, each with a question and three pictures. Students listen and choose the picture which best answers the question. They hear the recording twice.

Tip

Tell students it is important to read the questions before they listen. The need to listen for different things for 1–7 and there is always key information in the question, such as what will he do *tomorrow* / where did they go *first*.

→ See Exam Profile 2, Student's Book page 123

- 2 ● 1.15 Tell students that they will hear five short texts (a voicemail, an announcement and three conversations). Play the recording for them to answer the questions. Allow them to compare their answers with a partner before listening again to check. Pause after each extract and ask for answers.

Audioscript

1

This is a message for Lola Weekes. I am returning your phone call of yesterday at 2 pm. We've searched the gym and someone has found your phone. Fortunately, while someone was doing the cleaning, another person saw it and gave it in to reception. It seems it was hidden somewhere in the changing rooms! We've left it with the receptionist and you can collect it. Remember that the gym reception is open between 9 am and 7 pm Monday to Saturday, and from 9 am to 1 pm on Sundays.

2

Girl: Hello Grandad. How's life in hospital? Have you seen many people today?

Grandad: Yes, it's been quite a busy day actually, with nurses and doctors all running around. But I did have a lovely chat with two teenagers. It's this programme where young people can visit hospitals and help patients. It was really good because they didn't actually ask me what was wrong, or worse, how I was feeling! They ought to become nurses!

3

Daughter: Hi Mum, it's me. I just wanted to thank you for the flowers. They're beautiful.

Mother: I'm glad you like them. They must have water. Did anyone get any for you?

Daughter: Yes, the nurse got a jug and then she put them over by the window so that everyone can see them. Sophie came to see me and she bought me a new book too! So I'm reading it and looking at the flowers.

Mother: That's great. I'll see you later.

4

Teen boy: Look, here's a great website for gifts. We ought to send our cousin John something while he's in hospital.

Teen girl: I know, we can't visit as it's so far away. OK, let's see what the online shop has. We've sent him emails already so this funny e-card isn't really necessary, and well, he's 13, so I don't think he'll like this toy. What about the computer game? John has his laptop with him in hospital, so he'll be able to play it. That should make him feel happier.

Teen boy: Great idea! Done!

5

Woman: OK, I just wanted to let you know which activity is taking place this week in the children's part of the hospital. We can't arrange any singing at the moment because it's too noisy for some of our patients, so we're going to organise daily drawing classes instead, for those who are well enough. Unfortunately, the clowns who dressed up as doctors last week can't come back until next month – the children can't wait to see them again!

Answers

Refer to underlining in audioscript above for where the correct answers come.

- 1 B. The focus question asks where Lola's phone is 'at the moment', so A is wrong – although it was found in the changing rooms, it is now in reception; C is wrong because it wasn't left in the gym itself.
- 2 C. Although Grandad says there were 'nurses and doctors all running around', he only refers to the teenagers' visit, so A and B are both wrong.
- 3 A. B and C are wrong as there is no window shown.
- 4 A. B is wrong as the girl says an e-card isn't necessary; C is wrong as she says the toy is too young for John.
- 5 C. A is wrong because the clowns aren't coming back to the hospital until next month; B is wrong because there isn't any singing at the moment.

SPEAKING Discussing options (I)

- 1 Ask students to look at the pictures and invite two or three of them to tell the class what they would like if they were in hospital, and why. Model the activity by giving your own answer, e.g. *I'd like the DVDs. I could watch them if I was feeling tired but bored.*

- 2 ● 1.16 Read the task and the instructions aloud. Play the recording for students to answer the questions. Check answers.

Audioscript

Ana: So we have to have a present for this girl? I don't think that flowers are a good idea. What do you think?

Hua: Hmm, I like flowers. I think it's a good idea, but maybe not for a teenager. When you are in hospital you want to do something, so do you think a DVD is a good idea? But then it's difficult to decide which one to get.

Ana: Yes, that's true. Lots of my friends have DVDs and I don't know which they have. Hmm, maybe that isn't a good idea. What about a photo frame with a picture of her friends? That's nice. Do you agree?

Hua: That's a good idea, but nowadays I think that we all have photos of our friends on our phones. We don't have photo frames! In my view, paper and pen would be good because you can do lots of things with that. I mean, a computer would be better but it's not there, so paper and pen because then she can draw, write, you know, lots of things. What do you think?

Ana: Yes, it's difficult to choose, isn't it? Nobody I know plays games like this. Do you know someone who likes that?

Hua: Well, actually I do! It's fun!


Ana: Oh OK! OK, so what do we think?

Hua: Well, maybe the flowers are the best! From this list! Everyone likes flowers and I think they are better than these other ideas.

Ana: Yes, I agree with you.

Answers

They agree eventually. They do not mention the book.

- 3**  **1.16** Direct students to read the *Prepare* box. Play the recording again for them to do the exercise. Check answers.

Extension activity

Students role-play a short conversation about buying a present for the girl in the picture. Remind them to use the phrases in the *Prepare* box. Ask two or three pairs to perform their role play to the class.

Answers

Ana: What do you think?, Do you agree?

Hua: I think, In my view, What do you think?

Prepare for Preliminary for Schools Speaking Part 2


Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and try to reach an agreement. The interlocutor gives them instructions and a picture showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.


Tip

Tell students that they should not try to reach an agreement too quickly, as they miss out on the opportunity to demonstrate their language skills. They should try to discuss all of the ideas shown in the picture.

→ See Exam Profile 5, Student's Book page 129

- 4**  Direct students to page 130.

- 1** Ask students to read the instructions and write notes on their opinions on the party ideas. Remind them to add reasons. Put them into pairs to compare their ideas and reasons, and encourage them to give each other ideas.

- 2**  If you feel students need more support, write the expressions from the *Prepare* box on the board. Put students into different pairs to do the exercise. Monitor and give positive feedback when they use phrases from the *Prepare* box. At the end of the exercise, bring the class together and see which party idea was the most popular, and why.

Cooler

Books closed. See a two-minute time limit and ask students to write as many expressions as they can remember from the *Prepare* box. They can check their answers by looking at page 39.

Project

Students prepare a poster for display. Put them into small groups to find out more about three allergies. Ask them to describe each one, explain the difficulties a person with the allergies faces and suggest what other people or governments can do to help. Tell students to distribute the tasks between them, to use the internet for research and to plan when they will make their poster. Display the posters around the classroom for others to read.

Teacher's resources

Student's Book

Grammar reference and practice page 150

Vocabulary list page 139

Video

Speaking Part 2

Workbook

Unit 6, page 24

Go online for

- Pronunciation
- Progress test
- Speaking test video worksheets
- Corpus tasks

Culture

National sports

Learning objectives

- The students learn about the national sports of Canada.
- In the project stage, students find out about a national sport and write about it.

Warmer

1 Brainstorm some sports onto the board and encourage the students to complete this table:

Sport	Equipment	How do you play it?
football	ball, two goals	Players kick the ball and score goals.

2 Ask students, in pairs, to ask and answer questions about their favourite sports. Write these questions on the board to help them: *What's your favourite sport? How do you play it? How often do you play it? Do you play in a team? Why do you like it?*

- 1 Ask the students to discuss questions 1 and 2. For question 3, brainstorm a list of countries onto the board and ask the students to guess the national sport. If you have access to the internet, check the students' ideas or ask the students to do this for homework.
- 2 After the students have named the sports in the photos, encourage them to try to guess how each sport was invented. If necessary, pre-teach *soldiers* by asking *What do we call someone in an army who may go to war and fight?* and *bone* by pointing to one.


Then ask the students to read the sentences and match them to the correct sport. Compare answers around the class and encourage the students to give reasons, e.g. *I think sentence 3 goes with football because you kick the ball in football.* Explain that they will hear the answers in exercise 3.

Answers

a tennis b polo c basketball d rugby e football/soccer
f skiing g golf

The students will check their answers to the quiz in exercise 3. The answers are:

1 skiing 2 polo 3 football/soccer 4 golf
5 rugby 6 basketball

- 3  1.17 Play the recording and ask the students to listen and check their ideas in exercise 2 first. If they enjoy competition, award points for correct answers.

Next, ask them to read the questions and try to answer them from memory. The sentences in exercise 2 will help them. Then play the recording again for them to check their ideas. The answers occur in the same order as the sentences. As the recording is long, with a weaker class, play each paragraph separately, encourage the students to read the sentences at the same time and stop the recording when the answer is given.

Answers

- 1 wood
- 2 'the sport of kings' because it became very popular with kings and leaders in Asia
- 3 Scotland
- 4 He picked up the ball and ran with it.
- 5 The basket didn't have a hole at the bottom, and the players had to take it down and remove the ball after every goal.

Audioscript

A lot of the world's most popular sports have been around for a lot longer than you think, and some of them had some very interesting beginnings.

Possibly the most ancient sport is skiing – can you believe that people were skiing as long as 5,000 years ago? We know this from small wooden sculptures found in the north of Norway, Sweden and Finland, but we think that the sport spread to Asia as well. People first used the bones of large animals as skis, but then moved on to wooden skis.

Another pretty ancient sport is polo – we know of matches over 2,500 years ago between groups from different regions of Persia (that's today's Iran). It was a way of training horse soldiers, with competitions involving up to 100 men a side! Polo is known as 'the sport of kings', and that's because it became very popular with all the different kings and leaders in Asia.

The most popular sport in the world is football, or soccer, a national sport in many countries, and many countries claim it started there! In fact, the earliest games of football appear to be from second-century China, where soldiers used to kick a leather ball around in their free time; it was called kick-ball. It seems that a game similar to golf started in fifteenth-century Scotland, where players used to hit a stone with sticks through the sand hills. Maybe that's why the oldest golf course in the world is in Scotland.

In comparison, some sports are quite modern. The sport of rugby only started in the early nineteenth century, during a game of football at Rugby School in England. One of the players decided to pick up the ball and run with it, completely against the rules of football, and rugby was born! It is now the national sport of several countries, including New Zealand. Finally, it was almost the twentieth century before basketball was born. A coach in a college in New England, USA, needed to find an activity to keep his footballers and rugby players fit in the winter, and he invented basketball! At first, the basket didn't have a hole at the bottom, and the players had to take it down and remove the ball after every goal, so he cut a hole in it.

Well, that's a brief history of sport for you. If you'd like to know more, ...

- 4 First, ask the students to try to guess what the summer and winter national sports of Canada are. Then ask them to read the first paragraph of the text quickly, to check their ideas, and write the name of the sports in the table. Then ask them to read about lacrosse and complete the first column. If appropriate, ask the students to underline the answers in the text. Point out that they will listen to a recording about ice hockey in exercise 5.


Answers

Summer: lacrosse Winter: ice hockey

- 1 Canadian Indians played a field game called *crosse*.
- 2 1844 3 No 4 to score more goals than the other team
- 5 ten 6 a long stick with a net and a small rubber ball
- 7 60 mins / 15 mins each quarter

Mixed ability

Divide the class into two groups and pair up stronger students with weaker students in each group. Tell Group A to find the answers to questions 1–4 and Group B to find the answers to questions 5–8. Encourage the stronger students to help the weaker students find and underline the answers in the text. All students should write the answers in the first column. Then reorganise the students so that students from Group A sit with students with Group B. Then they share their answers.

- 5  1.18 Tell the students they are now going to hear about Canada's national winter sport: ice hockey. Ask them, in pairs, to try to predict the answers to gaps 1–8. Then play the recording twice and ask them to listen and complete the table. Point out that the answers on the recording are NOT in the same order as the gaps. If necessary, play the recording for a third time and pause after each answer is given. With a weaker class, tell the students which order the answers are in.

Answers

- 1 Scottish
- 2 late 1800s
- 3 1875
- 4 six
- 5 hockey stick
- 6 puck
- 7 points
- 8 an hour
- 9 Gretzky

Audioscript

Boy: Today I'm going to tell you about a sport I started when I was living in Canada a couple of years ago – ice hockey. I joined an ice hockey club soon after we arrived in Canada, because ice hockey is Canada's winter national sport. They're really brilliant at it, too – they won both the gold medals at the last Winter Olympics. Ice hockey is a bit like field hockey, which we play here in winter, but they say it's more like a Scottish game called *shinty*. I think they started playing it in Canada in the late 1800s. The first match was 1875, I think, and they used to play it just on ice in winter, until they could build ice rinks. The name comes from the type of stick they use – it's *hoquet* in French. There are six players in a team: five skaters and one goaltender – that's like a goalkeeper – but it's quite a small goal – only about 1.2 metres tall and 1.8 metres wide. The players use their hockey sticks to move a puck around, that's like a ball but it's flatter, so it slides on the ice more easily; it's more easily controlled than a ball. It's like football in some ways, as you have to score goals, but you get points for scoring goals or helping to score a goal, so the aim is to score more points than the other team. The matches are shorter than football too, only an hour long, in three periods of 20 minutes. While I was at the club in Canada, I got into the under-15s team and played a couple of competitions, which was really exciting. Everyone in the clubs in Canada wants to be Wayne Gretzky, that's G-R-E-T-Z-K-Y. He's the greatest player ever, they say. He doesn't play any more but he's scored more points than any other player. I've looked around here to see if there are any ice hockey clubs, but unfortunately it isn't a popular sport in Britain, so I can't play it, but I've started to play field hockey again now.

Cooler

In pairs, the students look at the completed table in exercise 4 and compare lacrosse with ice hockey. Encourage them to talk about the similarities and the differences. Ask them which sport they'd rather play, and why.

Project

Organise the students into groups or pairs and tell them they are going to produce a text about a national sport similar to the *National sports* text. Ask them to look at this text again and ask: *How is it organised? Are there headings?* (There is an introduction and three headings: *History* (which has two paragraphs), *International competition* and *Aim and rules*.)

Tell the students to choose a national sport and find out about it. They should make notes in a table. Then, ask them to write about it using headings, as in the text about lacrosse, and find some photos of it. Display their work around the classroom.

Unit profile

Vocabulary: Music
Reading: A profile, an advertisement and an email
Grammar: Present perfect and past simple
Vocabulary: Word families
Writing: An informal letter or email (1)

Warmer

Ask students what their favourite kinds of music are (e.g. rock, pop, jazz, classical, rap) and write the top five on the board. Put students into pairs to list as many performers for each category as they can in a set time. Ask the pair with the longest list to read it to the class.

Your profile


Tell students to make notes to answer the questions before putting them into pairs to discuss their ideas. Model the activity by giving your own responses and encourage students to extend their answers with reasons and examples. Invite students to tell the class about what another student thinks and feels about music.

VOCABULARY Music

- 1 Do the exercise as a class. Ask students to look at the photos and answer the questions. Write any interesting or useful music vocabulary on the board.


Answers

- a in a TV studio, presenting a programme
 b at an outdoor concert or music festival, watching the show
 c in a radio studio, giving an interview
 d in a music studio, mixing the sound
 e in a concert hall, waiting for a classical concert

- 2  1.19 Tell students they will hear five short conversations. Play the recording. If you feel students need more support, pause the listening after each of the texts and elicit answers. You could ask students to recall what they can remember about each conversation.

Answers

1 c 2 b 3 e 4 a 5 d

- 3  1.19 Books closed. Read the words and phrases from the box and elicit their meanings. Do not over-correct for accuracy but help students communicate their ideas. Books open. Students work individually to complete the sentences. Monitor and help with vocabulary as necessary. Allow them to compare their answers with a partner before checking as a class.

Nominate individuals to give answers and model words for pronunciation where necessary. Point out the difference in pronunciation in the word *live* /laɪv/ (seen or heard as it happens) and *live* /lɪv/ (have your home somewhere).

Mixed ability

Ask stronger students to complete the sentences without looking at the box first. They can then check and make any necessary changes.

Audioscript

Narrator: 1

Speaker 1: Hello, and welcome to the morning show! I'm DJ Mike playing your favourite music. We just heard Lola Suarez and a track from her album *Peace and Hope*. And this morning, Lola is in the studio with us. Welcome, Lola!

Speaker 2: Hi! It's great to be here.

Speaker 1: Now, Lola, you're famous in your own country, but it's your first time in London?

Speaker 2: That's right. I guess you could say I've been a celebrity at home for about three years now. But I'm new to London and Europe really.

Speaker 1: How did it happen?

Speaker 2: Well, one day I was just ...

Narrator: 2

Speaker 3: I can't see anything!

Speaker 4: Well you don't have to look! Just listen! You know, it's live music! That's what it's all about! I can hear the amazing bass guitarist, can't you?

Speaker 3: No, I've stood in the rain for long enough! I'm wet and you know what, the music is awful. I'm leaving. I don't think they have even done a proper sound check. And it's all recorded anyhow – not even live! They shouldn't call this event a live music festival! I'm off!

Speaker 4: Good luck with finding your way out of this crowd.

Narrator: 3

Speaker 5: And now we have the Sydney Symphony Orchestra, who'll be joined by the Russian musician, Irena Akifieva. Her performance will be the Beethoven Piano Concerto Number 5, also known as the Emperor Concerto. While we are waiting, to remind listeners who have just joined us, we are live from the Sydney Opera House – a concert hall that is familiar to our regular listeners. And here she is, Irena Akifieva, walking onto the stage ...

Narrator: 4

Speaker 6: Hello! I'm Belinda! And this is VVTV – the only TV music channel that plays your music. Later on, we have an important announcement about everyone's favourite band, Morning Tea. I've heard that they're advertising for young people for their next video. And that could be you! So hang around for that! But first, let's take a look at a video clip from EE's latest video – he has just released it and you're going to love it!

Speaker 7: 5

Hello! And in today's programme, I'm going to talk to two people who get the music to you. They produce the music. Do you know how they do it? Like me, you probably think the musicians record their music and that's it. I have just come back from the London Sound Studio where I spoke to sound technician Bobbi Jackson and she has introduced me to a whole new world: the world of sound production ...

Extension activity

Put students into same-ability pairs. Tell them to choose five things from the box in exercise 3 to talk about. They write a list and swap with a partner. Their partner chooses three things to ask their partner about. Monitor and join in with the conversations, giving positive feedback for interesting ideas. Nominate individuals to share their ideas with the class.

Answers

1 DJ 2 studio 3 celebrity 4 guitarist 5 live 6 festival
7 concert hall 8 music channel 9 video clip
10 musicians 11 sound technician 12 production

- 4 Put students into pairs to read the questions and to sequence them in order of interest. Remind them to expand their answers with examples and reasons as they discuss the questions, starting with the most interesting first. Monitor and give positive feedback for detailed and/or interesting information. Bring the class together and report any interesting comments. Ask different students to answer each of the questions. Encourage others to comment or add their own ideas or experiences.

Fast finishers

Ask fast finishers to choose two questions from exercise 4. They should write a paragraph about their partner using as much vocabulary from exercise 3 as possible.

READING

- 1 Find out what students can remember about Allan (he appears in Unit 1) before asking them to read his profile.

Possible answer

He's musical.

- 2 Read the instructions and ask students to read the advertisement. Do the exercise as a class and encourage students to respond to each other's comments for question 3, either agreeing or disagreeing and using the expressions from the *Prepare* box in Unit 6. Give your own opinion as a model.

Answers

- 1 A music course
2 How to record music in a studio and see what happens backstage.
3 Students' own answers.

- 3 Read the list of topics aloud and set a short time limit for students to scan the text and decide which topics are mentioned.

Answers

his teachers (Matt the technology instructor); difficulties on the course (e.g. finding it hard to get the technology apps); things he's learning about (how to record a singer)

- 4 You could do the exercise by asking one student to choose a question, and nominate another to give the answer. Alternatively, put students into mixed-ability pairs and tell them to read the questions and underline key words and phrases in the questions to help them locate the information in the text. For example, 1 *long, Allan, course* 2 *surprised, singer* 3 *describe, instructors* 4 *Why, Matt, send, text* 5 *How, help, band* 6 *doing, sound track, tomorrow* 7 *didn't, finish, today* 8 *say, course, overall*. Monitor and help as students answer the questions. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

- 1 since last Thursday
2 she didn't know her words
3 as 'cool'
4 about a technology app
5 he sorted out a volume program they were using
6 mastering it, i.e. checking its volume
7 hasn't had time and he wants Matt to help him check it first
8 it's great and he's learnt lots of new skills

- 5 Tell students to match the highlighted words from the texts to meanings 1–4 individually. Allow them to compare their answers with a partner before checking as a class.

Extension activity

Choose a sentence from the email which contains the present perfect, e.g. *We've just about finished recording the instruments and we've nearly finished recording the voices*. Write the sentence on the board and give students two minutes to memorise it. Erase two words and ask a student to say the memorised sentence. Repeat until the board is clear, with the final student having to say the full sentence without any words on the board for support.

Answers

- 1 technology 2 confusing 3 crew 4 update

EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then put students into pairs. Tell them to take turns saying a sentence with the word *just* for their partner to identify its use.

Answers

1 just as 2 just in time 3 just about 4 just 5 just
6 just

Talking points

Monitor and comment on interesting ideas as students discuss the questions in pairs. Encourage them to give reasons and use expressions from the *Prepare* box in Unit 6 to express their opinions. Invite two or three students to share interesting information with the class.

Cooler

Ask students to write three sentences about musicians, festivals or music channels they like, using the words in the box on page 42. Put them into pairs to discuss their ideas, and share any interesting ideas as a class.

GRAMMAR Present perfect and past simple

Books closed. Nominate individuals to answer these questions: *Have you been to (local place)? When did you go?* Continue until two or three have given their answers and write both questions on the board.

- 1 Ask students to find and underline sentences 1–4 in Allan's email. Read the rules aloud and do the exercise as a class. Tell stronger students to find two additional examples of each tense in Allan's email.

Focus on sentences 2 and 3 and ask about the time each one is referring to (sentence 2 = yesterday, sentence 3 = before now). Point out that the time referred to in both sentences is in the past and the actions are both completed.

Focus on sentences 1 and 4 and elicit the form of the present perfect (*have* + past participle). Ask *How are the two sentences linked to the present?* (sentence 1 = Allan is still on the course, sentence 4 = has the implicit idea of *so far* or *until now*, implying that Allan expects to learn more skills on the course). Explain that although both the past simple and present perfect would be grammatically correct, in sentences 1 and 4, if Allan had used the past simple he would not be conveying the idea that the information is still significant at the time of writing his email or that he is thinking about the present result.

Answers

rule a: 1, 4
rule b: 2, 3

→ Grammar reference Student's Book page 151

- 2 Put students into mixed-ability pairs to do the exercise. Monitor and focus on accuracy, especially negative structures and subject/verb agreement, helping as necessary. Nominate individuals to give answers and ask the class to say if they are correct before confirming.

Elicit why the present perfect has been used in sentences 3, 4 and 5 (3 he's excited about seeing his favourite band live; 4 Mike's mum offered the lift a short time ago and we don't yet know if they accepted the offer; 5 Mike is now in the position that he has a lift already (but the lift is not yet in the past)).

Mixed ability

Write the following sentence stems on the board, and write the possible endings on slips of paper to give to weaker students. They match the endings with the sentence stems, while stronger students add their own present result. Check answers.

- 1 *I've just come back from the London Sound Studio ...
I learnt how to record music professionally.*
- 2 *I've joined the backstage crew on a two-day tour ...
we're having a great time.*
- 3 *Matt's sent me a text explaining how the app works ...
I'll find out how to use it later.*
- 4 *We've finished recording the instruments ... and now
we need to put it all together.*

Answers

1 bought 2 paid 3 hasn't seen 4 has offered
5 has organised 6 called

- 3 Focus on the words in bold and tell students that they all give extra information about how an action is connected to the present. Do the matching activity as a class, emphasising the difference in meaning in options a–c by referring back to the examples.

Answers

a already b just c yet

- 4 Books closed. Write sentences 1–4 on the board without the adverbs. Say an adverb and a sentence number and ask a student to say the sentence with the adverb. Ask the class to listen and say if the adverb was in the correct position. If so, add it to the sentence.

Mixed ability

If some students need more support, make sentences about the lesson using the adverbs, e.g.

- 1 *We've just read Allan's email.*
- 2 *We haven't done Exercise 5 yet.*
- 3 *We've already done Unit 6.*
- 4 *I haven't told you what your homework is yet.*

Ask students to make similar true sentences. Stronger students write one sentence with a blank for the adverb on a slip of paper. They give these to a weaker student to complete.

Answers

yet is used at the end of a sentence; *just* and *already* are used between the auxiliary (*have*) and past participle.

Corpus challenge

Tell students to look at the sentence and find the mistake before comparing with a partner. Ask a student to write the correct sentence on the board and confirm with the class before feeding back. Ask students to name the tense (present perfect).

Book closed: say some of the verbs from exercises 1–3 (for example, *buy*, *pay*, *spend*, *learn*, *be*, *go*, *send*) for students to give the past participles.

Answer

I have just bought a new book.

- 5 Tell students to read the sentences and check any new vocabulary. You may need to explain *apply* (request something officially), *judges* (people who choose the winner of a competition) and *annual* (every year). Ask students to do the exercise individually and monitor and check for accuracy. Allow them to compare their answers with a partner before checking as a class. See if the class agrees before confirming.

Extension activity

Put students into small groups. Tell them to take turns to mime something they have done today. The others in the group have to guess the activity, using the present perfect. You could write some suggestions on slips of paper to get students started, e.g. *You have just eaten lunch* and *You have sent an email*. Ask each group to share one mime with the class.

Answers

- 1 've just seen 2 have already sung
3 haven't announced; yet 4 have already put
5 hasn't performed; yet 6 has just had

VOCABULARY Word families

- 1 Tell students to look at the example sentences and the words in bold. Ask *What have they got in common?* (they all contain the word *help*). Draw three columns on the board, headed *Noun*, *Verb* and *Adjective* and do the exercise as a class. Write the words in the appropriate columns.

Answers

- 1 verb (help) 2 adjective (helpful) 3 noun (help)

- 2 Put students into mixed-ability pairs to complete the table. Invite two or three students to give answers and monitor and check for pronunciation. Point out the difference in syllable stress in *REcord* (noun) and *reCORD* (verb).

Answers

- 1 musical 2 perform 3 advertisement 4 entertain
5 entertaining 6 achievement 7 record/recording

- 3 Students continue in mixed-ability pairs. Monitor and check spelling as they complete the exercise. Check answers and elicit the spellings of the words. As a follow-up, put students into small groups and tell them to write the nouns on slips of paper. They take turns to pick a noun and describe it using the verb or adjective for the other students to guess, e.g. *They perform on stage or TV* (performer) or *Someone who entertains people* (entertainer).

Fast finishers

Ask fast finishers to write anagrams of the vocabulary. Tell them to swap papers with another fast finisher to guess the word.

Extension activity

Books closed. Say a word for students to call out the part of speech (e.g. *performance* – noun). They continue testing each other in pairs. One says a word and their partner says the part of speech. Ask them to make a note of any they are struggling with, and to share these in whole-class feedback.

Answers

- 1 performer 2 musicians 3 advertisement 4 entertainer
5 record/recording 6 achievement

WRITING An informal letter or email (1)

- 1 Read the instructions and ask students to read the letter and Toby's questions. Check answers.

Answers

Yes. The event took place in the school hall. It was awesome. She went with her band mates.

- 2 Ask students if Miina's letter is formal or informal (informal, it's to a friend). Read the question aloud. Direct students to the *Prepare* box to identify which of the phrases Miina uses.

Answers

Dear; Write soon

- 3 Read the instructions and ask for an example of a short form (e.g. *I've* in the fourth sentence) to check understanding. Remind students that these are common features of informal letters or emails. Set a short time limit for them to find the short forms.

Answers

I've (x4), can't, I'll

- 4 Monitor and help as students rewrite the sentences. Check answers and pronunciation of short forms.

Answers

1 He's 2 We're 3 who's 4 I'd 5 haven't 6 couldn't

- 5 Say each of the words in turn for students to call out the more informal equivalents. Remind them not to mix formal and informal language in the same text. Write the answers on the board. Ask students to close their books and see if they can remember the more formal equivalents. You could also get them to write a sentence that is true for them in their vocabulary notebooks using each of the highlighted words.

Answers

1 loads 2 scary 3 awesome 4 mates 5 been into

- 6 Monitor and help with ideas as students write notes to answer the questions. Put them into pairs to tell a partner about the event. Ask students to share ideas and help each other with their plans.

● Prepare for Preliminary for Schools

Reading and Writing, Writing Part 3

Question 7 informal letter

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the informal letter, students are given part of a letter from a friend providing the topic they must write about. They must answer all of the friend's questions.

Tip

Tell students that they should read the friend's letter carefully and make sure they answer all of the questions in it. Students should not write a pre-learned text, as it is unlikely to be suitable for the task set.

→ See Exam Profile 4, Student's Book page 127

- 7 ● Give students 15 minutes to write their letter and tell them to revise their work when they have finished. Pair students who finish at the same time to read each other's stories. They can comment on whether or not their partner has used the tips in the *Prepare* box.

Sample answer

Dear Toby

It was great to hear from you. I went to a fantastic concert with some friends last weekend. It was held in an old theatre, and the lighting was really awesome. There were two bands on and my favourite one played first – they're called The Red Riders. They have three guitarists and a brilliant keyboard player, who sings. Unfortunately, they only played for half an hour. My friends and I wanted them to do a lot more songs! Anyway, the second band was also quite good and I bought their latest album after the concert.

Keep in touch!

Bye,

Cooler

Students reread the unit and make a list of the past participles (e.g. *spent*, *learnt*) they can find. They take turns saying a past participle to their partner, who replies with its infinitive form. Ask students to make a note of any that they struggle with, and share these during class feedback.

Project

Put students into pairs or small groups to find out about a music festival or other cultural festival (e.g. drama, dance, art) they would like to go to. In class, they make a list of the type of information they plan to find out, e.g. where, when, how many people go, what types of artist perform. They share out the topics and use the internet to find out more information. They can either make a poster or present the information in the next class. The class check they have included sufficient information about the event and vote for the most interesting one.

Teacher's resources

Student's Book

Grammar reference and practice page 151

Vocabulary list page 139

Workbook

Unit 7, page 28

Go online for

- Pronunciation
- Corpus tasks

8 Amazing architecture

Unit profile

- Vocabulary:** Describing buildings
Reading: Unusual homes around the world
Grammar: Comparative and superlative adjectives
Vocabulary: Prepositional phrases for location
Listening: Moving to another city
Speaking: Describing a picture (1)

Warmer

Put students into mixed-ability pairs or small groups. Set a time limit for them to write adjectives to describe different homes or apartments, e.g. *small, modern*. Tell them the adjectives can describe size, shape, age, colour, materials, etc. Then ask them to work individually to write two sentences to describe a place using five words from their list. Do not over-correct for accuracy. Students read their sentences aloud to the group, who take a vote on which one sounds the most interesting.

Your profile

Class survey. Tell students to copy the questions onto a piece of paper. Set a short time limit for them to ask the questions to as many people as possible. Join in with the activity and encourage students to show interest in what other people are saying. Nominate individuals to report answers back to the class. Write a list of favourite buildings on the board and take a class vote to see which is the most popular.

VOCABULARY Describing buildings

- 1 Direct students to the photos. Ask *Which house would you most like to live in?* Ask for a show of hands for each house and nominate individuals to say why. Do the exercise as a class before putting students into pairs to describe each building. Draw four columns on the board (one for each house) and write any useful vocabulary for each of the houses, e.g. *ceilings, walls, floors, cottage, roof, tower*.
- 2 Read the instructions and sentence 1. Check understanding of the words in blue by eliciting their opposites (*old; new*), and ask students *Which house? (d)*. Tell students to continue in pairs, and to use the pictures to guess the meaning of any new vocabulary in the descriptions. Check answers.


Answers

1 c 2 b 3 a 4 not needed 5 d

- 3 Direct students to the chart and the examples. Ask for one more word for each column. Allow them to compare their answers with a partner before checking as a class. Write the adjectives in the corresponding columns on the board. Help with pronunciation as necessary, for example check students don't insert an unnecessary vowel sound before *spectacular* /spek'tæk.jʊ.lə/, and that syllable stress is correctly placed on *traditional* /trə'dɪf.ən.əl/.

Answers

Age: original, brand new, traditional, historic, modern
Opinion: fresh, spectacular, classic, cosy

- 4 Model the activity by describing the advantages and disadvantages of one of the houses. Direct students to a different photo and invite two or three students to give advantages and disadvantages of the space inside and the location. Write any new adjectives on the board.
- 5  1.20 Read the instructions. Suggest that students write very brief notes about each building as they listen. Play the recording, pausing after each speaker if necessary. Ask a student to give a summary of what each speaker said.

Audioscript

- 1 If you have nothing to hide, why not spend a few nights in this brand-new house in Tokyo? There's plenty of light entering the glass ceilings and walls, and the fresh design makes it spectacular to look at. But you can't really expect to have much of a private life here, as you can see right through the building. It has three floors, but these are actually divided into twenty-one different levels, with ladders and fixed and movable steps connecting the various spaces. The house can be one single room or a collection of rooms, depending on how it is used.
- 2 The cottage's location is up in the mountains of northern Portugal, well away from city life, and the large rocks on either side are definitely very original. Built in 1974, there are two floors of cosy living accommodation, kept warm by a real fire. It's not all made of stone, either. The central part is like a traditional cottage, with an iron roof, glass windows and a steel door. And although there's no electricity, there is a swimming pool, cut into one of the large rocks. Recently, it has attracted so many tourists and fans of unusual architecture that the owner has had to move out to escape his curious visitors.
- 3 This modern building is incredibly narrow, and there's no doubt that it is the world's thinnest house! It's only 122 centimetres at its widest point and just 72 centimetres at its narrowest. Pushed into a gap between two larger apartment blocks in Warsaw, there's just enough room for one person to live and work, so it could be quite cosy. For short periods of time, it offers a temporary home to travelling writers, and its Polish architect says it helps if they have a sense of humour!

4 It's called the House in the Clouds and is now a spectacular holiday cottage available for rent, with lots of space over its seven floors. The house on top is unusual, and is much more recent than the tower below. The building was originally designed as a water tower to hold water for the local village, and the small house was built on top to make it look less ugly. There are sixty-seven steps inside to take you from the ground floor to the upstairs rooms, the highest of which has terrific views across the English countryside.

Answers

- 1 advantages – plenty of light, fresh design; disadvantages – no privacy
- 2 advantages – quiet, original, cosy, warm, swimming pool; disadvantages – no electricity, too many visitors
- 3 advantages – modern, cosy; disadvantages – narrow
- 4 advantages – lots of space; disadvantages – ugly, lots of steps

6 Put students into same-ability pairs or small groups to discuss the questions. Invite student pairs to discuss the questions in front of the class.

Extension activity

Put students into pairs. They choose one of the houses in the pictures and write a short paragraph to describe it using adjectives from the lesson. Set a five-minute time limit and ask students to swap with another pair and compare their descriptions.

READING

1 Ask students what kind of houses they like and don't like, and why. Read the instructions and example with the class. Monitor and help as they continue the exercise individually. Allow them to compare their answers with a partner before checking as a class.

Answers

- 2 old buildings, in the countryside, rent for short periods
- 3 famous architect, building where they used to live, classic furniture
- 4 smallest of its kind, in a city, neighbourhood where it is located
- 5 recently-built home, better for the environment, done well in competitions, original architecture

2 Set a short time limit to encourage students to read quickly. If they read one word at a time, they are likely to fail to grasp the overall meaning. Nominate a student to give the answer, and see if the class agrees before confirming.

Answers

Texts A and C are shown in the pictures on page 46 (Keret House and House Na).

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 2

Task description

Reading Part 2 tests students' ability to read for specific information and detailed understanding. They match five descriptions of people to eight short, factual texts.

Tip

Tell students to read the descriptions of the people first and underline the important information – each person will want three things. They should then carefully read the eight texts, underlining any matches they find. Remind students to read the description and chosen text again to make sure that all of the things given in the description are included and that there are three extra texts which are not the correct answer to any of the people descriptions.

→ See Exam Profile 2, Student's Book page 122

3 ● Ask students to read the first house description (A) very carefully and say who they think it would be suitable for (Sofie). Point out that the texts are unlikely to have exactly the same words as in the people descriptions, so they should look for paraphrasing. Advise students to read the remaining descriptions very carefully and to underline any matches as they read. Remind them that they should check that *all* the requirements of each teenager have been met. As you check answers, nominate individuals to give the information in the text which helped them make the match.

Answers

- 1 Marcelo: E – Pas House (designed for skateboarders, situated near the beach, owner is a former world champion)
- 2 Gloria: D – Freston Tower (this historic tower has lasted 400 years; river and the fields beyond; cheaper than £25 a night to stay here)
- 3 Harry: G – Gropius House (created by an important architect; designed this as his family home; has an original collection of chairs)
- 4 Sofie: A – Keret House (no other house is as narrow as this one; in the capital, Warsaw; between a house and an apartment building)
- 5 Kurt: B – Crossway (prize-winning; modern home; uses energy from the sun to produce all its electricity ... and it has a living 'green' roof)

EP Word profile

Books closed. Write *last* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 134. Check answers. Discuss answers to exercise 2 as a class.

Answers

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

Talking points

Put students into pairs to discuss the questions. Remind them to give examples and reasons. Monitor and help with ideas. Share ideas as a class.

GRAMMAR Comparative and superlative adjectives

- 1 Read the instructions and do the first two items as a class. Ask *Which word is used to compare one thing with another?* (*easier* – a comparative) *Which word is used to compare one thing with all the others?* (*thinnest* – a superlative). Tell students to do the exercise individually. Check answers and see if the class agrees before confirming.

Answers

1 S 2 C 3 S 4 C 5 S 6 C 7 C

→ Grammar reference Student's Book page 152

- 2 Put students into pairs to write the comparative and superlative forms. Check answers, and help with pronunciation as necessary.

Answers

Comparative: cheaper, thinner, wider, easier, more famous, worse, further, better
Superlative: cheapest, thinnest, widest, easiest, most famous, worst, furthest, best
1 bad, far, good
2 er/est
3 the final consonant is doubled
4 it changes to i
5 use *more/most*

- 3 Ask students to do the exercise individually. They should then check in pairs before feedback as a whole class.

Answers

1 cosier 2 most original 3 bigger 4 best 5 ugliest
6 more spectacular 7 worse 6 further

Corpus challenge

Put students into pairs to correct the mistake. Tell them that there is an extra word if they are struggling. Remind students that we do not use *more* with comparative adjectives, e.g. *nicer*.

Answer

Smaller schools are nicer and quieter than larger schools in the centre of town.

- 4 Put students into same-ability pairs to complete the exercise. Nominate individuals to give answers.

Answers

1 as narrow as
2 less expensive than
3 the least suitable

Prepare for Preliminary for Schools Reading and Writing, Writing Part 1

Task description

Writing Part 1 tests students' ability to rephrase information and their understanding and control of grammatical structures. Students are given five sentences, each with a 'gapped' sentence below it. They should complete the second sentence using between one and three words, and ensure that it means the same as the first sentence.

Tip

Students should never write more than three words. They should check that their spelling is correct.

- 5 Do the first sentence with the class, reminding students that the second sentence should mean the same as the first, and that they should complete the space with no more than three words. Put students into mixed-ability pairs to complete the exercise. Monitor and check that new sentences are correct. Invite students to give answers.

Answers

1 as big/large as 2 least 3 Monica's closest 4 less
5 better than

VOCABULARY Prepositional phrases for location


- 1 Tell students to look at the photo and discuss how they think it was made. Elicit ideas and help students express their ideas as necessary. Ask them to say what the people are doing in the reflection.
- 2 Do the first sentence as a class. Ask students to continue individually and compare answers with a partner before checking as a class. See if the class agrees before confirming. Revise prepositions if necessary.

Answers

1 above 2 from 3 on 4 to 5 beside 6 in
7 behind 8 on

LISTENING

- 1 Ask students if they have always lived in their hometown. If anyone has moved, ask them what they found easy and difficult. Put students into pairs to discuss the questions, and demonstrate the activity by giving your own answer to the question. Share interesting comments and ideas as a class.

2  **1.21** Read the instructions. Tell students that they probably won't always hear exactly the same words in the recording, so that they should focus on listening for the general idea. Play the first part of the conversation. Invite two or three students to share their opinion and to give reasons.

Audioscript

Tom: Hi Helena. Have you been away?
Helena: Yeah, to visit my new school in the city we're moving to next month.
Tom: Oh right. What's it like?
Helena: Not too bad, I guess. The building's more modern than our school, and there're better sports facilities too. The individual classrooms didn't seem that great, though I didn't see that many so perhaps I shouldn't complain.

Answer

Helena isn't very disappointed. Her new school is more modern, with better sports facilities, but she didn't like the classrooms she saw.

Prepare for Preliminary for Schools Listening Part 4



Task description

Listening Part 4 tests students' ability to listen for detailed information, and to identify the speakers' attitudes and opinions. They listen to an informal conversation and say whether six sentences are correct or incorrect. Students hear the recording twice.

Tip

Tell students it is a good idea to read each question first to find out which speaker the information relates to. Most questions refer to one speaker or the other – occasionally to both.

→ See Exam Profile 4, Student's Book page 127

3   **1.22** Read the instructions aloud and give students time to read sentences 2–6 before you play the recording. Allow them to compare their answers with a partner before playing the recording again for them to check. Nominate individuals to give answers and see if the class agrees before confirming.

Audioscript

Tom: Hi Helena. Have you been away?
Helena: Yeah, to visit my new school in the city we're moving to next month.
Tom: Oh right. What's it like?
Helena: Not too bad, I guess. The building's more modern than our school, and there're better sports facilities too. The individual classrooms didn't seem that great, though I didn't see that many so perhaps I shouldn't complain.
Tom: And has your family got anywhere to live yet?

Tom: And has your family got anywhere to live yet?
Helena: Yeah, no problems there. Dad's new company offered to help him find an apartment, but he's already found something by himself, and has moved in, in fact, which means Mum and I are having to pack up everything here.
Tom: Sounds like hard work!
Helena: Oh, it's OK, but I'd like to have a bit more time. you know, to say goodbye properly.
Tom: Well, it's not as though you're moving to another country! You won't be much further than a couple of hours' bus ride from here, so you'll still get to hang out with us occasionally, surely?
Helena: I hope so.
Tom: And in any case, you can always come back and visit people here at the weekends. I'm certain there are plenty of places you can stay ... there's a spare room in my sister's flat which she might let you use – I could ask her, what do you think?
Helena: Thanks. I'd like that.
Tom: And aren't you being a bit negative? I mean it's a great opportunity to be able to experience another city, especially the one you're moving to, where there's so much going on. I'm quite jealous!
Helena: Well yes, Tom, but you aren't the one having to make new friends and find new places to hang out. I know it's not going to be easy to begin with, although I'm sure you're right that it'll be fantastic in time.
Tom: Of course it will.


Answers

Refer to the underlined parts of the audioscript above.

2 B 3 A 4 A 5 B 6 A

4 Remind students of the differences in meaning and use of *should*, *shouldn't* and *ought to* (we use *should* and *shouldn't* to give strong advice; we use *ought to* to suggest that something is a good idea). Put students into pairs to write three pieces of advice. Ask for suggestions from the class and monitor for the correct use of *should*, *shouldn't* and *ought to*. Take a class vote on the best piece of advice.

SPEAKING Describing a picture (I)

- Direct students to the photo and elicit useful words and phrases. Write them on the board, e.g. *fun*, *unusual*, *strange*.
-  **1.23** Tell students they will listen to somebody describing the house and play the recording. Ask *Did you hear any of the words or phrases on the board?*

Audioscript

OK, well, I can see a room in what looks like a house, but it's a very unusual one. The room looks very modern. It's got designer lights and that kind of thing. There are three guys in the room itself, all with skateboards, and more people in the background. The guy on the right is going to try out his skateboard, but the floor doesn't seem to be level! And, incredible, the walls are ... they aren't ... normal! ... er ... straight. The furniture is quite strange, too. On the left, there's a

guy with a beard. He's sitting on some kind of seat against the wall, and there's something soft behind him. Not pillows exactly, but a bit like pillows? Opposite him is an awesome black chair – it looks more like a bed actually! It's probably very comfortable. Next to that, there's a tall screen with big er ... holes in it. I guess it's made of wood or something like that. It seems like these are cool Californian guys who hang out skateboarding!

- 3 1.23 Play the recording again for students to do the exercise. Nominate individuals to give answers and give extra pronunciation practice as necessary. Check students pronounce *comfortable* /'kʌm.fə.tə.bl/ with three syllables and use word stress correctly.

Answers

unusual, normal, soft, strange, awesome, comfortable, big

- 4 Read the phrases and tell students to check that the order of words follows the information in the Order of adjectives chart. Elicit what the words *awesome*, *comfortable* and *cool* have in common. (They are all quality adjectives.) Ask *Where do the quality adjectives go?* (after an article and furthest from the noun). Put students into pairs to write the words in the correct order in items 1–4. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 gorgeous brand new leather 2 beautiful little glass
3 big square 4 comfortable large red

- 5 1.23 Tell students that often it can be difficult to find the words to describe something and speakers use phrases to indicate that they are giving approximate descriptions. Ask students to look at the *Prepare* box. Play the recording. Allow students to compare their answers with a partner before checking as a class.

Answers

1 looks like 2 that kind of thing 3 seem to be
4 some kind of 5 a bit like 6 looks more like
7 or something like that

- 6 Direct students to page 130.

- 1 Put students into pairs and set a short time limit of about two minutes for them to brainstorm interesting adjectives to describe the picture. Invite students to give adjectives and write them on the board. Now ask students to make phrases similar to those in exercise 4 on page 49 and ask the class if the word order is correct.

Prepare for Preliminary for Schools

Speaking Part 3

Task description

Speaking Part 3 tests students' ability to organise language while speaking on their own for a long turn.

They are given a photo to describe, and should talk about it for about one minute, demonstrating their range of grammar and vocabulary.

Tip

Tell students to pretend that they are describing the photo to someone who can't see it. They should name all the objects and include details such as colours, clothes, the weather, etc. Remind them to keep talking until they are stopped after one minute.

→ See Exam Profile 5, Student's Book page 129

- 2 Put students into different pairs to take turns in describing the picture. Remind them to use phrases from the *Prepare* box on page 49. Each student makes a note of the adjectives their partner uses. When they have both had a turn, they compare the list of adjectives and decide who gave the most interesting description.

Cooler

Students review the unit and decide what they did well and what they might need to revise before the next class. They tick the three things they found easy and put a cross by the three things they found most difficult. Make a note to look at common issues in a future class. Students write a note telling you what they plan to revise.

Project

Put students into pairs to choose two well-known houses, either in the town they live or in their country. At home, each student finds a picture of one of the buildings and uses the internet to find more information about it. In the following lesson, pairs prepare a poster comparing the two houses. Display the posters around the classroom and take a class vote on the places students would most and least like to live in.

Teacher's resources

Student's Book

Grammar reference and practice page 152
Vocabulary list page 140

Video

Amazing architecture
Speaking Part 3

Workbook

Unit 8, page 32

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks

Biology

Hearing

Learning objectives

- The students learn about how our sense of hearing works and how we can damage it.
- In the project stage, students measure some sounds and report back to the class.

Warmer

Copy the table below onto the board and ask the students to complete it. (Answers are given in brackets.)

	verb	sense
ears	hear	hearing
eyes	(see)	(sight)
nose	(smell)	(smell)
tongue	(taste)	(taste)
fingers	(touch/feel)	touch

In pairs, ask the students to discuss these questions.

- 1 With our sense of hearing we can hear our friends and listen to our favourite music. What can we do with the other senses?
 - 2 What couldn't we do if we lost one of the senses?
 - 3 Which do you think is the most/least important sense?
 - 4 Is there a sixth sense? What is it?
- 1 Ask the students to look at the title, headings and pictures in the text and ask *Which sense are we going to look at? What information will we find out about it?* Next, ask the students to look at the picture of the ear and try to say what each part (e.g. ear canal, eardrum, cochlea) does. Then ask them to read the information quickly and check their ideas and answer the question.

Answer

It sends electrical signals to the brain.

- 2 Ask the students to look at the words in the box, which are all parts of our hearing system, and say what each part does. If necessary, point out that there are definitions of *auditory* and *nerve* in the Key Words box at the bottom of the text.
- Next, ask them to read the section *How the parts work* again to check their answers. Then ask them to complete the sentences with three of the words.

Mixed ability

Pair up a stronger student with a weaker student. Ask the stronger student to explain to the weaker one how the parts work in their own language first. Then ask them to complete the sentences together.

Answers

1 eardrum 2 ossicles 3 cochlea

Extension activity

Copy the picture of the ear onto the board (or ask a student to do this), ask volunteers to come to the board and label the parts and also to demonstrate with arrows how sound passes through the ear.

Background information

Noise-induced hearing loss: Sudden loud sounds or loud sounds for a long period of time can damage the hair cells in our ears. These hair cells help produce the electrical signals which are sent from the cochlea to the brain. Any damage to these hair cells may cause temporary or permanent hearing loss and unfortunately, once they are damaged, these cells don't grow back.


- 3 Ask the students to look at the sound wave diagrams in the text again and to say what the difference between amplitude (the distance between the top and bottom of a wave. If the distance is larger, the sound is louder) and pitch is (the distance from the beginning of a wave to the end. If the distance is shorter, the sound is higher). Then ask them to discuss the questions in small groups.

Suggested answers

- 1 Amplitude is the distance between the top and bottom of a sound wave. It tells us how loud or soft a sound is. The sound of children shouting has a high amplitude and falling snow has a low amplitude.
- 2 Pitch is the distance from the beginning to the end of a sound wave. It tells us how high or low a sound is. A whistle has a high pitch and the sea has a low pitch.
- 3 Loud sounds can damage the parts inside your ear and cause temporary or permanent hearing loss (see background information above).
- 4 First, ask the students to identify the photos and match them with the words in the box. Now ask them to put them in order from loud to soft and also to complete the chart. Point out that if we listen to sounds at 90 dB or higher for long periods of time, we can damage our hearing, and at 125 db, our ears can begin to hurt.

Answers

- a whispering b hair dryer c rock concert
d fireworks e light rain f busy traffic
4 rock concert 6 busy traffic 8 hair dryer
10 light rain 12 whispering

- 5  1.24 Tell the class they are going to listen to a safety message about loud music. Ask them to read the questions first and try to guess the answers. Then ask them to listen and check their ideas. Point out that the answers on the recording are not in the same order as the questions. Play the recording at least twice. If necessary, play the recording for a third time and stop it after each answer is given. Ask the students if they were surprised by any of the answers.

Answers

- 1 We may hear a ringing sound that lasts for minutes or even hours.
- 2 90 to 100 decibels
- 3 You should keep your distance from the speakers, i.e. not stand close to the speakers. Because the vibrations damage their eardrums.
- 4 With earphones, the sound is closer to your eardrum and your middle and inner ear. Old-fashioned headphones are safer but you have to be careful with them too.
- 5 Can you hear the music?

Audioscript

Speaker: We all know that really loud noises, like the sounds of jet planes or firecrackers, can damage our eardrums. For example, if someone sets off a firecracker, we may hear a ringing sound that lasts for minutes or even hours. And if we're too close, the vibrations could even break our eardrums. That would really hurt! But those loud sounds aren't the only dangers to your hearing. More typical, everyday sounds can also be a problem. For example, you can damage your hearing if you go to a concert and stand too close to the speakers. Your ears might be ringing for more than a day after that. The same is also true if you listen to your MP3 player at full volume. You might not notice it, but those little earphones can produce about 90 to 100 decibels of sound. That's the same as a hairdryer or motorcycle! That volume probably won't break your eardrums, but if you listen to loud music like that for a long time, or for several hours a day, it will slowly damage the tiny bones inside your ears. After a while, they won't vibrate properly any more. You can also damage your cochlea, which sends auditory signals to your brain.

So what can you do to protect your ears? First of all, avoid any extremely loud noises, if you can. When you go to concerts, keep your distance from the speakers. And when you listen to music, try to keep the volume down. Small earphones that go inside your ears are also worse, because the sound is closer to your eardrum and your middle and inner ear. You might want to try old-fashioned headphones that cover your ears. They're safer, but you have to be careful with them too. A good way to check the volume is to ask other people around you if they can hear your music. If they can hear it clearly, then the volume is probably too high.

Cooler

In small groups, ask the students to think about the other four senses (sight, smell, taste and touch) and to think of ways we could damage these senses, and things we can do to protect ourselves.

Project

Tell the class they are going to guess the decibels of some sounds and then check their ideas using a decibel meter or the internet.

Ask the students, in pairs, to read the list of types of sound in the Project box and to choose eight sounds. If necessary, brainstorm some typical sounds in the house, e.g. the washing machine, a football match on TV, someone snoring, etc.

Next ask them to copy the chart in exercise 4 and complete it with their chosen sounds. Remind them to try to write them from loud (1) to soft (8).

Next, find a free decibel meter app for mobile phones and ask the students to download it onto their phones. Then ask the students to measure their chosen sounds, produce a chart and present it to the class. Encourage them to say which sounds they could guess correctly and which sounds surprised them because they were either louder or softer than they expected.

If some of your students can't download a decibel meter app, either pair them up with someone who can **or** ask them to look up the answers on the internet **or** download the app onto a class laptop and do the exercise together **or** buy a decibel meter for the class to use to measure sounds in the school.

Unit profile

- Vocabulary:** Technology: nouns
Reading: A student-built electric car that uses social media for fuel
Grammar: Future forms; future continuous
Vocabulary: *enough, too, very*
Writing: A short message (1)

Warmer

Write the following items on the board: *mobile phone, smartphone, tablet, TV, laptop*. Set a short time limit for students, in pairs, to make comparative and superlative sentences about the items using the grammar from Unit 8, e.g. *A TV is bigger than a laptop*. Ask students to put the items in order of preference and explain their rankings to a partner. Take a class vote to see which item is the most popular.

Your profile


Ask students to look at the photo and say where the people might be and what's happening. Write any useful vocabulary on the board and check understanding. Tell students to make notes to answer the questions before putting them into pairs to discuss the questions. Encourage them to extend their answers with reasons and examples. Monitor and join in with the discussions. Nominate individuals to share their answers with the class.

VOCABULARY Technology: nouns

- 1** Put students into mixed-ability pairs to read the text and discuss the question. Monitor and help with new vocabulary, e.g. *reliable* (able to be trusted), *giant* (extremely big), *properly* (in a satisfactory way). Discuss ideas as a class.

Possible answer

It makes internet access reliable and cheap.

- 2** Put students into pairs to do the quiz. Monitor and encourage them to guess the meaning of new words and phrases before explaining if necessary.
- 3**  **1.25** Play the recording for students to check their answers. If they found the listening challenging, play it again, pausing after each quiz answer is mentioned. Check answers and encourage students to comment on any facts they find surprising.

Audioscript

It's quite surprising that in the twenty-first century, only around thirty-three percent of people in the world can get cheap access to the internet. If you live in the southern hemisphere, in New Zealand for example, you may have to pay a large sum for a reliable internet connection. Actually, it could be as much as a monthly salary. But this situation is about to change, thanks to Project Loon. This is a recent invention developed by Google, which uses the low-cost technology of giant plastic balloons, with solar power for fuel. Each balloon has a pump to increase or decrease the amount of air in it, which controls the balloon's height. A small box of electronic equipment is carried under each balloon. This contains the communication systems and a battery, which holds the solar energy from the day to keep things working at night.

Mixed ability

Give weaker students the option of choosing three questions to answer. Stronger students answer all the questions.

Answers

1 A 2 C 3 B 4 A 5 C

- 4** Ask students to read items 1–10 and check any problem vocabulary as necessary, e.g. *substance* (a solid, liquid or gas), *provide* (supply), *store* (keep) and *space* (the area outside the Earth). Tell them to do the exercise individually before comparing their answers with a partner. Remind them that they can check their answers by substituting the word in bold for the meaning to see if the sentence still makes sense. Model the first item. Nominate individuals to give answers and see if the class agrees before confirming. Help with pronunciation where necessary.

Fast finishers

Ask fast finishers to choose three words from exercise 4 and write a sentence using each one. Elicit these sentences as you check answers to exercise 4.

Answers

1 experiment 2 fuel 3 pump 4 invention 5 power
6 battery 7 torch 8 satellite 9 connection 10 access

- 5** Put students into groups of three. Tell them to each find the answer to one of the questions before discussing their answers as a group. Check answers.

Possible answers

1 provide reliable and affordable wireless internet access
2 giant balloons and batteries
3 more people will be able to access wireless internet

- 6 Put students into pairs to read the questions and to sequence them in order of interest. Remind them to expand their answers with examples and reasons as they discuss the questions, starting with the most interesting. Monitor and give positive feedback for detailed and/or interesting information and make a note of students' use of future forms. Bring the class together and report any interesting comments.

Extension activity

Students write a short paragraph to summarise their partner's opinions. They tell a new partner, who responds, saying if they agree and why or why not. Discuss some opinions as a class.

READING

- 1 Do the exercise as a class. Write key words and phrases from the discussion on the board, but do not give feedback at this stage.
- 2 Give students three minutes to read the text and nominate individuals to explain how the car uses social media. Check any new vocabulary as necessary.

Answer

The car's computer has been programmed to control the electricity used for fuel. It will only move if it gets enough interest on social media.

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 4

Task description

Reading Part 4 tests students' ability to understand both the detailed and global meaning of a text. Students also need to demonstrate understanding of the writer's purpose, attitude and opinion. This part consists of a long text followed by five four-option multiple-choice questions.

Tip

Tell students to read the text quickly to get an idea of its general meaning and why the writer has written it. After that, they should read each question and underline the part of the text that gives them the answer.

→ See Exam Profile 3, Student's Book page 124

- 3 ● Note that in the actual exam task there are five questions. In this Unit 9 task, the three questions focus on the writer's purpose, opinion, and global meaning. Do the exercise with the class. Read each tip and tell students to read the options and the text carefully. Ask students to give answers and see if the class agrees before confirming. For each question, get students to explain their answer by referring to the text.

Fast finishers

Ask fast finishers to say why the other options in the multiple-choice questions are wrong. Encourage them to share their ideas during feedback to exercise 4.

Answers

- 1 A. The writer focuses on a description of the Minddrive project. B is wrong because the writer is not complaining; C is wrong because the writer is not addressing schools in particular; D is wrong because there is no information about repairing an electric car.
- 2 C. The answer lies in Rees's quoted words in the second paragraph: 'It gives them the sense of being able to go back to school and do anything.' A is suggested by the phrasing 'go back to school', but the true meaning in the text is of returning to school after the experience of building the car; B is wrong because no qualification is involved; D is wrong because they replaced the petrol engine with an electric battery.
- 3 B. The third paragraph mentions 'the need for a different kind of education' and the whole text confirms that the students were positive about the project; A is wrong because the students aren't taught the same way in school; C is wrong because the 'fuel' is only generated by new Twitter followers and the speaker here is already on Twitter; D is wrong because none of the students involved in Minddrive has left school yet.

EP Word profile

Write the following sentence on the board: *Actually, we went to the shopping mall, not the beach.* Erase two words at a time for the class to say the full sentence from memory. Continue until the entire sentence has been erased, but rewrite it on the board at the end. Direct students to page 134, and ask which of the uses of *actually* the sentence contains (opposite). Tell students to complete the exercise and check answers.

Possible answers

- 1 Well, you're actually a very nice person.
- 2 We didn't actually think our team could win.
- 3 Do you actually mean you paid money for this?
- 4 It wasn't actually Simon you met but his brother.
- 5 By the way, did you actually try the other café?

Talking points

Put students into same-ability pairs to discuss the question. Bring the class together and nominate individuals to share their ideas and opinions.

Extension activity

Students write a paragraph about their use of social media. They say what they use and what they like and don't like about it. Demonstrate the activity by giving the class your own opinion. Put them into pairs to discuss their ideas before whole-class feedback.

Cooler

Put students into pairs and set a short time limit. Tell them to find two sentences including the word *actually* in the text and say what the uses of the word are from memory, before checking in the Word profile on page 134.

GRAMMAR Future forms

Books closed. Write the following words on the board: *I, 'll, after, phone, 'm, tonight, phoning, him, going, to, later, lunch*. Put students into small groups and set a short time limit for them to make three sentences. Tell them they can use the words more than once. (Possible answers: *1 I'll phone him tonight; 2 I'm phoning him later; 3 I'm going to phone him after lunch*). Invite two or three students to write their sentences on the board and the class to decide if they are grammatically correct. Ask *In which sentence is the speaker making an offer or a promise? (1), In which sentence is the speaker talking about a definite future arrangement? (2) and In which sentence is the speaker talking about a plan or intention? (3).*

- 1 Do the exercise as a class. Read each sentence in turn and tell students to select the appropriate rule from a–d. If they find some of the rules challenging, give further examples as you check answers (*She's leaving next week; We'll do the washing up; I'm going to watch a film tonight; Travelling abroad will be cheaper in the future*). Also, you could point out that *going to* for personal plans and the present continuous might be interchangeable. The context, and whether or not something is certain (e.g. what is implicit), will indicate which verb form is best. For example, in sentence 3, meetings have to be arranged, and people will make plans to attend, so the present continuous is the best form in this context. Stress that *will* is rarely used in these contexts.

Answers

a present continuous b will c be going to d will

→ Grammar reference Student's Book page 153

- 2 Put students into mixed-ability pairs. Do the first item as a class. Ask them to say which of the situations from a–d it is before they complete the sentence. Monitor and help as necessary and check they are using short forms where appropriate. Nominate individuals to give answers and see if the class agrees before confirming. Alternatively, ask one student to choose a question and to nominate another student to give the answer.

Answers

1 'll try (rule b) 2 's borrowing (rule a) 3 'll (rule b)
4 is visiting (rule a) 5 're going to come (rule c)
6 'll be (rule d)

Future continuous

- 3 Do the exercise as a class. If students need extra help, ask individuals what they will be doing at different times during the day, or at specific times in the next couple of days, and tell the class what you will be doing. Write two or three examples on the board, e.g. *This time tomorrow I'll be working*.

Answers

a -ing b certain

- 4 Ask students to do the exercise individually. Advise them to decide on the correct verb for each sentence before changing its form. Monitor and give students the verbs to use in each of the sentences if they are struggling. Nominate individuals to give answers.

Mixed ability

Give weaker students the verbs which aren't needed for exercise 4 before they start (*break* and *make*).

Extension activity

Students write five true/false sentences predicting what they will be doing at the times in sentences 1–5 in exercise 4. Demonstrate the activity by giving a true and a false sentence for yourself, and asking students to guess which is true. Put them into pairs or small groups to read their sentences and guess which ones are true and which are false. Discuss the most interesting sentences as a class.

Answers

1 'll be waiting 2 will be studying 3 'll be holding
4 will be taking 5 won't be seeing 6 will be driving

- 5 Tell students that this exercise reviews all the uses of future forms. Remind them to use short forms where appropriate. Monitor and indicate where students need to check the rules again as they do the exercise individually. Invite students to give answers and to explain their choice.

Answers

1 will replace 2 'll get 3 'll be working 4 's going to sing
5 'll collect 6 We're leaving

Corpus challenge

Put students into pairs to correct the mistake. Remind students that we use the present continuous for definite future arrangements.

Answer

On Saturday we're going to a football match.

- 6** Look at the first sentence as a class. Invite students to say what they will be doing for their next birthday, and model the activity by giving your own answer. Students continue individually. Monitor for accuracy as they complete the sentences. Invite two or three students to share their information with the class. As an alternative, feed back in open pairs. Nominate an individual to choose a sentence stem and name another student to complete it from memory. The second student chooses a sentence stem and nominates another. Continue until several students have had a turn.

VOCABULARY *enough, too, very*

- 1** Read the options a–c and check students understand each one. Do the first item as a class before putting students into mixed-ability pairs to complete the exercise. Monitor and help as necessary and check answers. Point out that *too* with the meaning ‘more than is wanted or necessary’ is used to describe problems.

If students are unsure of the difference between *too* and *enough* when used to talk about quantity, write the following on the board: *6 chairs/8 people – There are too many people; There aren't enough chairs.* Give these cues for students to make more sentences using *too/enough*: *4 people/3 apples; shoes small/feet big; smartphone expensive/no money.* Monitor and help as necessary with the pronunciation of *enough* /ɪˈnʌf/.

Extension activity

Tell students to write sentences that are true for them using *enough, too* and *very* and invite two or three students to share these with the class.

Answers

a enough b too c very

- 2** Ask students to look at the picture and describe Matt. Tell them to read the paragraph and ignore the spaces and find out if Matt made money out of his dancing (No, the person who put the film on YouTube did). Check any new vocabulary before reading the text aloud and pausing for students to call out the answers. If they give a wrong answer, ask them to decide which of the meanings, a–c, is needed for each space.

Answers

1 enough 2 very 3 too 4 enough 5 very 6 very 7 enough

WRITING A short message (1)

- 1** Tell students to look at the pictures and to compare the phones to their own. Invite two or three students to describe their phone. Model the activity by giving your own answer, e.g. *My phone has a big screen and a green leather case. I like downloading apps and playing games on it.* Students can invent an answer if they don't have a phone at the moment.
- 2** Read the task aloud and ask students to read Jo's email to answer the question. Allow them to compare their answers with a partner before checking as a class. See if the class agrees before confirming.

Answer

She doesn't ask Sam about the favourite types of phone in Canada

- 3** Monitor as individuals write a sentence to answer the missing point. Invite two or three students to make suggestions and take a class vote on the best one.

Possible answer

What are the most popular Canadian phones?

- 4** Direct students to the *Prepare* box and check they understand each of the points. Tell them to tick the mistakes they don't usually make, and to highlight the mistakes they need to work on.
- 5** Put students into mixed-ability pairs. Do the first sentence as a class and monitor and help as students continue in pairs. Read each sentence aloud and nominate an individual to identify the type of mistake and another to correct it.

Answers

1 punctuation – battery's 2 word order – fast enough
3 incorrect pronoun – it 4 vocabulary – bigger
5 spelling – Canadian 6 grammar – hearing
7 agreement – is

- 6** Set a short time limit for students to find and correct the mistakes. Put students into mixed-ability pairs to compare answers before checking as a class. Read the email aloud, asking students to say ‘Stop!’ when a correction is needed. See if the class agrees before confirming.

Fast finishers

Ask fast finishers to categorise the types of mistake using the list in the *Prepare* box.

Answers

1 I'm – I'm 2 becous – because 3 he – it
4 What ... is? – What's 5 is – are 6 number – amount
7 to take – taking

7 Read the task with the class and put students into pairs to brainstorm ideas. Monitor and check students are making notes to cover all the points.

● Prepare for Preliminary for Schools Reading and Writing, Writing Part 2

Task description

In Writing Part 2, students write a short message of between 35 and 45 words, e.g. a postcard, note or email. They are given a task including three bullet points, which they have to respond to. Students are assessed on their communication of these three points and on the clarity of their message.

Tip

Tell students to plan how they will write about each content point before they start writing. When they finish writing, they should read their message and check that they have clearly covered each point.

→ See Exam Profile 1, Student's Book page 121

8 ● Tell students to write their email and to follow the tips in the *Prepare* box to check their writing. Remind them to pay particular attention to the points they need to focus on. Students swap with a partner and check each other's writing carefully for the tips in the *Prepare* box.

Sample answer

Hi Jackie

I'm going to buy a cool action game set in the past, to play with my friends. I know it'll be great fun selecting characters and the soundtrack is awesome. By the way, which game do you like best at the moment?

Love

Cooler

Put students into pairs to write three gap-fill sentences with *enough / too / very* for another pair to complete. Write this example on the board: *My mum thinks I'm ... young to live on my own.* Monitor and help as necessary and ask students to write their answer key. Make sure sentences are correct before pairs swap sentences. They can swap back to check their answers.

Project

Put students into small groups and ask them to choose one of the topics in the unit, either Minddrive or Project Loon. Tell them to make a note of three pieces of information they expect to find when they research the project further on the internet, e.g. information about its aims, how it gets money, its history. They complete the research at home and compare their predictions with what they found out. Tell students to choose three interesting facts about the project to present in the following class.

Teacher's resources

Student's Book

Grammar reference and practice page 153

Vocabulary list page 140

Workbook

Unit 9, page 36

Go online for

- Pronunciation
- Corpus tasks

10 Animals and us

Unit profile

- Vocabulary:** Nature and wildlife
Reading: Animals in danger
Grammar: Conditional sentences; second conditional
Vocabulary: Phrases with *at*
Listening: A race with teams of dogs
Speaking: Discussing a topic (1)

Warmer

Write or dictate the letters in each of the words in the box in exercise 3 on page 58, but without the vowels. Put students into pairs or teams and set a short time limit for them to guess the words. Check understanding as you elicit the words. Monitor and check pronunciation, e.g. *creatures* /'kri:.tʃəz/, *environment* /ɪn'vaɪ.rən.mənt/ and *jungle* /'dʒʌŋ.gl/, and give pronunciation practice if necessary.

Your profile


Put students into mixed-ability pairs to discuss the questions. Monitor and encourage them to give examples of animals in danger they know of, or would like to see if they visited a zoo. Encourage students to explain their reasons. Bring the class together and ask students to report on discussions.

VOCABULARY Nature and wildlife

- 1 Put students into same-ability pairs to look at the pictures. Monitor and help students express their opinions as they discuss the question. Bring the class together and invite two or three students to give and justify their answer. Explain that the tiger is thought to be most at risk. Make a note of any useful theme-related vocabulary on the board, e.g. *extinct*.

Mixed ability

Give weaker pairs one reason why each of the animals is in danger, e.g. bees: a fall in the number of flowers; bluefin tuna: too much fishing; tigers: forests are being destroyed. Ask them to match the reasons with the pictures.


- 2  1.26 Read the question and play the recording. Pause after each speaker to give students time to note their answers. Allow students to compare their answers with a partner before listening again to check. Get students to give answers, encouraging them to add any other information they remember. Do not over-correct for accurate use of conditional forms at this point.

Audioscript

- Daniel:** Everyone knows that bees make honey, and I love honey! But it's not just about saving something sweet and tasty. This problem is as serious as saving the rainforest. It's really important. Why is that? Well, you see, the population of honeybees today is far lower than it used to be even a few years ago. And why does that matter? Well, because bees and other insects help our crops to grow in the fields. Besides, without them, we wouldn't have nearly as many plants and flowers. If bees disappeared completely, we would all suffer and our food would be more expensive.
- Ruth:** Some people say that the bluefin tuna is one of the tastiest living creatures in the sea. But you wouldn't eat a tiger, would you? Well, this large fish is equally in danger, probably more so. It is overfished, because it's such a popular ingredient in sushi and other dishes. If we don't stop this soon, the balance of the ocean environment will be damaged forever. There are other kinds of tuna besides the bluefin that we can eat instead and these exist in bigger numbers, so why don't we eat those?
- Tommy:** Over the last hundred years, at least ninety-five percent of tigers living in the wild have disappeared. There could be as few as 3,200 left today. This is all due to the actions of humans. Besides being hunted, tigers are facing another challenge. The landscape where they live is changing, as more and more trees are cut down for wood, and the areas of jungle are getting smaller all the time. However, many things are happening at long last to protect tigers and increase their numbers, so by the next Year of the Tiger in 2022 we could all have better news.

Answers

- Daniel: the population of honeybees is lower than it used to be, they help our crops to grow so there won't be as many plants and flowers and food will be more expensive
Ruth: the balance of the ocean environment will be damaged forever
Tommy: 95% of tigers have disappeared, the area of the jungle where they live is getting smaller

- 3  1.26 Put students into mixed-ability pairs and ask them to underline key words, phrases or clues in 1–8 which they think will help them complete the sentences (see Answers). Monitor and encourage stronger students to give reasons for their ideas. Play the recording for students to check their answers before feeding back as a class.

Answers

- 1 rainforest (clue: collocates with *save*)
- 2 population (clue: lower, reference to size)
- 3 crops (clue: collocates with *grow*)
- 4 creatures (clue: in the sea)
- 5 environment (clue: the ocean is a type of environment)
- 6 humans (clue: an action is something done by a person)
- 7 landscape (clue: trees are part of the jungle)
- 8 jungle (clue: smaller, a jungle is a mass)

- 4 Put students into pairs or small groups to discuss the question. Monitor and help students express their ideas. Bring the class together and invite two or three students to report the conclusions of their discussion. Take a class vote on which animal is most important.
- 5 Put students into small groups and elicit examples of animals living in the wild, e.g. polar bears in the Arctic, before they discuss the questions. Ask each group to nominate a spokesperson to report a summary to the class, and write ideas on the board.

EP Word profile

Ask students to explain each use of the phrases with *besides* to their partner. Discuss ideas as a class. Then set the exercise on page 134. Check answers.

READING

- 1 Direct students to the photo and ask *Have you ever seen this animal? Where? What do you know about it?* Do not over-correct for accuracy, but help students communicate their ideas. Read the instructions aloud. Tell students to ignore the spaces and set a short time limit for them to read the text and answer the question. Give weaker students the following prompts written on slips of paper to guide their reading: *Where does it live? What does it eat? Why is it in danger? How many are left? What will happen in the future?* Put students into pairs to compare answers, and elicit some facts.

Write *the wild, the rescue centre, private homes, the national park* on the board and check meanings. Direct students to the second paragraph and tell them to put the places in the order they are mentioned in the text (private homes, the rescue centre, the national park, the wild).

Possible answer

Orangutans live in the trees of tropical rainforests, they eat fruit, there are only around 7000 left.

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 5

Task description

Reading Part 5 tests students' understanding of vocabulary, and grammatical items such as prepositions, pronouns and linking words. The text contains ten numbered spaces followed by a four-option multiple-choice question for each space.

Tip

Tell students to remember to check that the answers they choose fit with the words around the spaces, e.g. limited *to* and *in this way*.

- 2 ● Read the example and each of the options with the class. Tell students to look either side of the space and ask them why *also* is the correct answer. Encourage them to think about the meaning of the word and its position in the sentence (the missing word should mean *in addition*, it can follow *and* and occur before a noun; *yet* and *still* do not mean *in addition*; *too*, meaning *also*, occurs at the end of a sentence or clause). Monitor and encourage stronger students to give reasons for their answers as they complete the exercise in mixed-ability pairs. Make a note of any problematic items. Check answers.

Fast finishers

Ask fast finishers to find information in the text which explains what might happen to orangutans in the future (they will disappear) and to make a note of ways of preventing this. Students tell the class their ideas after checking answers to exercise 2.

Answers

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

- 3 Ask students to read questions 1–3 and to answer them individually. Put them into mixed-ability pairs to compare answers. Monitor and encourage stronger students to point to parts of the text where they can find the answer. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

- 1 The forest has been destroyed.
- 2 a rescue centre
- 3 Many end up living in the wild and having babies.

Talking points

Tell students to complete a class survey. They choose one of the questions and ask as many people as possible, making a note of their answers, in a set time limit. Write *One person thinks ...* and *Most people said ...*. Give students time to write a short summary of what people said. They should add a final sentence expressing their own answer to the question. Bring the class together and read each of the questions in turn. Invite two or three students to read the results of their survey to the class. Encourage students to link their answers to what others before them have said. You could write the following phrases on the board: *As ... said, I agree with ... when he/she said ... , I'm afraid I don't agree with ... when he/she said ...*

GRAMMAR Conditional sentences

Books closed. Draw two columns on the board, headed *If/When + Possible action + Result*. Write some conditions in the *Possible action* column, e.g. *miss the bus, leave my phone on, don't have breakfast, go to London, travel by plane, don't know a word in English*.

Elicit a model sentence for the first one, e.g. *If I miss the bus, I get home late*. Nominate a student and ask *What will happen if I miss the bus?* Nominate another and ask *Is this a fact? Will this situation (i.e. getting home late) actually happen if I miss the bus?*

Underline the verbs (*miss, get*) and point out that we use the present tense when we are talking about factual results and results which are general truths.

Put students into small groups to add factual results to the possible actions on the board. Ask students to say complete sentences and ask the class to say *yes* or *no* to indicate whether or not the result is a general truth after each suggestion. Monitor for accurate use of tense.

- 1 Read the instructions with the class. Ask students to read both sets of sentences and say which ones are like the examples on the board and why (the sentences in pair 1 use the present tense and are about situations that actually happen). Monitor and help as students do the matching activity in pairs, checking they understand the rules. Bring the class together and check answers. Add both sets of sentences to the board, underlining verb tenses and *if / when / will / won't*.

Answers

1 a 2 b

→ Grammar reference Student's Book page 154

- 2 Ask students to read the sentence halves and check vocabulary as necessary, e.g. *protected* (kept safe from something dangerous). Do one or two items as a class before putting students into mixed-ability pairs to continue. Monitor and encourage stronger students to explain why an answer is correct. Ask students to give answers, and see if the class agrees before confirming. Tell students to underline the verb tense and say which sentences use the first conditional (1 d, 3 e, 5 c).

Extension activity

Put students into groups of three. Student A says a condition (either zero or first), e.g. *If school is cancelled tomorrow ...*, Student B says an appropriate result, e.g. *I'll go to the beach*. Student B then says a condition and Student C says a result.

Answers

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

- 3 Do the exercise as a class. Ask *Are the conditions and results in both sentences the same? (Yes)*. Which words mean the same as 'unless' in sentence 2? (*If ... don't*). Write the sentences on the board and underline *unless* and *if we don't*. If students need more practice to grasp form and meaning, give them some more sentence stems to continue, e.g. *If it rains tomorrow / If it doesn't rain tomorrow; If I get up early tomorrow / Unless I get up late tomorrow; If she drinks any more coffee / Unless she stops drinking coffee*.

Answer

don't do

- 4 Do the first item as a class and ask students to continue individually. Monitor and help if necessary and nominate individuals to give answers. Alternatively, set a two-minute time limit for students, in pairs or small groups, to write their answers on a slip of paper. They swap slips of paper and check answers.

Fast finishers

Ask fast finishers to write two similar gap-fill sentences for another fast finisher, and to swap and complete their sentences.

Answers

1 unless 2 If 3 if 4 Unless 5 unless 6 If

Second conditional

- 5 Do the exercise as a class. Direct students to sentences 1 and 2. Ask *Are the sentences about the future? (Yes)*. Which sentence suggests that bees probably won't disappear? (2). Add sentence 2 to the board and underline the verbs. Point out that second conditional sentences are about situations which are not true now and probably won't be in the future.

Extension activity

Set up a chain story: Say *If I had more free time, ...* and nominate a student to continue. That student completes the sentence and nominates another to continue, and so on until each student has contributed to the story. If students are running out of ideas, introduce different *if*-clauses, e.g. *If I could live anywhere, ...; If I had a car, ...; If I was a teacher, ...*

Answer

Sentence 2

- 6 Do the first item as a class, reminding students that the verbs must follow one of the conditional patterns. Ask them to continue individually, checking answers after each one. Allow weaker students to complete the exercise in pairs.

Answers

1 existed 2 would 3 won't 4 didn't 5 are

Corpus challenge

Put students into pairs to correct the mistake. Nominate a student to give the answer and ask the class if they agree.

Answer

I would be really happy if you met Maria.

- 7 Model the activity by giving your own responses. Put them into pairs or small groups and ask them to choose the two most interesting situations to discuss. Monitor for accuracy and ask students to report any interesting or amusing answers back to the class.

Fast finishers

Ask fast finishers to complete the sentences again, this time with two true and one false answer. They swap with another fast finisher, and decide which results are true and which is false.

VOCABULARY Phrases with *at*

- 1 Write *Phrases with at* and these numbers on the board: 90%, 96%, 98%. Read the first sentence aloud and ask *How many tigers will have disappeared?* Tell students that two answers are possible (96% and 98%). Ask them to choose a meaning for *at least* from *a* or *b* (*b*). Check students understand the meaning of *finally* (after a long time). Read sentence 2 aloud.

Answers

1 b 2 a


- 2 Read the phrases in the box aloud, and ask students what they mean or when they are used. Help students communicate their ideas. If they need more support, give them the following definitions to match to an *at* phrase:
- to make negative statements stronger: *at all*
 - in the beginning: *at first*
 - the highest standard that can be achieved: *at its best*
 - at the same time: *at once*
 - now: *at present*

Do the first item as a class and monitor and help as students continue individually. Ask students to give answers and see if the class agrees before confirming.

Answers

1 at its best 2 at once 3 at present 4 At first 5 at all
6 at least

LISTENING

- 1 Ask students if they have ever watched animals racing, and encourage them to share their experiences with the class. Direct them to the questions and the photo. Tell them to guess the answers with a partner. Share ideas as a class, encouraging students to give reasons for their answers.
- 2  1.27 Read the instructions and play the recording. Allow students to compare their answers with a partner before checking as a class.

Audioscript

- Adam:** Hi Berit. Thanks for sending me that photo of the dog sled event, awesome. So what part of Norway is it?
- Berit:** Up in the north, the area's called Finnmark.
- Adam:** It looks very cold! And how long is the race actually?
- Berit:** Do you mean the distance travelled?
- Adam:** Yeah, and the time it takes as well.
- Berit:** It's one thousand kilometres! Isn't that amazing? The fastest team can complete the race in under six days, without stopping.
- Adam:** Hang on a moment, when you say without stopping, do these people sleep standing up?!
- Berit:** No, there are rest breaks, when the people can change over. And if a dog isn't running properly, it gets to rest under a blanket on the sled.
- Adam:** Sorry, I don't understand. You mean some dogs do complete the whole one thousand kilometres?
- Berit:** That's right. It's what they're trained to do, Adam. Each team starts with fourteen dogs and of course there are some that don't run the whole way, but as long as there are enough dogs left to pull the sled, the team can continue the race.
- Adam:** Oh, I see. How many teams enter then?
- Berit:** Around one hundred and forty.
- Adam:** Sorry, I missed that, can you repeat the number you just said?
- Berit:** 140 – one-four-oh. And they don't just come from Norway – there are Italians, people from Spain, even a team from Scotland.
- Adam:** Wow. I'd love to come over and see it one day. Do many local people watch the race?
- Berit:** Absolutely, you can see that from the photo.
- Adam:** I suppose so, yeah, they look ...
- Berit:** It's really – oh, sorry, what were you going to say?
- Adam:** I can't remember! Oh yes, er, it looks so cold they must really want to be there!
- Berit:** It's great fun. You know, the people watching often stay where they are for hours cheering the teams on. They can take a long time to go through, especially towards the end of the race.
- Adam:** Interesting! Going back to the dogs, um, are they OK, do they suffer at all?
- Berit:** Of course not! Like I said before, they have big teams. If a dog got tired or sick, no one would expect it to race. And there are several vets along the route, who check on all the dogs regularly.
- Adam:** That's sensible. OK, on a completely different subject, what are you going to do next weekend? Do you fancy Skyping again ...

Answers

1 Finnmark, Norway 2 1000 km 3 140 4 very popular

- 3 1.27 Read the instructions and check students understand the sentences. Put them into pairs to discuss the sentences from memory. Play the recording again for students to check their answers.

Answers

Sentences 1, 3 and 4 are correct. Sentence 2 is incorrect as some dogs run the full distance. Sentence 5 is incorrect as vets regularly check on all the dogs.

SPEAKING Discussing a topic (1)

- 1 Read the instructions and monitor and help as students do the exercise in mixed-ability groups. Bring the class together and ask one spokesperson from each group to give an additional piece of advice. The class vote on which piece of advice they think is the best. Encourage students to give reasons.

Answers

1, 3, 4, 5 and 6

- 2 1.27 Ask students to read the *Prepare* box. Play the recording, pausing after each of the phrases for students to match the phrases to the functions. Check answers after each phrase.

Extension activity

Put students into same-ability pairs to test each other on the phrases in the *Prepare* box. They take turns saying a function for their partner, who must say one of the phrases from memory.

Answers

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

Prepare for Preliminary for Schools Speaking Part 2

Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and come to an agreement. The interlocutor gives them instructions and a picture showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.

Tip

Tell students that these expressions are useful to keep the conversation going:

What do you think?

Is there anything you'd like to add?

What else do we need to consider?

- 3 Put students into same-ability pairs. Direct them to the picture and read the questions. Give students time to think about the differences before they start discussing the questions. Monitor and help as necessary, giving positive feedback when they use the phrases from the *Prepare* box.

- 4 Ask students to read the questions and check they understand the meaning of *taking part in* (participating in). Tell them to choose two questions and select a stronger pair of students to discuss their answers in front of the class. Monitor and help as students continue in pairs. Bring the class together and share any interesting points made during the discussion.

Cooler

Give students one minute to look at the *Prepare* box in exercise 2. Books closed. They write a phrase from memory for each of the functions 1–6 and then open their books to check their answers.

Project

Put students into pairs or small groups to find out more about protected animals in the wild. In class, ask them to make a list of their favourite animals that might be in danger, where they live, why they are threatened and what could be done to save them. Possible animals may include whales, polar bears, pandas and elephants. Students share out the topics and use the internet to research information. They can either make a poster or present their information using PowerPoint in the following class. Other students can offer further suggestions on what could be done to help, and vote on the animal that needs the most urgent attention.

Teacher's resources

Student's Book

Grammar reference and practice page 154

Vocabulary list page 140

Video

Animals and us

Speaking Part 4

Workbook

Unit 10, page 40

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks

Culture

Animals as national symbols

Learning objectives

- The students learn about how and why animals are used as national symbols.
- In the project stage, students give a presentation about a national animal to the class.

Warmer

Challenge the students, in small groups, to name an animal for every letter of the alphabet. The names need to be in English with the correct spelling. Set a time limit and award points for every correct answer.

- 1 Ask the students to work in pairs to name the animals and encourage them to spell the animals before they check their answers.
- 2 Ask the students to read the Animal facts box and ask *Why do we say that someone is as blind as a bat?* (Because people think that bats can't see, although in fact this isn't true.) Next, ask them to look at the pictures again and try to guess the qualities of each animal.

Then ask the students to complete the comparisons, leaving a blank if they don't understand the adjective. Finally, read out the answers and encourage the students to guess the meaning of the adjectives by thinking about the animal.

Answers

- 1 an elephant 2 a lion 3 a bee 4 a lamb 5 a wolf
6 a peacock 7 a mouse 8 a giraffe

- 3 Pre-teach *eagle* by drawing or showing the students a picture of an eagle. Ask: *When you see an eagle, which country or countries do you think of? Why?* Next, ask: *Does your country use an animal as a national symbol? What other countries use animals on their flags, stamps or coins?*

In pairs, ask the students to discuss the questions. Encourage them to think about the eagle and about why the USA chose this animal as their symbol. The students then check their ideas in exercise 4.
- 4 Ask the students to read the first paragraph and check their answer to the first question in exercise 3. Next, ask them to read the rest of the text quickly and locate the names of the animals. Then ask them to check their answers to the second question in exercise 3. Finally, encourage them to discuss which animals surprised them in pairs.

Answers

- 1 Because they want an image of something that is typical of their country's animals and/or because they believe that the people of their country share qualities with the animal.
- 2 The following animals from the list in exercise 3 are national symbols:
giraffe – it lives in Africa
lion – chosen because it is strong, proud, honest and brave
elephant – it is considered honest and hard-working
wolf – in Italy, because it is believed that the men who started Rome were brought up by a wolf
mouse – the writer can't explain why this is a national symbol

Mixed ability

Ask the weaker students to read the text and complete this table instead of answering the questions. This will also help them with exercise 5.

Animal	Country/Countries	Qualities
giraffe	Tanzania	no information
lion		
elephant		
wolf		
mouse		

Fast finishers

In pairs, they try to answer the question at the end of the text; i.e. how do you explain the national animal of Monaco – the mouse?

- 5 Encourage the students to write the animal before reading the text again. Then ask them to check their answers with the text.

Answers


- 1 wolf 2 elephant 3 lion 4 eagle

- 6 Ask the students, in pairs, to try to correct the statements before they read the text again. Then ask them to read it again and check their ideas.

Answers

- 1 National animals usually come from the countries whose symbol they are. (*they usually choose an animal that comes from their country*)
- 2 Lions don't originally come from Europe. (*lions don't come from these countries*)
- 3 The main reason why birds are often national animals is because they are free. (*A lot of birds are national symbols, partly because they show the idea of freedom.*)

- 4 The wolf is seen as a cruel creature but there are other opinions of it too. (*But don't we see the wolf as a cruel hunter that exists alone? True, but there are many other opinions of the wolf too.*)
- 5 Wolves are not closely related to ordinary dogs. (*Also, the wolf is a distant cousin of the dog*)

- 7  1.28 Ask the students to read the questions first and try to guess where Sonia is from by looking at the name in question 4. Play the recording twice if necessary.

Answers

- 1 bald eagle, USA 2 over 200 years / since 1782
3 golden eagle 4 because they are birds of bad character
5 She thinks it's a magnificent bird and a great symbol.


Audioscript

Sonia: Hello, everyone. It's my turn today to give a presentation of my project, which is called 'The bald eagle, symbol of the free and the brave'. Obviously my project is about the bald eagle, the symbol of the United States, our country, but I'm going to talk about the symbol rather than the bird itself. This is a bald eagle, on the screen now. The bald eagle has been the symbol of our country for over 200 years. It was chosen in 1782 because it's known for its long life and for being a strong animal, and of course it looks so beautiful. Perhaps more than this, though, it is a symbol of freedom, of a free country, in the way that it can fly away into the air from the tops of mountains, as you can see here. Of course, in the 18th century, the bald eagle was very common and could often be seen in the sky. It isn't as common now, but at least it isn't in danger any more.

So, where can you see images of the bald eagle? It appears on several of our coins, on postage stamps and also on some old flags. Look carefully, though – there have been mistakes on some coins, in particular ten-dollar coins, and they have actually got pictures of golden eagles on them – a totally different bird! You could see if you have any coins with the wrong bird in your pocket.

Although we welcome the bald eagle as our national symbol now, it was not a totally popular choice when it was made. Benjamin Franklin, in particular, one of the fathers of our country, hated the idea of the bald eagle becoming our national animal, because, in his opinion, bald eagles are birds of bad character, who don't get their living (I think that means their food) honestly – they're too lazy to catch fish for themselves, so they wait until other birds have caught fish and then they go steal it from them.

Well, whatever Franklin thought, I think the bald eagle is a magnificent bird, and a great symbol of our country. Thank you.

- 8  1.28 Ask the students to read the topics first and put a tick next to the ones that Sonia talked about. Then play the recording again for them to check their answers.

Answers

Students should tick:
her country's national animal
when it became the national animal
why it was chosen
where the symbol appears
how people felt about the choice
how she feels about the choice

- 9 Encourage the students to discuss these questions in pairs. If necessary, play the relevant section of the recording again.

Answer

She asks her classmates to look at the coins in their pockets to see if they have the wrong eagle on them. She does this to illustrate her point that some of the coins have the wrong eagle on them.

Fast finishers

Ask the students to write down their favourite animal and three qualities they like about this animal. Next, tell them that they have just done a psychology test and the three qualities are how they would like other people to see them, e.g. horse – fast, strong, beautiful – i.e. this student would like others to see him/her as fast, strong and beautiful. Invite a class discussion on whether this is true.

Project

Tell the students they are now going prepare their own presentation about their national animal. First, ask them to read the instructions. Next ask them to rewrite the points in exercise 8 as questions e.g. *What's the national animal? When did it become the national animal?* etc. and then to use these questions to find their information. Point out they can make their presentation more interesting if they can include one or two unusual/little-known facts, e.g. Sonia talks about the wrong eagle.

Encourage the students to produce a slideshow presentation with pictures. They then give their presentation to the class or to students in another English class.

11 Off to school

Unit profile

Vocabulary: School
Reading: Classrooms around the world
Grammar: Past perfect
Vocabulary: Compound nouns
Writing: A story (2)


Warmer

Draw two columns on the board, headed *Nouns* and *Verbs*. Put students into mixed-ability groups and set a three-minute time limit for them to write as many nouns and verbs connected with the topic of school as they can. Ask each group to read their lists aloud, and write their words on the board. Award one point for each relevant word that no other group has thought of. Award an extra point if a student from each group can make a grammatically-correct sentence using one of the nouns and verbs from the board.

Your profile

Ask students to make brief notes to answer the questions. Nominate individuals to give answers, and see who spends the most number of hours at school and who has to travel the longest. Tell students to add up the number of hours they spend doing homework, and invite comments on the total time they spend on school-related activities in a week.

VOCABULARY School

- 1 Read the instructions and direct students to look at the photos. Monitor and help with ideas as they do the exercise in mixed-ability groups. Encourage stronger students to give reasons and any examples from their own experiences. Discuss ideas as a class and write any useful topic-related vocabulary on the board, e.g. *dangerous* (could harm you), *challenging* (difficult in a way that tests your determination), *tiring* (makes you feel tired).
- 2  1.29 Tell students they will listen to a photographer talking about the journeys. Play the recording for them to answer the question and allow them to compare their answers with a partner. Give students the option of listening again if necessary. Check answers, inviting students to give any other information they can remember from the recording.

Audioscript


A couple of years ago I was working on a project about journeys for a magazine. And then I heard about the amazing journeys some kids make on their way to school. Some are really dangerous. After I had taken the first photo, I decided to find out a little bit more about the kids and where they went to school.

This first one, I took in the Philippines and it was early in the school year. I had heard about children crossing a fast river to get to school, but seeing it was completely different. The children are very young and go to the primary school in the village. I'm not sure where they will go to school when they are secondary school age. One boy was very small, and he looked so scared as he crossed the river with his brother. I think he was in grade one, so age six. I wonder what qualifications these children will end up getting and what jobs they'd like to do. In the next picture, I was doing a trek when I noticed these children below me, on the mountain. Then I saw the man leading the way. I took the photo because it was unusual. Later I found out that the man was the headteacher of a local school, which he'd attended when he was a boy. He had done really well at school, and when he left school, he realised his dream and got a degree, well, his teacher's qualification, and returned to teach in his home village.

And in this picture, these children were crossing the river when I took the photo. There had been an enormous amount of rain and flooding, and the children had to use a broken bridge. Really scary. Anyhow, this was the last day of school before the kids broke up for the holidays. They had had an exam and were going home. I stayed in the town and then I saw one of the girls the following week. She thought she'd done really badly in her exams. I left the following day and so never knew how her story turned out. But I know that education was important to her.

Answers

a, c, b

- 3  1.29 Tell students to read the summaries, and explain that the information they hear might occur in a different order. Play the recording, pausing after each text to invite students to give answers. Ask for a show of hands to see if the class agrees before confirming.

Mixed ability

Put students into mixed-ability pairs to guess the answers before they listen. Monitor and encourage stronger students to help with vocabulary and explain their suggestions.

Answers

1 primary 2 secondary 3 grade 4 qualifications
5 attended 6 done well 7 degree 8 broke up
9 done; badly 10 education

- 4 Ask students to read sentences 1–9 and check vocabulary as necessary. Give them time to note whether or not they agree with the statements. Put students into pairs to discuss their opinions. Monitor and encourage them to give reasons. Give positive feedback where possible.

Extension activity

Play 'Find someone who ...'. Write *Do you agree that ... ?* on the board. Students talk to as many other people as possible in a set time limit to find one person who shares the same opinion as them about each of the statements in exercise 4. Bring the class together and ask for a show of hands to see how many agree with each of the statements. Encourage students with different opinions to explain their reasons to each other.

READING

- 1 Put students into same-ability pairs to discuss the question. Monitor and help with ideas. You could give the following topics: *desks, space, decorations, type of board, colour*. Bring the class together and invite two or three students to report back to the class. You could search for a clip about cave schools, for example the one in China.
- 2 Tell students not to worry about any new vocabulary, but to concentrate on understanding the main ideas. Set a short time limit for them to read the texts and discuss the question, encouraging students to explain their opinion. Alternatively, you could put students into groups of three. Tell students to read different texts before regrouping to tell each other about the schools.
- 3 Read the instructions and ask *How are you going to read? Are you going to read all the texts carefully to find the answer for each question? Or are you going to read quickly to find similar words and phrases before reading carefully to check?* (quickly to identify the text and then slowly to check). Monitor and help as students do the exercise individually. Help weaker students by pointing out key words in the questions that will help them locate the information. Nominate individuals to give answers and see if the class agrees before confirming. Ask students to read the sentence from the text which contains the answer.

Fast finishers

Tell fast finishers to write similar comprehension questions to exchange and answer with each other. They could ask the class one of their questions after checking answers to exercise 3.

Answers

- 1 C (the parents and teachers had built several outdoor classrooms)
 2 A (the families of the village had built the school in the cave about 50 years before)
 3 C (There was a classroom in the vegetable garden, there was another one surrounded by trees and there was even a classroom in a rose garden.)
 4 A (I never thought that a school classroom could be in a cave!)
 5 B (There were hardly any computers)
 6 A (Having these lessons in a cave was incredible because of the sound produced inside caves. The classroom made music by itself!)
 7 C (I found I missed having a whiteboard!)
 8 B (The teacher had the most beautiful wooden desk that her grandfather had made for her by hand to celebrate her first job.)

- 4 Read the instructions and ask students to read meanings 1–6. Go through each one and ask what type of words or phrases are needed (1 verb, 2 noun, 3 adjective, 4 verb, 5 adjective, 6 noun). Ask students to do the exercise individually before comparing their answers with a partner. Ask students to give answers, and see if the class agrees before confirming.

Answers

- 1 apply 2 furniture 3 ordinary 4 celebrate
 5 surrounded 6 effort

EP Word profile

Ask students to explain each use of the phrases with *by* to their partner. Discuss ideas as a class. Then set the exercises on page 134. Check answers. Discuss answers to exercise 2 as a class.

Answers

- 1 by hand 2 by accident / by mistake 3 by
 4 by heart 5 by itself

Talking points

Put students into pairs to discuss the questions. For the first question, tell them to provide reasons to support their opinion. For the second question, tell students to think of at least three things which help children learn well. Discuss ideas as a class.

Cooler

Ask students to choose five words from the Vocabulary and Reading sections, and to write definitions for them, using their dictionary to help. Books closed. Put students into pairs to read their definitions and guess the word. Alternatively, you could set this up as a team game. Put students into groups of four. They take turns to read their definitions and the others write the words on a slip of paper. Students swap papers and check answers. They award one point for a correct answer. Students continue until each one has had a turn reading their definitions and then add up their points.

GRAMMAR Past perfect

Books closed. Draw a time line on the board. Write 7.30 am on the left and 8 am on the right. Under 7.30 am, write *My brother went to school* and under 8 am write *I got up*. Tell students to make a sentence using the information and the word *when*. Elicit suggestions and write the following sentence on the board, stopping after each word to elicit the next one: *When I got up, my brother had gone to school*. Underline the verb forms (*got up, had gone*) and ask the following questions: *Which event happened first?* (My brother went to school), *Which happened second?* (I got up), *Which verb is in the past simple?* (*got up*), *Which verb is in the past perfect?* (*had gone*), *How do we make the past perfect?* (*had plus past participle*). Tell students that we use the past perfect to talk about an action that happened before the past time we are talking about.

- 1 Put students into mixed-ability pairs. Ask them to read the sentence and answer the questions. Check answers.

Answers

1 b 2 past simple – *went*; past perfect – *had built*

- 2 Complete the rules as a class.

Answers

a before b *had* + past participle

→ Grammar reference Student's Book page 155

- 3 Read the instructions and look at the example as a class. If students need more support, draw a time line showing which action happened first. Monitor and help as they continue in mixed-ability pairs, encouraging stronger students to explain the sequence of activities if necessary. Nominate individuals to give answers and check they are using the contracted form of the verb where appropriate. See if the class agrees before confirming.

Extension activity

Put students into pairs to write three similar sentences to those in exercise 3 and an answer key. They swap with another pair to complete and check the sentences.

Answers

1 b 2 b 3 a 4 b

- 4 Do the first item as a class before students continue individually. Monitor and help as necessary. Ask students to read the entire sentence when you check answers, and point out the position of the negative in item 3 (after the auxiliary verb *had*).

Fast finishers

Tell fast finishers to highlight the examples of the past perfect in the texts (*had built the school, had transported, had made, had attended, had built, had spent, had planted, had put*). Ask a student to feed back to the class after checking answers to exercise 4.

Answers

1 had stolen 2 was 3 hadn't seen 4 took 5 had done

Corpus challenge

Nominate a student to say the correct sentence. Ask a student to say the name of the tense and how it is formed. (See answers for exercise 2.)

Answer

Her teacher told her that she had got a scholarship to Cambridge University.

- 5 Tell students to read the text and say what the writer found interesting about the school in Norway (every child has their own computer; children have to leave the island at 16 to study on the mainland). Ask students to complete the text with the correct form of the verbs and remind them to think about the position of the negative where appropriate. Monitor and help, checking they are using the past participle and contracted forms of the auxiliary verb *had*. Check answers.

Mixed ability

For exercise 5, give weaker students the past participles of the verbs before they begin. Stronger students can complete the exercise without this support.

Extension activity

Write the following sentence stems on the board: *When Paula arrived home ... ; When the film started ... ; Mark wasn't happy ... ; My mum phoned me ...*. Put students into pairs or small groups to complete the sentences using the past perfect. Tell them to make the sentences as interesting or as funny as they can. Go through each of the sentence stems in turn, inviting students to complete them. Take a vote on the most interesting or amusing sentence.

Answers

- 1 went 2 'd worked 3 'd seen 4 was 5 'd experienced
6 hadn't worked 7 hadn't been 8 reached

VOCABULARY Compound nouns

- 1 Books closed. Write *classrooms* and *whiteboard* on the board. Ask students for suggestions of school-related words made up of two parts, e.g. *blackboard*, *homework*, *notebook*, *playground*, *textbook*, *workbook*. Give them the first half of the word if they need help. Do the exercise as a class and underline and label the parts of *classrooms* and *whiteboard* on the board.

Answers

- 1 classrooms: noun + noun 2 whiteboard: adjective + noun

- 2 Read the instructions and do the first item as a class. Ask *Which word can you use with 'head' to make a compound noun?* (teacher). Ask students to find the definition of *headteacher* in 1–6 (5). Monitor and help as students continue individually. Encourage them to work from the definitions if they can't think of, or are unsure of, their answer. Check answers, pointing out that sometimes compounds are written as two separate words, e.g. *bus stop*.

Answers

- 1 firework 2 sunflower 3 bus stop 4 football
5 headteacher 6 skateboard

- 3 Put students into mixed-ability groups and tell them to choose one person to write. Set a short time limit for them to write compound nouns using the words given. Ask students to come to the board to write the words. Award one point for a correct answer and deduct points for wrong answers.

Possible answers

homework, home time, housework, lunchtime, lunch break, train ticket, train time, train journey, school work, school bus, schoolhouse, break time, journey time, bus ticket

WRITING A story (2)

- 1 Books closed. Ask students if they have read or seen any of the Harry Potter books or films. Elicit what they know about Hogwarts School, the setting of many of the books (e.g. it teaches magic to students aged 11–18, it's in Scotland, and looks like a big castle). Put students into mixed-ability groups to discuss the questions. Monitor and encourage them to use the past perfect in their descriptions of the plots. Ask a spokesperson from each group to tell the class about stories they discussed.

- 2 Tell students to read Alec's story and to choose the best first line before comparing their answers with a partner. Take a class vote on the best answer, encouraging students to give reasons for their answer.

Answer

b (a is incorrect because it turned out to be a good day; c is incorrect because Alec's story is about what happened after the summer holidays)

- 3 Tell students to read the *Prepare* box. Draw three columns on the board headed *Past simple*, *Past continuous* and *Past perfect*. Ask students to give you the verbs in the story, and to come up and write them in the appropriate column on the board.

Answers

Past simple: was, was (worried), came, took, didn't mention, carried on, said, handed, got

Past continuous: was sitting, (was) feeling

Past perfect: had asked, hadn't done, 'd forgotten

- 4 Put students into mixed-ability pairs to discuss the questions, and share ideas as a class.

Answers

Adjectives and adverbs add detail to the story, giving the reader more information and making the story more interesting and entertaining.

- 5 Do the first item as a class, encouraging students to give different suggestions. Monitor and help as they continue in mixed-ability pairs. Encourage stronger students to check for correct spelling, and to check that the indefinite article (*a*, *an*) doesn't need changing. Give positive feedback for interesting ideas. Nominate individuals to give answers.

Possible answers

1 tall / short / fat / thin / red-haired / blond

2 difficult / easy / interesting / boring

3 fantastic / awful / tiring / (an) exciting / fun

4 big / small / noisy / (an) uncomfortable / tidy / (an) untidy

- 6 Ask students to look at the box and say which adverb is the odd one out (*well*, the others end in *-ly*). Elicit what the adjective related to *well* is (*good*). Tell students to make as many sentences as they can for 1–5 and monitor and help as they continue individually. Check answers and elicit ideas about the circumstances (or contexts) of each situation.

Fast finishers

Ask fast finishers to think of the details or events which led up to each situation, and write a sentence for each one using the past perfect, e.g. *She walked out of the room immediately. She'd been told a police officer was waiting for her in the office.* Elicit these sentences as you check answers to exercise 6.

Possible answers

- 1 She walked out of the room slowly.
- 2 I finished my homework quietly.
- 3 We ate our lunch quickly
- 4 He smiled at me cheerfully.
- 5 The teacher answered her questions well.

- 7 Read the instructions. Ask students to plan their ideas before comparing with a partner, and helping each other by suggesting additional information. Remind them to think about using different tenses, and using adjectives and adverbs to add extra detail.

● Prepare for Preliminary for Schools Reading and Writing, Writing Part 3

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter (Question 7) or a story (Question 8). They need to write about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the story, they are given the title or the first sentence.

Tip

Tell students to underline key words in the title or first sentence before they start writing and use these to plan their answers. Tell students to use a range of school vocabulary to set the scene, e.g. *classroom, exams* and *break up*.

- 8 ● Monitor and offer ideas to students who need more support as they write their stories. Students can swap their stories with each other and check they have followed the advice in the *Prepare* box. You could display stories around the classroom, or publish them on the class blog.

Sample answer

I set off for school as usual that morning. I thought I would be really bored all day, but the teachers had a big surprise for us all! Every lesson was cancelled and instead, we were allowed to spend the whole day outside on the grass, where they had set up some fun activities for us. It was absolutely fantastic – I had a go on some African drums, learned how to make jewellery, and played volleyball in the afternoon. When it was time to go home, we were all sad! It had been the best day ever at school.

Cooler

Tell students to review the unit to find ten verbs connected with school or education. Put them into pairs to take turns saying the infinitive for their partner to give the past participle. Possible verbs: *start (school), go (to school), attend, study, get (a degree), do (badly/well), break up, teach, work, leave*.

Project

Tell students that they are going to give a group presentation about education in a country they would like to visit. If possible, they should do this in PowerPoint. Put them into pairs or small groups and ask them to brainstorm ideas for information they could include (e.g. the age when children start school, if they have primary and secondary schools, the subjects usually studied, the school leaving age, any school leaving exams, further education). Monitor and help with ideas as necessary. Tell students to use the internet to research the information and prepare their presentation for the following class. Take a class vote on the most informative presentation.

Teacher's resources

Student's Book

Grammar reference and practice page 155
Vocabulary list page 141

Video

Off to school

Workbook

Unit 11, page 44

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

12 Getting around

Unit profile

- Vocabulary:** Travel
Reading: A post about travelling alone
Grammar: Modals (2): Obligation and advice
Vocabulary: Phrases with *on*
Listening: Travel announcements
Speaking: Talking about homes, family and school

Warmer

Write *travel* on the board. Put students into mixed-ability teams to brainstorm as many ways of travelling they can think of in two minutes. One student writes the words on a piece of paper and moves to another team to compare lists. Repeat until each group has been visited by the 'travelling students', who then return to their original team. Monitor to check spelling and help with pronunciation as necessary.

Your profile


Put students into pairs to discuss the questions. Monitor and give positive feedback for interesting stories. Encourage students to elicit their partner's ideas and show interest in what they say. Bring the class together and invite two or three students to share their stories with the class. Write any useful travel-related vocabulary on the board.

VOCABULARY Travel

- 1 Put students into mixed-ability pairs to discuss the questions. Check they understand the difference between a *cruise ship* and a *ferry* (a *cruise ship* is a large ship like a hotel, which people travel on for pleasure; a *ferry* is a boat that regularly carries passengers across an area of water). Discuss ideas as a class.

Answers

- a a cruise ship – to go on a relaxing holiday
b a train – to travel between towns and cities
c a car – to drive to work or school
d a ferry – to cross a river
e an aeroplane – to travel quickly

- 2  1.30 Tell students they will listen to four different speakers. Play the recording for them to match each speaker to a photo. There is one picture they do not need. Check answers.


Audioscript

- 1 My cousin has just got married and he and his wife decided to go away on a cruise for their honeymoon. They'd never been abroad before, so they flew to New York, then they checked in and found their ship amongst all the cruise ships waiting in the harbour. There were hundreds of people already waiting to go on board. Finally they set out. They sailed down the east coast to Florida.

- 2 Well, my Dad works three hundred miles away and so he travels there by plane. He sets out from home at 7 am every morning, and he's on board the plane by 8.20 am. He lands about an hour later and gets a taxi to his office. He says he doesn't mind it – it's like a bus in the sky!
- 3 We moved here when my mum got a job here about three years ago. We've been on some amazing road trips since we've been here. Mum says that as we're only going to be here for a couple of years, we need to make the most of it, you know, do a bit of tourism, and travelling this way is the best way to see the countryside. Last year we went into the desert. It was so cool!
- 4 I live on an island and so I get several forms of public transport to get to school. First the ferry. On the timetable it says the ferry goes every twenty minutes. But it's often late and so I sometimes miss the bus on the other side and then I'm late for school. I don't mind going to school by ferry, but I wish it was on time more often. They're building a railway bridge across to the island, so when that's finished, I guess I'll catch the train.

Answers

- 1 a 2 e 3 c 4 d
Picture b is not needed.

- 3  1.30 Play the recording again for students to answer the question. Tell them to compare their answers with a partner and give them the option of listening again before checking answers. Invite students to give answers. Do not over-correct for accuracy and help students communicate their ideas. See if the class agrees before confirming.

Answers

- 1 Correct 2 Incorrect (he's on board the plane by 8.20 am)
3 Correct 4 Incorrect (the ferry's often late)

- 4 Direct students to the words in the box and check they understand the difference between *abroad* (to a foreign country) and *go away* (possibly to another town or village). Do the first item as a class, reminding students that they need to use the correct form of the verb. Monitor, pointing to key words in the sentences which will help them select the correct word. Allow students to compare their answers with a partner before nominating individuals to give answers.

Fast finishers

Tell fast finishers to write similar gap-fill sentences related to each of the five pictures in exercise 1. Ask them to read their sentences for the rest of the class to give the answers after checking answers to exercise 4.

Answers

- 1 lands 2 Tourism 3 sail 4 set out 5 on board
6 timetable 7 cruise ship 8 public transport 9 harbour
10 ferry 11 abroad 12 go away

- 5 Put students into small same-ability groups to answer the questions. Ask them to write the numbers 1–5 on small pieces of paper. Each student selects a piece of paper and answers the corresponding question. Others in the groups ask follow-up questions to find out as much as they can about the student's experiences. Share ideas as a class.

READING

- 1 Direct students to Elena's profile and ask them, in pairs, to describe her. Monitor and help students communicate their ideas, before bringing the class together to exchange ideas.

Possible answers

Elena is brave and adventurous as she's flying alone from Australia to London.

- 2 Tell students to imagine they are Elena and, in pairs, write as many questions as they can. Bring the class together. Ask for suggestions and write key questions on the board. Take a class vote on the best three ideas.

Possible answers

How long is the flight?

What can I take on the plane?

Will someone help me to change planes in Dubai?

- 3 Give students a short time limit to read Elena's post and to find the questions. Feed back as a class and see if any of the students guessed correctly.
- 4 Tell students to read questions 1–8 and check vocabulary as necessary, e.g. *document* (official written information), *security checks* (checks at the airport to keep people safe), *airline staff* (people working on the plane or at the airport). Ask them how they are going to read the comments to answer the questions (quickly to locate possible key words from the questions and then carefully to check). Tell students to read the comments, ignoring any new vocabulary, and answer the questions individually. Allow them to compare their answers with a partner before checking as a class.

Mixed ability

Put students into mixed-ability pairs. Encourage stronger students to explain any new or problematic vocabulary, e.g. *travel* and *trip* (*travel* is usually used as a verb and refers to a journey over time, whereas *trip* is a noun and refers to a short return journey).

Answers

- Sofia (You need to check what the weather is like)
- Sofia (Also you have to have a letter from your parents saying that they allow you to travel.)
- Sally (Mum gave me a really cool bag to put my documents in ... You should definitely get one of those!)
- Max (Also, you should take a travel backpack with your entertainment in – books, iPod, or tablet loaded with films.)
- Sofia (Leave plenty of time for the security checks)
- Michael (But you should definitely find out what the airport at Dubai looks like.)
- Max (You don't need to worry about who is going to be sitting next to you.)
- Sally (the airline staff checked I was OK, and they provided me with whatever I wanted.)

- 5 Do the first item as a class and monitor and help as students continue in pairs. Nominate individuals to give answers and see if the class agrees before confirming. Monitor and give extra pronunciation practice with the word *frustrating* if necessary.

Extension activity

Students choose three words they want to remember and write a definition and an example sentence for each one. Put them into small groups to share their ideas.

Answers

- challenging
- similar
- allow
- nervous
- delay
- helpful
- window seat

- 6 Tell students to write their own advice for Elena. Invite two or three students to read their suggestions to the class.

EP Word profile

Ask students to write a follow-up sentence to each example to help explain the meaning, e.g. *I hope they have a great holiday; I told them I was fine; They make flying safer.* Then set the exercise on page 135. Check answers.

Answers

- | | |
|-----------------|---------------|
| 1 check-in desk | 4 checked out |
| 2 checked | 5 check in |
| 3 check | |

Talking points

Write these phrases on the board: *I agree, I'm afraid I can't agree with you there, What about ...?, If ... then ...*. Ask for two stronger students to discuss the first question in front of the class and encourage them to use the phrases on the board. Put students into same-ability pairs to discuss the questions. Monitor and give positive feedback where students give reasons and extend the discussion by asking their partner questions.

GRAMMAR Modals (2): Obligation and advice

Books closed. Draw three columns on the board headed *Advice*, *Necessity* and *Obligation*. Put students into mixed-ability pairs and set a three-minute time limit for them to remember what advice different people gave to Elena and write ideas in the corresponding columns. (Advice: take a bag for documents, take a travel pack with entertainment for the plane; Necessity: find out about the airport, don't worry about who you're sitting next to, check the weather, don't worry about your bags, don't think about anything; Obligation: have a letter from your parents.) Allow students to read the blog again to check.

- 1 Tell students to read the examples and complete the rules using the verbs in bold. Do the first item as a class. Monitor and help as students continue in mixed-ability pairs. Check answers.

Answers

a should; shouldn't **b** have to **c** need to
d don't have to; needn't

→ Grammar reference Student's Book page 156

- 2 Tell students to look at the notices and messages, and check they understand the context for each one. Ask *Where would you find them? What are they saying?* (1 a zoo, an exhibition, etc., talking about what isn't necessary; 2 at a gym, talking about an obligation; 3 on a newly painted seat, giving advice; 4 on a message or note, talking about necessity.) Monitor and help as students continue the exercise in pairs, referring back to the rules to help. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 a 2 a 3 a 4 b

- 3 Do the first item as a class, encouraging students to think about what the person is doing and then selecting the appropriate structure from the rules. Monitor and help as students continue individually. Check answers.

Mixed ability

If you think weaker students will need more support, write the following information for each of the situations 1–8 on the board:

1 *advice*, 2 *necessary because of a rule or law*, 3 *personal obligation*, 4 *not necessary*, 5 *necessary because of a rule or law*, 6 *necessary because of a rule or law*, 7 *personal obligation*, 8 *not necessary*

Stronger students can do the exercise without looking at this information.

Fast finishers

Ask fast finishers to write three more questions like those in exercise 3 and swap with another fast finisher. They can read these for the rest of the class to guess the answers after checking answers to exercise 3.

Answers

1 should 2 have to 3 need to 4 needn't 5 have to
6 have to 7 shouldn't 8 needn't

- 4 Ask students to complete the sentences in writing, and monitor and help with accuracy. Put them into pairs or small groups to tell each other about the situations. Nominate individuals to feed back their ideas to the class.

Corpus challenge

Write the sentence on the board and ask students to identify the modal verb (*will*). Remind students that *will* is often used with an *If clause* when referring to the future, but in this case the speaker wants to give advice. Ask a student to suggest a different modal verb from exercise 1. See if the class agrees before feeding back.

Answer

If you come, you should bring a coat because it's cold.

VOCABULARY Phrases with on

- 1 Elicit what *on board* means (on a boat, train or plane, etc.). Do exercise 1 as a class and write students' ideas on the board.
- 2 Monitor and help as students do the exercise individually. Nominate a student to choose one of the sentences and to choose another student to give the answer. The second student chooses another sentence and another student to give the answer. Ask the class to say if they agree before confirming each answer.

Answers

1 on display 2 on foot 3 on sale 4 on time 5 on board
6 on purpose

- 3 Model the activity by giving the class your own responses to some of the topics. Put students into same-ability pairs and tell them to choose the three most interesting topics to discuss. Give them time to write down some key words and phrases about their personal experiences, before they discuss the topics. Monitor and comment on interesting situations. Invite student pairs to have their conversations in front of the class.

Fast finishers

Ask fast finishers to extend the activity by choosing other topics from the list to talk about.

LISTENING

- 1 Direct students to the photos and ask for suggestions of the kinds of announcement that might be heard in each place.

Possible answers

At the airport: information about departures, boarding and delays.
On the aeroplane: safety announcements, weather and flight time information, greetings from the crew and pilots.

- 2 Ask students if they have ever been on a plane and elicit the kinds of announcement they heard. Put them into same-ability pairs to brainstorm ideas about the missing information. Elicit suggestions and write them on the board.

Possible answers

1 a language 2 a time 3 a channel number 4 food
5 a product 6 a title


Prepare for Preliminary for Schools Listening Part 3

Task description

Listening Part 3 tests students' ability to identify, understand and interpret information. It consists of a monologue and six gap-fill questions. Students listen and complete the numbered gaps with one or two words or a number from the text they hear. They hear the recording twice.

Tip

Tell students to check the spelling of the words they write – sometimes, recognisable spelling is accepted, but not with very common words.

- 3  1.31 Play the recording for students to complete the information. Tell them to compare their answers with a partner and play the recording again for them to either complete the missing information or to check their answers. Ask students to give answers and see if the class agrees before confirming.

Audioscript


Welcome on board this international flight to San Francisco. My name is Karen and I'll be looking after economy-class passengers this evening, along with my cabin crew colleagues Billy, Suki and Juan. Together we speak English, Spanish and Chinese, so please ask us if there's anything we can do to make your flight more comfortable. We apologise for our very late departure this evening due to the weather conditions. However, the captain has just informed me that we should be able to reach our destination only ten minutes later than expected, at twenty to eleven local time, instead of ten thirty. Our flying time will be approximately fifteen and a half hours. Now, our individual video screens provide great entertainment during the flight, with lots of films available on channels fifteen to eighteen. I'd also recommend our comedy selection on channel forty-three – you'll find some great shows there! In a few moments, we'll be offering you drinks and snacks, and then we'll start the meal service in about forty-five minutes' time. On the dinner menu tonight, we have two options for the main course, lamb curry or chicken pie, and for those of you who don't eat meat, we have tomato pasta. There'll also be a choice of fresh fruit or ice cream for dessert. After dinner, we'll be coming through the cabin again with our great range of gifts. We carry a wide selection of perfumes, and this month there are special offers on children's toys, at really low prices. You'll find more details in our magazine, called Escape, which is located in the seat pocket in front of you. So, sit back and relax, and please remember to keep your seat belt fastened in case of any bad weather.

Answers

Refer to the underlined parts of the audioscript above.

- 1 Spanish 2 10.40 3 channel 43 4 tomato pasta
5 children's toys 6 *Escape*

SPEAKING Talking about homes, family and school

- 1  1.32 Tell students to read the topics. Play the recording and allow them to compare their answers with a partner before checking as a class. As you check answers, encourage students to add more information they remember from the recording.

Audioscript

Examiner: Tell us about your family.

Anne-Marie: Well, I have a brother and two sisters and we all love spending time together. For example, last weekend we went to the park and played tennis. It was an exciting game, because we all love tennis and well, we're quite good!

Examiner: What kinds of films do you enjoy?

Faisal: There are lots of films that I like. Hmm, maybe action films are my favourite because they're really exciting. But actually, I enjoyed a detective film I saw last night. I went to the cinema with my friends and we watched the film. I usually watch films on my computer but going to the cinema is good. The picture is bigger and the sound is louder! There's a new film on tonight and I think we'll be going again.

Examiner: Tell us about your holidays.


Anne-Marie: Well, we usually go to the same place in Italy for our holidays. And my father, he used to go there for his holidays when he was young. It's a little place near the sea, well, it used to be little, but now it's quite big. We go there by car every year. Actually, I want to go to Monaco next year. I haven't been there, but I've seen pictures and it looks gorgeous.

Examiner: What do you want to do in the future?

Faisal: I have no idea! I think it's a difficult question because we are young. At school, next year I'm going to choose my Year 10 subjects, but I haven't decided which ones yet. At the moment, I mean, I like animals, so maybe I'll do biology and then study something with animals at university. I don't know. I know that I need to have really good grades. I'm going to study really hard. Oh, and I'm definitely going to travel. I really want to go to Canada.

Answers

My family, Films I enjoy, My holidays, My future

- 2**  **1.32** Read the instructions with the class and monitor and help as students do the exercise individually. Play the recording again, pausing after each part to check answers.

Answers

1 f, g 2 b, d 3 c, h 4 a, e

- 3** Read the instructions and direct students to the *Prepare* box. Do the first item as a class before putting them into same-ability pairs to complete the exercise. Check answers.

Answers

For example: g

Actually: c

because: d

I usually: b

I want to: c

I'm going to: a, e

Last weekend, we: g

Prepare for Preliminary for Schools


Speaking Part 1

Task description

Speaking Part 1 tests students' ability to give factual and personal information. The interlocutor asks each student questions about their personal details, daily routines, likes and dislikes, past experiences and future plans. This part lasts for two to three minutes.

Tip

Students will be asked to spell their names or part of their name, so they should practise doing this. They should make sure that they can say each letter of their names accurately and confidently.

- 4**  Read the instructions and give students time to make notes for the questions. Monitor and encourage them to select phrases from the *Prepare* box. Put students into pairs to take turns to ask the questions and reply. Tell them to put a tick by the phrases they use and make a note of the tenses used. Monitor and give positive feedback for ideas, phrases from the *Prepare* box and the use of a variety of tenses.

Fast finishers

Books closed. Ask fast finishers to choose two questions to answer from memory.

Cooler

Write the following words on the board: *should, need to, don't have to*. Ask students to write one sentence about themselves for this week using each of the modals. Collect the sentences in and redistribute them for another to read out to the class. The class guesses who wrote each sentence.

Project

Students discuss ideas for an ideal holiday destination, a mode of transport and who they would travel with. At home, they use the internet to research what they have to and should do to prepare for the holiday. They make a 'to do' list, but they do not mention where they are going, how they are travelling or who they are going with. Put students into small groups to share their lists and see if other students can guess the destination, mode of transport and travelling companions. Share some ideas as a class.

Teacher's resources

Student's Book

Grammar reference and practice page 156

Vocabulary list page 141

Workbook

Unit 12, page 48

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks

Maths

Speed calculations

Learning objectives


- The students learn how to calculate speed, time and distance.
- They learn about the SonicStar, a new aeroplane.
- In the project stage, students present a report on a form of transport.

Preparations

Students will need a calculator (or calculator function on their mobile) for exercises 3 and 4.

Warmer

Brainstorm a list of types of transport onto the board. Ask the students to put them in order from fastest to slowest. Then ask them to think about each type of transport and to try to name the fastest of each type and to guess its speed.

- 1  1.33 Ask the students, in pairs, to identify the means of transport in the photos first. Check their ideas. Next, ask them to put them in order of speed and then match each one with a speed in the box. Then play the recording so that they can check their ideas.

Answers

- 1 Hydroptère (boat) – 97 km/h
- 2 Bugatti Veyron (sports car) – 431 km/h
- 3 Agusta (motorbike) – 302 km/h
- 4 Blackbird (plane) – 3,529 km/h
- 5 Formula Rossa (rollercoaster) – 240 km/h

Audioscript

- Speaker 1:** So, what's the fastest of these things, then?
- Speaker 2:** Well, the Blackbird, that's the plane, has a top speed of 3,529 km/h, so that's the fastest by a long way.
- Speaker 1:** Yes. And I guess the sports car is probably the next fastest?
- Speaker 2:** That's right. The Bugatti Veyron's top speed is 431 km/h.
- Speaker 1:** Although you can't go that fast on a road, of course.
- Speaker 2:** No. Then next is the Agusta, that's the motorbike. Its top speed is 302 km/h.
- Speaker 1:** So, that's still quite fast.
- Speaker 2:** Yes. Then next is the Formula Rossa rollercoaster in Abu Dhabi, with a top speed of 240 km/h.
- Speaker 1:** Wow! I'm not sure I'd enjoy that.
- Speaker 2:** I know what you mean. And finally, with a top speed of 97 km/h, is the Hydroptère. It doesn't sound very fast compared to these other things, but that's pretty fast for a boat!

- 2 Ask the students to look at the paragraph headings and the diagrams and say what they think *speed*, *distance* and *time* are. Then ask them to read the complete text and check their ideas.

Answers

- 1 Speed is how fast something moves. We often calculate it in kilometres per hour (km/h).
- 2 Distance is how far something goes. We often measure this in kilometres (km).
- 3 Time is how long it takes to travel. We often measure this in hours, minutes or seconds.

- 3 Ask the students to read the first paragraph again. Invite a student to come to the board and explain how to calculate speed.

Then ask the students to read the second paragraph and ask another student to explain how to convert speed from km/h to metres per second, and vice versa.

Next, write the first question on the board and ask a third student to come to the board and complete it. Then ask the students to work in pairs to finish the exercise. With weaker students, do the exercise together.

Answers

- 1 850 km/h or 236.11 m/s
- 2 180 km/h or 50 m/s
- 3 108 km/h or 30 m/s
- 4 4.5 km/h or 1.25 m/s

- 4 Ask the students to read the third paragraph and invite a student to come to the board and explain how to calculate distance and time.

As a class, calculate the distance travelled by the motorcycle together on the board. Then ask the students to complete the rest of the table. If necessary, point out that the students will need to convert 18 m/s into km/h in row 3 because the time is given in hours and not seconds.

Answers

- 1 297.5 km
Distance = Speed 85 km/h × Time 3.5 h = 297.5 km
- 2 900 secs or 15 min
Time = Distance 4,050 m ÷ Speed 4.5 m/s = 900 seconds ÷ 60 = 15 minutes
- 3 16.2 km
Distance = Speed × Time
Convert the speed into km/h:
18 m/s × 3,600 ÷ 1,000 = 64.8 km/h
Distance = Speed 64.8 km/h × Time 0.25 h = 16.2 km
- 4 0.4 hours or 24 minutes
Time = Distance 12 km ÷ Speed 30 km/h = 0.4 hours
0.4 × 60 = 24

5 **1.34** Ask the students to identify the transport in the picture first. Then ask them to read the presentation and say what the connection is between the missing words (i.e. they are all numbers).

Play the recording at least twice. If necessary, play the recording for a third time and stop it after each answer is given. Either write the answers on the board and ask the students to correct their summary or ask students for their answers, checking that they say the numbers correctly. Note: The speed of sound can vary depending on the altitude you are at.

Mixed ability

Write the answers on the board in the wrong order. Ask the students to listen and put the answers in the correct space.

Answers

1 2021 2 1,191 3 2 4 3.5 5 3,800 6 19,000 7 2
8 20 9 5 10 15

Audioscript

Teacher: OK, everyone. Are we ready for the first presentations today? ... Can everyone sit down, please? ... Right then. We'll start with Kevin. What's your presentation about today?

Kevin: It's about the SonicStar – a new type of high-speed plane.

Teacher: Great, Kevin. That sounds really interesting. Go ahead, please.

Kevin: OK. Today, I'm going to talk about the SonicStar. It's a new aeroplane that will be ready to fly in 2021. A European company called HyperMach is designing the SonicStar as a new form of passenger transport. The new plane will fly at supersonic speeds – that means it will go faster than the speed of sound.

Teacher: Excuse me, Kevin. Can you tell us what the speed of sound is? I don't think everyone knows.

Kevin: The speed of sound is 331 metres per second. That's 1,191 kilometres per hour. It's also called Mach 1.

Teacher: Thank you, Kevin. Continue, please.

Kevin: Alright. So, before now, the only supersonic passenger plane was Concorde. Its top speed was Mach 2, or twice the speed of sound, so about 2,240 kilometres per hour. But Concorde stopped flying in 2003, and at the moment, there aren't any other supersonic passenger planes. ... Um ... Oh, right. The SonicStar will be much faster than Concorde. Its top speed will be Mach 3.5 – that's three and a half times the speed of sound, so about 3,800 kilometres per hour! Of course, it won't fly that fast all the time. It will go much slower when it takes off and when it lands, like other passenger planes. The SonicStar will also fly very high, at a maximum altitude of 19,000 metres. Most passenger planes only fly at about 10 or 12 thousand metres.

Teacher: That's very interesting, Kevin. And how long will it take the SonicStar to fly from London to New York, for example?

Kevin: Not long at all! The distance from London to New York is about 5,500 kilometres, and the SonicStar will travel that distance in about two hours. It will fly slower when it takes off and lands, of course, and it will only fly at top speed over the Atlantic Ocean. For longer flights, it will be much better. Right now, a flight from London to Sydney would take about 20 hours, and most passenger planes stop along the way, so it takes even longer. But on the SonicStar it will be a non-stop flight, and it will take only five hours!

Teacher: Really! That's quite a difference, isn't it! And when did you say the SonicStar will be ready?

Kevin: They say the first flight will be in 2021, so we won't have to wait much longer! I'd love to be on the first flight, but it will be really expensive, I think. The SonicStar will be a plane for business people, and it will only carry about 15 passengers at a time.

Teacher: Well, thank you, Kevin. That was very good. Does anyone have any questions for Kevin? I'm sure you've all ...

Answers

	cheetah	horse	kangaroo	Usain Bolt
Top speed	120 km/h 33.33 m/s	88 km/h 24.44 m/s	70 km/h 19.44 m/s	37.59 km/h 10.44 m/s
Distance	100m	100m	100m	100m
Time	3.00 seconds	4.09 seconds	5.14 seconds	9.58 seconds
Position	1	2	3	4

*Point out that the speed they calculate for Usain Bolt is his average speed and not his top speed. Experts have calculated that he can reach top speeds of 12.27 m/s (but this is still slower than a house cat, which has a top speed of 13.33 m/s).

Project

Tell the class they are going to prepare their own presentation about a form of transport. Ask them to read the presentation in exercise 5 again and say how the paragraphs are organised.

Next, organise them into small groups or pairs and ask them to choose one of the types of transport from the list in the box (Famous transport systems) or to choose a system from their own country. Ask them to find the answers to the questions and then write a presentation similar to the one in exercise 5.

Now organise the students into different groups and encourage them to take turns to ask and answer the questions about each other's chosen transport. Finally they can vote on their favourite form of transport.

13 Perfect or real?

Unit profile

Vocabulary: Photography and advertising

Reading: Creating the perfect image

Grammar: The passive; modal passives

Vocabulary: Phrases with *in*

Writing: An online review


Warmer

Write the title of the unit (*Perfect or real?*) on the board. Put students into pairs or small groups. Ask them to think of a famous person often seen in magazines or TV advertisements and to say what they think the differences are between the person in real life and their photo in the advert (e.g. how much makeup they wear, hairstyle, clothes). Monitor and help students communicate their ideas. Invite two or three students to report back to the class and take a vote on the most interesting observation.

Your profile

Discuss the questions as a class. Elicit when and why people take selfies, e.g. when they are with someone famous, or in an interesting place and want to post a photo online. Ask for a show of hands to see how many students have ever taken a selfie and nominate individuals to describe the circumstances and the photo. Ask *Who has ever made digital changes to their photo?* and get any students who have, to tell the class about their experiences.

VOCABULARY Photography and advertising


- 1 Direct students to the 'before and after' pictures and put them into pairs to discuss the question. Monitor and help students communicate their ideas. Invite two or three students to explain their ideas to the class and write any useful vocabulary on the board.
- 2  1.35 Read the question and play the recording. Nominate a student to give the answer and see if the class agrees before confirming. Ask students what the speaker said that helped them decide which picture the girl was talking about.

Audioscript

Girl: It's amazing what can be done on a computer. My brother saw an advert on TV for some new photo-editing software, and he wanted to try out a few digital techniques with it – he's really into all that. I know this kind of software can sometimes be used for the wrong purpose, like if a company wants to sell a product they can make it look better than it really is. But it's good fun to use at home. Anyway, my brother found an old photo of me at the end-of-year school party. Then he downloaded another image of the Oscars ceremony, and brought the two pictures together. So here I am on the red carpet! Unfortunately, he couldn't change the position of the other people to make it seem like they were talking to me. But I really like the result he's created – just a shame it isn't real life!

Answer

d

- 3  1.35 Tell students to read the words in the box and the sentences. Put them into mixed-ability pairs to complete the sentences with the correct form of the words, reminding them that the nouns may be singular or plural. Encourage stronger students to explain their answers if necessary. Check answers.

Answers

1 advert; software 2 techniques 3 purpose 4 product
5 image 6 position 7 result

- 4 Put students into pairs to do the exercise. Invite students to give answers and see if the class agrees before confirming. Ask *Which word is uncountable in English? (software)*. Check students pronounce the final /t/ in *result*, *advert* and *product* and give pronunciation practice where necessary.

Answers

1 software 2 image 3 result 4 advert 5 position
6 product 7 technique 8 purpose

- 5 Ask students to describe the changes made to the other picture in exercise 1. Monitor and give positive feedback when they use the vocabulary from exercise 3. Ask a student to describe the changes and the class to listen and make a note of the vocabulary they hear from exercise 3.
- 6 Read the questions and put students into pairs to discuss them. Monitor and listen for interesting stories and ideas and nominate individuals to tell the class about their partner.

READING

Books closed. Write *digital editing* on the board. Ask *What do you think this is? Why do people do it?* Write useful vocabulary, e.g. *images* (pictures, especially on film or TV), *airbrushing* (using an airbrush to improve the appearance of something) and *retouching* (making small changes to a photo to improve it) on the board and check meaning as necessary.

- 1 Ask students to look at the picture and title of the article and say what the article will discuss. Do not over-correct for accuracy and help students communicate their ideas.
- 2 Set a short time limit and tell students to ignore any new vocabulary at the moment. Invite two or three students to say which of the ideas on the board were included in the article.

Answer

People's opinions on the advertising industry's use of digital photo editing.

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 3

Task description

Reading Part 3 (True/False) tests students' ability to read a text quickly to find specific information. It consists of a long text and ten True/False questions. Students scan the text and say if each sentence is correct or incorrect. The questions follow the order of information in the text.

Tip

Tell students to underline those parts of the text that give the answers, to confirm that they are right.

- 3 ● Ask students to underline the key words in each sentence. Tell them that once they've found the key words in the question in the text, it's a good idea to reread the question and relevant part of the text to check their understanding.

Put students into mixed-ability pairs to do the exercise. Monitor and help as necessary, checking that they have identified the key words and phrases in the statements. (For example: 2 *company, Christy Turlington, eyes, lighter*; 3 *ASA, decision, result, lack of information*; 4 *Jo Swinson described, two celebrities, positive way*; 5 *report, teenagers, realise why, improve images*; 6 *Julia Bluhm, magazine, enough pictures, girls, similar*; 7 *Karen Fraser, completed, research project*; 8 *Karen Fraser, girls often, doubts, truth of adverts*; 9 *Karen Fraser, teenagers understand, digital techniques, personal experience*; 10 *Jo Swinson, proved, link, adverts, teenage health problems*.)

Invite two or three students to give answers and see if the class agrees before confirming.

Fast finishers

Tell fast finishers to make notes on the reasons why the sentences in exercise 3 are wrong. They can share these with the class as you check answers to exercise 3.

Answers

- 1 A (Swinson said that as the images were changed, they didn't show the true results that could be achieved by using this make-up.)
- 2 B (This included making her skin lighter, reducing dark shadows around her eyes ...)
- 3 A (They couldn't consider the digital effects in detail as they weren't given the original photos.)
- 4 A ('Both Christy Turlington and Julia Roberts are naturally beautiful women who don't need retouching to look great!')
- 5 A (According to the report, today's teenagers know that these 'perfect' images are false and many dislike them, realising that they were created for the purpose of selling a product.)
- 6 B (... one 14-year-old American schoolgirl, Julia Bluhm, challenged the New York-based magazine *Seventeen* to reduce the number of false images it uses, saying that she wanted to see regular girls that looked like her in a magazine that was supposed to be for teenagers.)
- 7 B (So says Karen Fraser, who is currently studying the results of research she carried out in this area.)
- 8 A ('They ... do not believe everything they see.')
- 9 A (... can recognise changed images immediately. Indeed, many change photos of themselves in a similar way to post online.)
- 10 B (Jo Swinson still believes that advertising of this kind may have a bad effect on teenagers, making them feel less confident and possibly putting their health in danger.)

- 4 Ask students to read meanings 1–5 and check vocabulary as necessary. Monitor and help as they do the exercise in mixed-ability pairs. Check answers.

Extension activity

Write these products on the board: *computer game app* and *beauty products*. Put students into small groups and set a short time limit for them to make a note of how photos to advertise these products might be digitally edited. Bring the class together and ask for suggestions. For example, computer game app: colours made sharper, characters made more realistic; beauty products: people look fitter and healthier, smoother skin.

Answers

- 1 back in the news
- 2 In the end
- 3 a powerful message
- 4 for the purpose of
- 5 have a bad effect on

EP Word profile

Ask students to read the sentences and then set the exercise on page 135. Check answers and then tell students to write sentences of their own using each of the phrases with *result*.

Answers

1 d 2 a 3 e 4 c 5 b

Talking points

Put students into pairs and tell them to choose one of the questions to discuss. Monitor and join in, and make a note of interesting ideas. Invite two or three students for each question to report their discussions back to the class, and encourage other students to give their opinions.

Cooler

Put students into pairs. Tell them to each choose four words from Vocabulary exercise 3 and read the definitions for their partner to guess the word.

GRAMMAR The passive

Books closed. Write the sentence *Julia Roberts' image was changed* on the board. Ask *What's the subject of the sentence?* (Julia Roberts) *Who changed her image?* (We don't know) *Is it important who changed it?* (No). Underline the verb form (*was changed*) and elicit its name (the passive). Ask students to find other examples of the passive in the article on page 77, e.g. *airbrushing techniques were used*.

- 1 Do the exercise as a class. Check they understand the meaning of *handled* in example 3 (dealt with).

Answer

- 1 were changed
- 2 are used
- 3 was handled

Example 3 tells us who performed the action.

- 2 Do the exercise as a class, asking for answers and giving feedback rule by rule. For each answer, refer back to the examples in exercise 1. Check students understand the term *agent* (who or what performs the action) in rule e.

Answers

a be b present c past; was; were d subject e by

→ Grammar reference **Student's Book page 157**

- 3 Ask students to read sentences 1–5 and check vocabulary as necessary. Monitor and help, checking students are using *by* + agent where appropriate, as they do the exercise individually. Nominate individuals to give answers and see if the class agrees before confirming.

Mixed ability

If you think some students will find exercise 3 challenging, offer support by writing the following verbs on the board: *draw*, *choose*, *drive* and *show*. Ask stronger students to give the past participle and write them on the board (*drawn*, *chosen*, *driven*, *shown*).

Fast finishers

Ask fast finishers to write five sentences, some in the passive, some in the active. They swap their sentences with another fast finisher, who writes *A* (active) or *P* (passive). Elicit some examples after checking answers to exercise 3.

Extension activity

Play 'Guess the product'. Put students into pairs to think of three different products. For each one, they should make a note of what it's used for, where it's bought and what it's made of. They write the name of each product on slips of paper. Students work with another pair and ask and answer questions in the passive to guess the product, for example *Is it used to/for...? Is it bought in...? Is it made of...?* Get one or two pairs to share their descriptions for the rest of the class to guess the product.

Answers

- 1 were drawn by 2 are chosen 3 was driven by
- 4 weren't shown

Modal passives

- 4 Do exercise 4 as a class. Point out that the words in bold in the example sentences are modal passives, and ask students to identify the modals (*can*, *could*, *couldn't*). Remind them that modal verbs are followed by the infinitive, and complete the rule together.

Answer

be; past participle

- 5** Monitor and help as students do the exercise individually. Allow them to compare their answers with a partner before checking as a class. To check answers, nominate one student to choose a sentence, and to name another to give the answer. The class decides if the answer is correct, before the second student nominates another to read a sentence for someone else to answer. Continue until all the sentences have been completed.

Answers

- 1** can be spent **2** must not be used **3** may be required
4 must be completed **5** may not be allowed
6 might be given

Corpus challenge

Put students into pairs to correct the mistake. Remind students that we form the passive with the verb *be* + the past participle.

Answer

This game can be played online.

VOCABULARY Phrases with *in*

- 1** Do exercise 1 as a class. Read both sentences then ask students to read the meanings a–f. Nominate individuals to give answers and see if the class agrees before confirming.

Mixed ability

For weaker students, reduce the number of options students choose from. Tell them to choose from options b, d and e. Stronger students complete the exercise using all of the options.

Answers

- 1** e **2** b

- 2** Put students into pairs to do the exercise and monitor and help as necessary. Check answers. If some students have difficulty understanding the meanings of the phrases in the box, ask questions to give support, e.g. *If you do something 'in advance', do you do it before or after you have to?* (before); *If you start a sentence with 'in future', are you going to refer to something that has already happened or will happen?* (will happen); *If you use the phrase 'in general', are you talking about something happening usually or not often?* (usually); *If you use the phrase 'in particular', are you going to mention something specific or general?* (specific); *When you start a sentence with 'in the end', are you going to talk about something that has already been thought about or something you are going to think about?* (already thought about).

Answers

- a** in general
c in the end
d in advance
f in particular
 In future means 'beginning from now.'

- 3** Tell students to read the text and ignore the spaces. Ask *Where did the writer want to go?* (a concert), *What did the writer's dad want to do?* (go to the concert as well) and *What happened in the end?* (his dad drove him there and picked him up afterwards). Monitor and help as students complete the text individually. Check answers.

Answers

- 1** In general **2** in advance **3** in the end **4** In fact
5 in particular

WRITING An online review

- 1** Put students into small groups to discuss the questions. Feed back as a class and take a vote on the most popular product.
- 2** Ask students to read the review and answer the questions individually. Check answers and explain any new vocabulary, e.g. *slide* (move easily over a surface), *overdub* (record additional sounds on an existing recording), *soundtrack* (music used in a film).

Fast finishers

Tell fast finishers to make a note of any new words and phrases and check meanings in a dictionary. They can share their new words with the class after checking answers to exercise 2.

Answers

- b** the mini drum machine. Yes, it recommends the product.

- 3** Read the instructions and monitor and help as students complete the table. You could put them into groups of three, with each completing one column each. Check answers.

Answers

Positive adjectives: awesome, cool, perfect
 Adverbs: really, Amazingly
 Linking phrases: Another advantage is that, For a start, Plus

- 4** Tell students to look at the words and phrases in the box. Ask which ones join your ideas (*besides this problem; one disadvantage*) and which are negative adjectives (*limited, disappointing, expensive*). Monitor and help as students complete the exercise. Invite two or three students to give answers and see if the class agrees before confirming.

Answers

- 1 too expensive 2 One disadvantage 3 limited
4 Besides this problem 5 really disappointing

- 5 Read each of the sentences aloud for students to say, as a class, if each one is a recommendation or advises against a product.

Extension activity

Students write three review sentences. They read their sentences to a partner, who decides if the comment makes a recommendation or advises against a product.

Answers

- 1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗

- 6 Monitor and help with ideas as students work in pairs to choose a different product and plan their review. Tell them to make a note of adjectives and adverbs, and phrases to join their ideas.
- 7 After writing their review, students could swap with a partner and check that all the information from the *Prepare* box has been included.

Cooler

Put students into small groups. Tell them to think of a product and write a review sentence for it (without naming the product). They read their sentences aloud for others to guess the product.

Project

Tell students that they are going to give a presentation on two advertisements: one which contains an image they think has been changed in some way, and another which looks like it hasn't, e.g. one from the past. They should describe the product and say what it's used for, and describe how the advert might have been digitally edited and why.

Put students into pairs to brainstorm ideas on types of product (e.g. sportswear, makeup, clothes, skin care products) and where they might find them (e.g. in magazines, on billboards, on websites, on TV). Tell students to plan their presentation, and to decide who looks for which type of advertisement. Suggest they work individually on their part of the project. Students can give their presentations in the following class. Encourage them to use PowerPoint in their presentation if at all possible.

Teacher's resources

Student's Book

Grammar reference and practice page 157
Vocabulary list page 141

Video

Perfect or real

Workbook

Unit 13, page 52

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

14 Ready to cook

Unit profile

- Vocabulary:** Verbs for cooking
Reading: American teen chef Flynn McGarry
Grammar: Non-defining relative clauses
Vocabulary: Nouns often in the plural
Listening: Choices and decisions
Speaking: Discussing options (2)

Warmer

Put students into small teams. Give them one minute to write a food or drink beginning with each letter of the alphabet, e.g. apple, bread, cake. Ask the fastest team to read their list. Go through suggestions as a class.

Your profile


Read the first question and take a class vote. Ask a few students to explain their reasons. Nominate a student to share their favourite meal with the class and give a reason. That student nominates another to do the same. Continue until several students have had a turn.

VOCABULARY Verbs for cooking

- 1 Put students into pairs. Direct them to the pictures and ask them which ingredients they recognise. Ask for a show of hands to indicate whether or not students know how to cook any of the dishes, and whether they have tried them.

Answers

Prawns/shrimp, rice, chicken, rosemary, peppers, yogurt, mint

- 2  2.02 Read the instructions and play the recording. Allow students to compare their answers with a partner before checking as a class. See if the class agrees before confirming each one. For more support, give them the option of listening again before checking answers.

Audioscript

- 1 Adam
My sister's vegetarian, so I try to create interesting new recipes for her. This one uses fresh chillies and Moroccan spices, which I keep in a special tin. You fry onion and garlic in oil until it's golden. Be careful not to let it burn. Then you add whatever vegetables are available – her favourites are green beans and aubergines, which I cut into slices. Add a tin of tomatoes, a couple of chillies and spices like cumin, and cook slowly for forty minutes, stirring occasionally. Serve it with rice or couscous and yogurt, and decorate it with fresh mint leaves.

- 2 Melissa


I'm from Louisiana, whose most famous dish is gumbo. My own recipe for gumbo has a couple of unusual ingredients – bananas and cabbage! Weird, huh? Anyway, it's got the traditional shrimp and other seafood too, as well as tomatoes and lots of chilli. A true gumbo sits on top of the stove for a whole day, cooking slowly. Make sure it doesn't boil too hard, and believe me, it's worth waiting for. You need to taste it regularly and add the right amount of salt and black pepper for flavour. When I put it in the bowls, I serve it with warm bread.

- 3 Ravi

This is my favourite dish, a kind of tandoori chicken like my uncle used to make, but a bit Mexican too. You leave chicken pieces in lime juice and salt overnight. The next day, you take them out and cover them with mixed spices – include cayenne pepper or paprika for a rich red colour. You can barbecue them or roast them in the oven, whatever's easier. I serve them with guacamole – that's mainly avocado – and plenty of salad. When you bite into the chicken, which should be served warm, it's spicy and delicious.

Answers

Adam c Melissa a Ravi b

- 3  2.02 Put students into mixed-ability pairs. Ask them to read the extracts from the recipes. Monitor and encourage stronger students to use the pictures to help with new vocabulary where possible. Play the recording again for students to check their answers. Invite students to give answers.

Answers

1 Ravi 2 Adam 3 Melissa

- 4 Do the first item as a class before putting students into pairs to continue. Monitor and help with new vocabulary, e.g. *spoil* (make something bad) and *charcoal* (a hard, black substance used as fuel). Check pronunciation of *barbecue* /'bɑː.bɪ.kjuː/ and *boil* /bɔɪl/. Invite students to give answers.

Fast finishers

Ask fast finishers to write definitions for *spicy* (containing strong flavours from spice), *stew* (a dish made of vegetables and meat cooked together slowly in liquid) and *stove* (something that you cook on). They can use dictionaries to help if necessary. Elicit their definitions after checking answers to exercise 4.

Answers

1 burn 2 stir 3 barbecue 4 bite 5 boil 6 roast
7 taste 8 fry

- 5 2.02 Put students into groups of three. Tell each student to follow a different recipe and play the recording so they can make a note of the ingredients.

Answers

- 1 chillies, Moroccan spices (cumin), onion, garlic, vegetables (green beans, aubergine), tinned tomatoes, rice, couscous, yoghurt.
- 2 bananas, cabbage, shrimp, seafood, tomatoes, chilli, salt and pepper, bread.
- 3 chicken, lime juice, salt, mixed spices (cayenne pepper and paprika), guacamole (avocado), salad.

- 6 Students tell each other what they remember about the recipe. Ask for a student for each recipe to share what they can remember with the class.

- 7 Model the activity by telling the class a simple recipe. Monitor and help as students write a brief recipe for something they like. Invite three or four students to share their recipes and get the class to decide if it would be easy, OK or difficult for them to cook.

READING

- 1 Do the activity as a class. Direct students to the pictures and ask for suggested answers to the questions. Write useful vocabulary on the board and check understanding.

Answers

He is cooking, possibly on a TV show. It looks like part of a Halloween celebration.

- 2 Ask students to read the title and first paragraph to answer the questions. Tell them to do this individually and to raise their hands when they have found the answer. When everyone has raised their hands, check answers.

Answers

- 1 when he was 11 2 American

Prepare for Preliminary for Schools Reading and Writing, Reading Part 4

Task description

Reading Part 4 tests students' ability to understand both the detailed and global meaning of a text. Students also need to demonstrate understanding of the writer's purpose, attitude and opinion. This part consists of a long text followed by five four-option multiple-choice questions.

Tip

Tell students to remember that the three questions focusing on detailed meaning follow the order of information in the text and are the second, third and fourth questions – there is usually one question per paragraph. One of these questions will focus on attitude or opinion.

- 3 Ask students to predict if they think Flynn has been successful. Set a short time limit for them to read the rest of the article. (*Yes, he's been very successful.*)

Note that the task in exercise 3 has only four questions rather than five as in the actual exam task (there is no writer purpose question here). Read the instructions with the class. Read questions 1–4 aloud, drawing attention to the reporting verb in each one (*says, suggested, say, say*). Do the first item as a class, pointing out that they should reread the text quickly to find direct speech related to why Flynn started to cook, and then read carefully to find the answer. Ask students to read the options carefully, before taking a vote on which is the best answer (see Answers). Nominate a student to explain why.

Put students into mixed-ability pairs to complete the exercise. Monitor and encourage stronger students to give reasons for their answers. Help them communicate their ideas. Check answers.

Answers

- 1 B. The answer is confirmed by Flynn's words 'I could do this'. A is wrong because his mother did cook sometimes; C is wrong because only his mother is mentioned in the first paragraph, and she didn't suggest cooking as a career to him; D is wrong because he bought the cookbook himself.
- 2 C. Flynn's response to his parents about converting his bedroom to a kitchen was 'Yes, I said,' showing he had no doubts. A is wrong because he didn't get rid of the desk immediately; B is wrong because the sister left for college later; D is wrong because his parents allowed him to build the test kitchen.
- 3 D. Flynn says 'I hope to keep getting better and better.' A is wrong because 'he's not doing it for the money'; B is wrong because he says 'you stop caring if you're going to be famous'; C is wrong because he also says 'you stop caring if you're going to ... do well.'
- 4 B. His sister's bedroom is on the ground floor and had more space, so he was able to put in an oven to roast food in. A is wrong because the supper club is monthly not fortnightly; C is wrong because Flynn hasn't written a cookbook; D is wrong because Flynn still cooks.

Word profile

Ask students to write a follow-up phrase or sentence to each example to help explain the meaning, e.g. so *I practise every day; This keeps them fresh; I don't want anyone else to know*. Then set the exercise on page 135. Check answers. Discuss answers to exercise 2 as a class.

Answers

- 1 kept 2 keeping 3 keeps 4 kept 5 kept

Talking points

Put students into pairs to discuss the questions. Monitor and give positive feedback for interesting ideas. Put them into different pairs to compare their ideas. Bring the class together and invite students to make suggestions. For each of the suggested benefits of cooking your own food, ask students to suggest a disadvantage.

GRAMMAR Non-defining relative clauses

- 1 Ask students to read sentences 1–3 and to underline the word or phrase the relative pronoun refers to (1 Flynn; 2 green beans and aubergines; 3 Flynn's older sister). Point out that each of the subjects is specified, and so the additional information is non-defining. Read each of the sentences in full, saying the non-defining clause in a quieter voice. Ask students to identify the extra information in each one (1 who has also cooked in top-class restaurants; 2 which I cut into slices; 3 whose bedroom had more space). Put students into mixed-ability pairs and ask them to read the sentences again and to complete the rules. Nominate individuals to give answers and see if the class agrees before confirming.

Extension activity

Put students into pairs to take turns in saying sentences 1–3. Remind them to say the non-defining clause, e.g. *who has also cooked in top-class restaurants*, in a quieter voice. Ask students to sit back to back if they can, or to close their eyes while their partner says a sentence. The other repeats the part of the sentence said at a normal volume, e.g. *Flynn says he's not doing it for the money*.

Answers

a which b who c whose

→ Grammar reference Student's Book page 158

- 2 Monitor and help as students complete the exercise in pairs. Invite students to give answers, encouraging them to say the non-defining clause in a quieter voice.

Answers

1 which 2 which 3 whose 4 who 5 whose 6 which

- 3 Do the exercise as a class. Read the instructions and example sentences, lowering the volume of your voice when reading the non-defining clause in sentence 1 to signify that it contains extra information. Read meanings a and b and elicit answers.

Answers

1 b (non-defining) 2 a (defining)

- 4 Monitor and help as students work in pairs. Encourage them to read their answers aloud to see if they sound correct, before checking as a class.

Answers

- 1 The amount of salt which is in ready meals could be reduced.
- 2 That loaf of bread which I bought isn't particularly fresh.
- 3 Sam, whose birthday is on Friday, is going to have a pizza party.
- 4 The boy who you met knows how to make fresh pasta.
- 5 Argentina, whose beef is world famous, is hoping to export more meat to Europe.

- 5 Read the instructions and example as a class. Monitor and help as students continue individually, checking they are using correct punctuation. Invite students to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to write five short, simple sentences like those in exercise 5. They exchange their sentences with another fast finisher, who provides a piece of extra information. They swap again and rewrite single sentences using non-defining relative clauses.

Answers

- 1 The waiter, who comes from Barcelona, is very friendly.
- 2 My mum's soup, which is made from beans, garlic and tomatoes, is delicious.
- 3 Kim, whose uncle is a baker, will order my birthday cake.
- 4 This dessert, which has 300 gm of chocolate in it, is very rich.
- 5 The market, which/whose location is very central, sells fresh fish and vegetables.
- 6 Johnny, who has been on a diet recently, has definitely lost weight.

Corpus challenge

Put students into pairs to correct the mistake. Ask *What type of clause is the information about São Paulo?* (non-defining). Ask *Why is 'that' wrong?* (*that* cannot be used in a non-defining relative clause; it is used in a defining clause with people or things).

Answer

Or we can visit São Paulo, which has lots of great restaurants.

VOCABULARY Nouns often in the plural

- 1 Put students into mixed-ability pairs to do the exercise. Encourage stronger students to explain why a particular choice of word is correct. Ask students to give answers before checking.

Mixed ability

Put students into mixed-ability pairs. Ask stronger students to write short definitions of the words in the box for their partners to match to the words.

Answers

1 initials 2 memories 3 tears 4 arrangements
5 interests 6 ingredients 7 qualifications

- 2 Put students into same-ability pairs to discuss the questions. Encourage them to make eye contact rather than look at the book and remind them to give extra information in their answers where they can. Monitor and give positive feedback for informative answers and invite two or three students to tell the class one piece of information about their partner.

LISTENING

- 1 Put students into pairs to say what they can see in the pictures and to predict the type of conversation they will hear, e.g. 1 A discussion about where to eat (park café, restaurant, or self-service restaurant). Ask different pairs to feed back their predictions for each conversation and see whether the rest of the class agrees.


Prepare for Preliminary for Schools Listening Part 1

Task description

Listening Part 1 tests students' ability to identify important information from short monologues or dialogues. It consists of seven listening texts, each with a question and three pictures. Students listen and tick the picture which best answers the question. They hear the recording twice.

Tip

The key information you need for the answer could come anywhere – not just at the start.

- 2  **2.03** Read the instructions and play the recording. Remind students that they will hear each one twice. Allow them to compare their answers with a partner before checking as a class.

Audioscript

1: Where do the friends decide to eat?

Speaker 1: The film doesn't start for an hour. Let's eat somewhere – how about your uncle's restaurant?

Speaker 2: I hate to say it, but his place is really dark inside and the waiters aren't friendly. Anyway, we should sit outside in the sunshine! Why don't we go to the park café?

Speaker 1: We could, but they don't have hot food there. I know, let's try that new place near the cinema. You help yourself to whatever you want and pay at the end. It's not expensive.

Speaker 2: Fine.

2: What ingredients would the girl prefer to use in her cooking?

Speaker 3: Mum works late, so I cook our meals during the week. There are six of us – my parents and grandparents, my brother and me. I never use anything made from milk, like butter and cream, because my dad can't eat those things, though I don't mind that. Really, I'd like to cook with chillies and garlic, but my grandparents hate spicy food, so I usually cook quite plain dishes, which they prefer. I generally add lemon juice and a bit of salt, especially with fish.

3: Which product do they select for their art project?

Speaker 4: So we have to prepare a magazine advert for a food product. Shall we choose our favourite chocolate biscuits – or a packet of crisps maybe?

Speaker 5: Both pretty boring ideas! What about that juice we both like? We could show all the different fruit it contains – very colourful.

Speaker 4: Yes, but that sounds like loads of work to me.

Speaker 5: OK, let's try your first suggestion then. I don't want to do the crisps.

4: What does the boy choose for his dinner?

Speaker 6: Billy, I'm thinking of just making soup tonight. Is that OK with you?

Speaker 7: Oh, Mum! I've had football practice and I'm really hungry! Can I make some pasta instead?

Speaker 6: I suppose so, or I could get Dad to pick up fish and chips on the way home. You'd like that!

Speaker 7: But he won't be back for ages! Why don't I cook for myself now and then you two can have soup later?

Speaker 6: OK.

5: Which cake do they agree to make for Sally?

Speaker 8: I've got the main ingredients for Sally's birthday cake – eggs, flour, butter, sugar – but which recipe shall we follow? The orange cake looks interesting.

Speaker 9: Actually, it looks a bit complicated. Anyway, Sally's keen on chocolate – have you got any?

Speaker 8: No, but I could easily go out and buy some. That'd be better than a plain cake with jam in the middle, wouldn't it?


Speaker 9: Definitely. We'll go for that one then.

Answers

Refer to the underlined parts of the audioscript above.

1 B 2 A 3 C 4 C 5 B

SPEAKING Discussing options (2)


- 1 Put students into pairs to discuss the question. Get them to rank the four considerations in order of importance and to explain why. Model the activity by giving your own opinion. Bring the class together and ask for their most important consideration and reasons why.
- 2  **2.04** Direct students to the picture and ask what they can see. Help with useful vocabulary and write any new words on the board. Play the recording for students to answer the question.

Audioscript

- Laura:** OK, Ben, let's talk about the food for the party. It's going to be outside, so how about a barbecue with sausages, chicken legs and burgers, that kind of thing?
- Ben:** But quite a few of our friends don't eat meat, do they? And buying meat would be expensive.
- Laura:** Good point! Well, what if we made our own pizzas then?
- Ben:** I don't know, the weather's so warm at the moment. Let's go for something fresh and cool – if we cooked something, it would be hard work!
- Laura:** I agree, but just serving a plate of sandwiches or a few bowls of crisps at a party shows very little effort!
- Ben:** Salads might be a better choice? We could make lots of different types, with separate ones for the vegetarians.
- Laura:** That's not a bad idea, although we'd need to borrow enough plates for everyone, which might get broken.
- Ben:** Hmm, and knives and forks too. Using our fingers would be so much easier, wouldn't it? Come on, it's time to decide!
- Laura:** So, why not have sushi then? It's easy to eat, we can get fish and vegetarian, and everyone loves it. Are you OK with that?
- Ben:** Yeah, that sounds good to me.

Answer

sushi

- 3**  **2.04** Ask students to read the *Prepare* box. Give them five minutes to study the phrases. Write the functions on the board (*Making suggestions*, *Considering options* and *Making a decision*). Books closed. Put students into pairs or small groups and set a short time limit for them to write as many of the phrases as they can from memory. Students open their books and check. Play the recording again for them to tick the phrases they hear. Check answers.

Answers

Laura: How about ...?, What if we ...?, So, why not ... then?, Are you OK with that?
Ben: If we ..., it would be ..., ... might be a better choice?, It's time to decide!

Prepare for Preliminary for Schools


Speaking Part 2

Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and come to an agreement. The interlocutor gives them instructions and a picture showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.

Tip

Tell students to make positive contributions to the discussion and try to keep the conversation going. They should listen and respond to what their partner says, e.g. 'That's a good idea. We could also ...?' and 'You're right, but I would prefer to ...'.

- 4**  Tell students to read the instructions on page 130. Ask what words they might need to use to talk about the picture. Put students into pairs to decide on the best course. Monitor and give positive feedback when they use phrases from the *Prepare* box. Nominate a stronger pair to perform their dialogue to the class.

Cooler

Tell students to write three suggestions for food they would like to learn to make, unusual food they have tried and food that they would not like to try. Ask students to mingle and find others who share their ideas. Discuss some ideas as a class.

Project

Students use the internet to find an interesting meal that they have never tried, but would like to. The meal could be from another country, possibly made with unusual ingredients. They give a mini-presentation in the following class, including the recipe and reasons why they would like to try it. The class votes for the meal they would most like to try.

Teacher's resources

Student's Book

Grammar reference and practice page 158
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Culture

Advertising and you!

Learning objectives

- The students learn about advertisements which are aimed at teenagers.
- In the project stage, they design their own advertisement and present it to the class.

Preparation

For the warmer activity, find a selection of magazine advertisements or some short video clips.

Warmer


Show the class a selection of advertisements (see Preparation).

Write these questions on the board:

- What is the advertisement for?
- What is it saying?
- What does it want you to do?

Ask the students to look at the ads and discuss the questions in small groups.

- In pairs, encourage the students to ask and answer questions about the five products in question 1, e.g. *Do you own a smartphone? What's your favourite smartphone company?* and ask them to write down the names. Then ask them to discuss questions 2 and 3.
- Ask the class to identify the products in the photos (fried chicken, tonic water, a breakfast cereal, a car, an advert for a search engine) and say if they have seen the advertisements for these things. Next, ask them in pairs to try to guess what problems they caused in other languages.


Then ask them to match the products to problems 1–5. Encourage them to think about similar words e.g. tonic water and toilet water. The students will listen to a podcast in exercise 3 to check their answers.
-  2.05 Ask the students to listen and check their answers to exercise 2. If necessary play the recording twice.

Answers

1 e 2 b 3 a 4 c 5 d

Audioscript

- Speaker 1:** ... Yes, advertising is never easy, and of course, then there are the problems with taking your products into other countries, and making sure the name is OK.
- Speaker 2:** Sure, or the words you use in your adverts. Have you heard of this famous mistake? This famous fried chicken company described its chicken as 'finger-lickin' good', but that was translated into Chinese as 'eat your fingers off'!
- Speaker 1:** Not quite the same thing! And it isn't only translations into languages that are very different, like Chinese. This famous brand of tonic water was advertised in Italy as toilet water!
- Speaker 2:** Oh no! That isn't very attractive, is it? There's also this famous example of not checking your translations with terrible results – it's a car, right? And what's a car meant to do? It's meant to go. So why did this famous car manufacturer name this model Nova? Nova in Spanish – no va – means 'doesn't go', or 'won't go'. Not exactly what you want to hear about a new car if you live in Spain or South America!
- Speaker 1:** Mm. I've heard of that one and apparently it isn't true. Think about it – we say Nova for the car but the Spanish for 'doesn't go' is no va, so quite different.
- Speaker 2:** Hm, good point. And you'd think that an enormous company wouldn't make that mistake anyway.
- Speaker 1:** Indeed! But talking of names, this one is my favourite. It's a common breakfast cereal.
- Speaker 2:** Sure, I eat it all the time.
- Speaker 1:** Yes, but maybe you wouldn't if you lived in Sweden, where the name means 'burnt farmer'.
- Speaker 2:** Ooops! This internet search engine made a real problem for themselves when they wanted to break into the market in China, because the name means 'illness' in Chinese, or 'pancake', depending on which part of China you're in.
- Speaker 1:** Pancake?
- Speaker 2:** Yes, you know, those sweet fried things you eat with lemon, not a really useful way of finding things on the internet!
- Speaker 1:** Right. And the last one here is cheese ...

-  2.05 Ask the students, in pairs, to try to complete the table from memory. Then play the recording again for them to check their answers.

Answers

	Product	Country/countries with problem translation
1	fried chicken	China
2	tonic water	Italy
3	car	Spain, South America
4	breakfast cereal	Sweden
5	search engine	China

- 5** Ask the students to describe the photos in pairs and then answer the question. Encourage them to talk about why young people might be attracted to these ads. In exercise 6 they read the complete text and check their ideas.
- 6** Ask the students to read the text quickly, check their answers to exercise 5 and say why they think the text was written. Then ask them to match their ideas with one of the descriptions 1–4.

Answers

bottom photo: clothes

top photo: milk

Description 3 gives the purpose of the text.


- 7** Ask the class to read the first sentence of the second paragraph again and say what it is about (reasons why advertisers try to sell to young people). Next, ask them to find four reasons in the text. If necessary, point out that each reason begins with a word like *First*, *Second*, etc. Then ask them to match these reasons with four of the sentences (1–6) in this exercise.

Answers

- 1** (*you're very aware of what your friends have and do, and no one wants to be different*)
- 3** (*You may not be happy with your body image*)
- 4** (*you choose what to spend your money on, not your parents*)
- 6** (*You may not think you have much money, but you can spend it on what you like.*)

Extension activity

The students look at the two remaining sentences and decide if they are true. Then in pairs, they write some reasons why advertisers try to sell to other groups of people, e.g. children, professionals, retired people, etc.

- 8**  **2.06** Ask the students to read the first sentence of the third paragraph and say what it is about (why we want to buy things after watching or listening to an advertisement). Encourage them to say what they remember from the text about advertising techniques a–d. Then ask them to read the paragraph again, find the four techniques and check their ideas. Ask different students to explain the techniques to the class using examples from real advertisements where possible. Finally, ask the students to listen to the recording and match the speakers to a–d.

Answers

1 c 2 a 3 d 4 b

Audioscript

Narrator: One

Speaker 1: So, I've got an idea for a new ad. What I'm thinking is this – they're all sitting round the table, you know, maybe Sunday lunch or something, and there's this great smell coming from the kitchen. One of the kids looks up and smiles, and says something like 'Oh, chocolate pudding, my favourite', at which point everyone looks at each other and smiles.

Narrator: Two

Speaker 2: That's a great idea for the new ad, but we need something more to attract young people. Just the clothes themselves aren't enough, we need someone actually wearing the jacket.

Speaker 3: Mm, we need a name.

Speaker 2: Yes, someone they respect, like ... someone cool.

Speaker 3: Yes, but we can't afford to pay them too much, so it can't be someone too expensive.

Narrator: Three

Speaker 4: So, I've got a great idea for this ad. I think you have this great image of a beach, it looks calm, it looks quiet, and then all these teens come running along it, having the time of their lives. But they're not wearing the shoes, they're holding them, and suddenly they put them on and start dancing to this kind of hip hop number that gets louder and wilder – not too wild though, 'cos we want it to stay with the audience.

Narrator: Four


Speaker 5: Look at this advert I'm working on and tell me what you think.

Speaker 6: Advert! What do you want to ask me for?

Speaker 5: You're the right age – it's a new advert for an energy drink, aimed at teens, you know, for when you're doing sports.

Speaker 6: Oh, OK. What's this then?

Speaker 5: Well, these two young people are obviously quite rich. They're wearing great clothes, they're happy, they're easygoing, and they're drinking our new drink. We want teens to look at it and think 'I want to live like that.' What do you think?

- 9**  **2.06** Encourage the students to answer this question from memory in pairs first. Then play the recording again.

Answers

1 chocolate pudding **2** clothes **3** shoes **4** energy drink

Project

Tell the students they are now going to design their own advert. Organise them into groups or pairs and encourage them to think of a product and also whether they are going to produce a poster, a radio ad or video clip for the internet. Remind them to choose one or more of the techniques in exercise 8.

When the students are ready, ask them to present their ad (or their ideas for an ad) to the class. Encourage the others to identify the techniques used. If appropriate, encourage the students to vote for the best in different categories, e.g. the best poster, radio or TV ad, the best acting, artwork or music, the most original, the most persuasive, etc.

15 City and countryside

Unit profile

- Vocabulary:** City and natural world
Reading: Teentalk ... down under
Grammar: Articles: *a / an, the* and zero article
Vocabulary: Phrasal verbs
Writing: An informal letter or email (2)


Warmer

Draw two columns on the board headed *Country* and *City*. Put students into small groups and give them two minutes to brainstorm vocabulary associated with the two areas. Ask for suggestions and award one point for each word, and two for every word only one group comes up with.

Your profile

Ask students if they live in, or ever visit, any of the different types of area. Tell them to imagine they could live anywhere (city, small town or countryside) and take a vote on the favourite area. Put students into pairs to discuss where they would like to live, giving reasons and examples, before feeding back as a class.

VOCABULARY City and natural world

- 1 Read the question and tell students to do the quiz to find out what type of person they are. Ask them to use the words in the questions and responses to guess the meaning of any new vocabulary. Monitor and help as necessary.
- 2 Ask students to read the interpretation of their score on page 130. Invite two or three students to tell the class about the type of person they are, according to the quiz, and whether or not they agree. Encourage them to give reasons or examples of things they do and help them express their ideas if necessary.
- 3  2.07 Put students into mixed-ability pairs. Direct them to the pictures and ask them to write two or three words associated with each picture that they expect to hear. Take each picture in turn and ask for suggestions. Write any useful vocabulary on the board and check meaning, e.g. *alley* (a narrow road between buildings), *high rise flats* (a very tall building with a lot of floors) and *valley* (an area of low land between hills or mountains).
Read the instructions and play the recording. Tell students to compare their answers with a partner and give them the option of listening again to check.

Audioscript

- Speaker 1:** Well, I live in a historic town in Europe. It's really old and beautiful. I just love it. We have everything – you know, we have lots of historic buildings, monuments and ruins, and we have modern stuff – they built a new gallery last year. So now we also have modern architecture! There are lots of modern facilities – schools, clinics, shopping centres, restaurants and so on. But we also have older shops, too. And then you can drive straight into the countryside. We are close to both – perfect, in my opinion.
- Speaker 2:** We live on the edge of a big city. We can easily get into the city to see the latest shows, and getting around is no problem – we have a great transport system and there are street lights everywhere, so it's safe in the evenings. We've got most facilities in our area. There're nice modern apartments, with air conditioning, but there are always people moving in and out. So we don't really know our neighbours. It's pretty quiet during the day as everyone is at school or work, but in the evenings there's a bit more happening.
- Speaker 3:** I live with my parents in the countryside. Mum's a writer, so she likes a quiet place to concentrate. Some people might think it's a bit boring, and we stay in all the time, but in fact there's plenty to do. There are loads of open spaces! We live in a valley, and there's a lake where we go sailing and kayaking! There's lots of wildlife too. I like watching the countryside change in the different seasons. There's no pollution here, and no noise – it's just a great place to live!

Answers

1 c 2 b 3 a

- 4 Monitor and help as students complete the exercise in same-ability pairs. Invite students to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to match each of the sentences in exercise 4 with one of the pictures, and to feed back as you check answers.

Answers

1 modern architecture 2 pollution 3 wildlife 4 street lights
5 air conditioning 6 facilities

- 5 Model the activity by giving your own opinion about one of the pictures. Put students into pairs to discuss the question. Monitor and help with vocabulary as necessary. Draw two columns on the board headed *Advantages* and *Disadvantages*. Invite students to give one advantage and one disadvantage of each place and write the words from the quiz in the appropriate column. Take a class vote if there is a difference of opinion on whether or not something should be placed in the *Advantages*

or *Disadvantages* column. Help with pronunciation, e.g. *pollution* /pə'lu:ʃən/, *facilities* /fə'sɪ.lɪ.tɪz/ and *architecture* /'ɑ:.kɪ.tek.tʃə/.

- 6** Put students into pairs or small groups. Tell them to plan what they will say and to make a note of ideas and reasons. Monitor and help with ideas as necessary. Put students into different groups to discuss the topics. Monitor and join in where possible. Share some ideas as a class.

Extension activity

Tell students to choose three questions from the quiz and use the options to make a new yes/no question for each one. For example, *Is your perfect Saturday waking up early and going for an active walk?* Set a short time limit to mingle and ask others in the class the questions. Students report their findings back to the class.

READING

Books closed. Put students into mixed-ability pairs to review and brainstorm vocabulary related to the city and the country. Give them one minute to write their list, and ask the pair with the longest list to read it aloud. Other students can then add any other words.

- 1** Put students into pairs to discuss the meanings, using dictionaries if they have them. Monitor and help as necessary before checking answers.

Answers

Aussie: slang for Australian
beach: sandy area next to the sea
CBD: main part of a town or city where most of its offices and shops are
creek: a stream or narrow river
kangaroo: a large Australian animal that moves by jumping on its back legs
outback: areas of Australia where few people live, especially the central desert areas
water hole: small pool of water in a dry area where animals go to drink

- 2** Ask students to look at the map and read the title of the article. Elicit the meaning of *down under* (informal expression used for Australia because it's in the southern hemisphere). Read the instructions and set a short time limit for students to find out where each person lives and whether or not they like living there. Check answers.

Answers

Maddie lives in the country on a cattle station; Harry lives in the city (Sydney). Yes, they like living there.

- 3** Read the instructions and do the first item as a class. Monitor and help as students continue in mixed-ability pairs. Encourage stronger students to give reasons for their answer. Nominate individuals to give answers.

Fast finishers

Ask fast finishers to write two sentences about which place they would prefer to live in and why, and to share these with the class after checking answers to exercise 3.

Answers

- 1 M ('I do loads of exciting things with my brothers')
- 2 H (He talks about the zoo and the mall.)
- 3 B (Maddie mentions the creek and waterhole, Harry mentions surfing on Bondi beach.)
- 4 M ('I attended the School of the Air')
- 5 H ('I catch a ferry and then a bus to my school ...')
- 6 M ('Now I go to a boarding school ...')
- 7 B (Maddie talks about exciting things to do, Harry mentions the beaches, the zoo and the mall.)
- 8 H ('I think that being free in the ocean and seeing the tall buildings of the city at the same time is the best thing in the world.')

EP Word profile

Books closed. Write *all* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercises on page 136. Check answers.

Answers

- 1 After all
- 2 above all
- 3 and all that
- 4 at all
- 5 All
- 6 all is well

Talking points

Put students into same-ability pairs to discuss the questions. Monitor and help students communicate their ideas. Nominate individuals to choose one of the questions and share their opinions with the class. You could also ask them to discuss whether or not older people might prefer to live in the city or country and to say why.

Cooler

Ask students to look at the quiz on page 86 again, and, in pairs, to make a note of five words or phrases they want to remember. They write a definition of each one. Students test each other by saying the word or phrase for their partner to give the definition from memory.

GRAMMAR Articles: *a / an, the* and zero article

Books closed. Write these sentences with numbered blanks on the board:

There's ¹ ___ new mall in town.

She works in ² ___ office near here.

I saw her in ³ ___ High Street.

Have you been to ⁴ ___ bank?

Ask students what types of word are missing (articles) and which words are needed to complete the sentences (1 *a* – one of a type, begins with a consonant; 2 *an* – one of a type, begins with a vowel; 3 *the* – only one; 4 *the* – one particular bank, the speakers know which one is being referred to) and encourage them to explain the reason for their answer.

- 1 Put students into mixed-ability pairs. Tell them to look at the words in bold and say what part of speech they are (articles and nouns). Ask students to cover the rules and discuss why *a/an, the* or zero article has been used. Ask students to do the matching exercise. Read each of the sentences aloud for them to say the rule.

Answers

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

→ Grammar reference Student's Book page 159

- 2 Ask students to do the exercise individually. Tell them to match each sentence to one of the rules in exercise 1. Allow them to compare their answers with a partner before checking as a class.

Answers

1 a (rule a) 2 a (rule b) 3 the (rule e) 4 – (rule g)
5 a (rule a) 6 the (rule e)

- 3 Ask students to read sentences 1–6 and say what the words are after the spaces (proper nouns and geographical names, i.e. countries, mountains and places). Tell students we use *the* before geographical names which have an adjective + noun pattern, e.g. *the Snowy Mountains, the Pacific Ocean*. Monitor and help as they complete the sentences in pairs. Invite students to read the sentences aloud and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to find one more example for some of the rules in the article on page 87, for example, rule a: *a cattle station*; rule c: *the nearest school*; rule d: *the tall buildings*; rule e: *the city*; rule f: *the Blue Mountains*; rule g: *tourists*; rule h: *Sydney*. They can share these with the class after checking answers to exercise 3.

Extension activity

Test a partner. Students take turns to make factually true or false sentences using geographical names, e.g. *Spain is near the South Pole*, for their partner to say *True* or *False*. Ask pairs to share any particularly challenging sentences with the class.

Answers

- 1 zero article
- 2 zero article
- 3 zero article
- 4 The; zero article; zero article
- 5 zero article; an; a
- 6 The

Corpus challenge

Tell students to look at the sentence and find the mistake before comparing with a partner. Ask a student to write the correct sentence on the board and confirm with the class before feeding back. Ask students to match the sentence with one of the rules in exercise 1 (a).

Answer

It is a beautiful city.

- 4 Tell students to add the missing articles to the text, and monitor and help as they continue in pairs. Encourage stronger students to identify the appropriate rule from exercise 1. Ask a student to read out the first sentence, and then to nominate another to continue. Alternatively, you could read the text aloud, and tell students to call out 'Stop!' when an article is needed. Ask a student to give the answer.

Mixed ability

Write the following phrases from the text on the board: *island, Commonwealth of Australia, Australian continent, Bass Strait, Indian and Pacific Oceans, national park, capital*. Tell students these require an article. Stronger students complete exercise 4 without looking at the phrases on the board.

Answers

Tasmania is one of Australia's largest islands. It is **an** island state and is part of **the** Commonwealth of Australia. It is situated 240 km south of **the** Australian continent and is separated by **the** Bass Strait. It is surrounded by **the** Indian and Pacific Oceans. In Tasmania you can find mountains, rainforests and beaches. The tallest mountain is Mount Ossa which is in **a/the** national park. **The** capital of Tasmania is Hobart.

VOCABULARY Phrasal verbs

- 1 Ask students to read the sentences and identify the phrasal verbs in each one (*show around; stay in*). Write the phrasal verbs on the board and ask students to identify the verbs and prepositions. Underline each type of word. Direct students to the personal pronoun (*him*) in the first sentence. Explain that when the object of a phrasal verb is a personal pronoun, it is placed after the verb and before the preposition.

- 2** Read the instructions and do the first item as a class. Put students into pairs to complete the exercise. Ask students to give the answers and see if the class agrees before confirming.

Mixed ability

Ask stronger students to cover the phrasal verbs. They can try to identify them from the meanings, before checking their answers in the box.

Answers

- | | |
|-----------------------|-----------------|
| 1 move in | 4 end up |
| 2 show someone around | 5 catch up with |
| 3 stay in | 6 move out |

- 3** Do the first item as a class. Ask *Which words in sentence 1 help you choose the correct phrasal verb? (to go to college)*. Tell students to complete the sentences individually. Monitor and help, pointing to words in the sentence which could help them identify the correct phrasal verb (see Answers). Check answers.

Answers

- moved out (to go to college)
- stay in (people usually don't want to leave their homes when it's raining)
- showed; around (what people do when friends come to visit)
- ended up (reached Turkey as a final destination, after a train journey across Europe)
- catch up with (meeting somebody later to talk about things you have done)
- moved in (new neighbours started living in a new home and are still unpacking)

- 4** Put students into same-ability pairs. Ask them to number the topics in order of interest, and to start by discussing the one they most want to speak about. Monitor and help, giving positive feedback where possible, as they take turns to tell their partner about their experiences. Bring the class together and ask a student to report on any interesting experiences their partner has had.

WRITING An informal letter or email (2)

- Read the question and take a class vote on the favourite place to meet. Discuss reasons why this place is popular.
- Read the task aloud before directing students to read Inês's letter. Ask each question from the task in turn, and nominate individuals to give Inês's answer, i.e. the places where teens meet: *My friends and I usually catch up in a café near my house; is the area quiet or lively?: ... it's often quite quiet. However, it sometimes gets busy in summer; things for teens to do: There are loads of things to do here – cinemas, cafés and shops, of course!*

Answer

Yes, she does.

- 3** Tell students to read the *Prepare* box. Put them into mixed-ability pairs to match the linking words to their meanings. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

- 1 Actually 2 However 3 Finally 4 despite

- 4** Remind students to use capital letters for words at the beginning of a sentence. Monitor and help as they complete the sentences in pairs. Ask students to give answers by reading the complete sentence aloud.

Answers

- 1 despite 2 However 3 Actually 4 Finally

- 5** Draw four columns on the board. Put students into teams and ask them to read and find the adjectives Inês uses to describe the various places. Write them on the board. Set a short time limit for students to add as many other adjectives as possible for each of the places. Award one point for each adjective, and award an extra point if no other team has thought of it.

Answers

- fun, lively; other adjectives – clean, busy, exciting
- beautiful, quiet, busy; other adjectives – long, short, colourful
- famous; other adjectives – historic, impressive
- cool; other adjectives – lively, modern, busy

- 6** Ask students to plan their reply individually. Monitor and help with ideas. Put students into pairs to tell each other what they plan to say, and to add to each other's ideas if they can.

● Prepare for Preliminary for Schools Reading and Writing, Writing Part 3 Question 7 informal letter

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the informal letter, students are given part of a letter from a friend providing the topic they must write about. They must answer all of the friend's questions.

Tip

Tell students to be ambitious. They should use a range of tenses, phrases and vocabulary in their answers. Non-impeding errors, e.g. spelling, will not necessarily affect their marks.

- 7** ● Monitor and help as students write their letter.
Tell them to swap letters with a partner and check they have followed all the instructions in the task.

Sample answer

Dear Jon

My friends and I are lucky because there are loads of things for us to do in our neighbourhood. It's a very lively area both during the day and in the evening, when people are out on the streets taking a walk.

We can go skateboarding at a special skate park, which is just five minutes' walk from my apartment. There's also a new swimming pool where we like to hang out on hot summer days. And in the winter, we often go to the mall, where we can get a coffee or just sit and chat together.

I hope this letter is of help to you.

Cheers,

Cooler

Nominate a student to say the name of a city or place (e.g. London) and another to add a piece of factual information about it (e.g. it's the capital of the United Kingdom). The second student says the name of a different city or place, and nominates another to add a piece of factual information. Continue until everyone in the class has had a turn.

Project

Tell students they are going to use the internet to research their dream place to live. They should describe where it is, what it's like, what services are available in the area and why they would like to live there. They write a short blog post or give a presentation to the class. Tell them to include maps and photos.

Teacher's resources

Student's Book

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Vocabulary list page 142

Workbook

Unit 15, page 60

Go online for

- Pronunciation
- Corpus tasks

16 Let's film that!

Unit profile

Vocabulary: Film

Reading: Marty's blog

Grammar: Reported speech

Vocabulary: Reporting verbs

Listening: Discussing a film

Speaking: Describing a picture (2)

Warmer

Put students into teams and ask them to choose one person to write. Set a three-minute time limit for them to make a list of as many of the following as they can: film stars, directors, live shows, e.g. *X Factor*, animated films and soundtracks. The team with the longest list wins. Take a class vote to see which person and show is the most popular.

Your profile

Nominate stronger students to give detailed answers to the questions as a model. Put students into pairs to compare information. Monitor and help students communicate their ideas. Encourage them to move the conversation forward by responding to each other's ideas. Bring the class together and ask students to talk about their experiences.

VOCABULARY Film

- 1 Put students into mixed-ability pairs. Direct them to the photos and ask them to answer the questions. Monitor and encourage stronger students to share their opinions and to invite their partner to do the same. Bring the class together and nominate individuals to say who or what the adverts show and to talk about each picture or person in turn.

Answers

- 1 Students' own answers.
- 2 Steven Spielberg, a film director

- 2 Put students into pairs to match the sentences to the photos. Suggest they guess the meaning of any new vocabulary at this stage, as they will look more closely at it in the Extension activity. Check answers.

Extension activity

Students use their dictionaries to write definitions for each of the words and phrases in blue in exercise 2. Put them into pairs to take turns to read their definitions for their partner to guess the word or phrase. In whole-class feedback, read each of the words and phrases, eliciting a definition for each one.


Answers

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

- 3 Do the first item as a class before students continue in pairs. Ask them to find the words *directed* and *acted* in exercise 2 to help them understand the difference in meaning before deciding on their answers. Monitor and help as necessary before checking answers, encouraging stronger students to explain why their chosen answer is correct.

Answers

1 act 2 comes out 3 live 4 recording 5 director
6 performance


- 4  2.08 Tell students they will hear three people talking about different films. Advise them to listen carefully to everything the speaker says before making their choice, as a speaker may mention one or more of the elements in the options before making a final statement. Play the recording twice, pausing after each speaker. Check answers and elicit which words helped students match the speaker to the film.

Audioscript

- 1 Oh, look what's on at the Showhouse Cinema! Everyone says this is a really good film. Anna George acts in it, and according to all the reviews she gives a really good performance. I can't remember the director's name, but I know he's one of the big names – everyone's heard of him! I know you usually prefer animated films, but I'm sure you'll like this. What do you think? Shall we go and see it? It's really easy to get to the Showhouse. There's a direct train from Central Station.
- 2 This film looks good. I don't know the film-maker who directed it – I think it's his first film. I usually prefer films with live actors, but this looks quite interesting. They've got some quite famous actors doing the voices, and there are some good songs in it – I've heard a few of the recordings. The reviews all say that the animations are amazing, so I definitely want to go and see it. Do you want to come with me?
- 3 Do you want to go and see this? It's just come out. I'm not sure who the director is – I don't think it's anyone well-known, but the film still sounds good. It was filmed in Ireland, so there's some amazing scenery in it. But the story is the best part and the fact that my favourite actor appears in it – you know, the one who won that TV competition? He's got the lead role, so I'm sure it'll be a great film. Why don't we go and see it together?

Answers

1 c 2 a 3 b

- 5  2.08 Play the recording again for students to answer the question. Invite students to tell the class about which film they'd like to see.

- 6 Model the activity by giving the class your own responses to a few of the topics. Monitor and make suggestions as students complete the sentences individually. Put them into pairs to compare their ideas, and monitor and encourage students to have short conversations about each of the topics.

Mixed ability

For exercise 6, ask weaker students to choose just three sentences. Stronger students can complete all of the sentences.

READING

Tell students they are going to read about a park in Australia with high rope treetop courses. On these courses, people can go on the 'giant flying fox' (where you are attached to a rope 18 metres above the ground and you travel along it at high speeds) and play the 'barrel game' (where you crawl through barrels, suspended high above the ground). Ask for a show of hands to find out who would like to do a treetop course.

- 1 Tell students to read Marty's profile and to say what they think he might be like. Give them the following adjectives to choose from, if necessary: *adventurous, serious, fun, sociable, creative*.
- 2 Give students a short time limit to answer the questions. Tell them to raise their hands when they have found the answers, and check answers when most students have their hands up.

Answers

Larrumby Wildlife Park; a treetop course

- 3 Set a short time limit for students to read the blog. Put them into pairs to discuss their answers. Check answers.

Answers

Yes. His new camera worked really well.

- 4 Monitor as students answer the questions. Check answers. Make a note of any use of reported speech, but don't correct mistakes at this stage.

Answers

- 1 director, main cameraman and leading actor
- 2 if she was scared
- 3 the safety instructions
- 4 He was travelling so fast he couldn't hear or see anything.
- 5 press the Like button
- 6 surfing

- 5 Put students into small groups to discuss the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Bring the class together and invite or nominate students to tell the class about their opinions and experiences.

EP Word profile

Ask students to read the sentences and then set the exercise on page 136. Check answers and then tell students to write sentences of their own using each of the phrases with *direct*.

Answers

- 1 direct
- 2 direct
- 3 direct
- 4 direct
- 5 directed
- 6 directed
- 7 direct

Talking points

Put students into pairs to discuss the question and tell them to make a note of their partner's answers. Monitor and encourage them to give detailed answers. Ask students to tell the class about their partner's opinion.

Cooler

Tell students that they are going to help Marty make his next short film *Surfers' Delight*. Put them into groups of four and ask them to discuss where they will film it, what device they will use to film it, what will happen in the film and what difficulties they will face. Ask each group to nominate a spokesperson to report back to the class.

GRAMMAR Reported speech

Books closed. Invite two or three students to tell the class the last thing somebody said to them. Model by giving your own response, e.g. *My students told me they had done their homework*. Monitor for the use of tenses and *say* and *tell*. Do not over-correct for accuracy at this stage.

- 1 Do the first item as a class and then ask students to continue individually. Nominate individuals to give answers.

Answers

- 1 b
- 2 a
- 3 c
- 4 d

- 2 Put students into mixed-ability pairs to do the exercise. Tell them to look at the sentences in exercise 1 to help them complete the rules. Check answers.

Answers

- 1 change
- 2 back in the past
- 3 pronouns
- 4 would

→ Grammar reference Student's Book page 160

- 3 Ask students to complete the sentences individually. Monitor and help by guiding students back to the appropriate rule as necessary. Check answers.

Answers

- 1 liked
- 2 was making
- 3 had made
- 4 had made
- 5 would make
- 6 could

- 4 2.09 Ask students what their favourite things are. Tell them they will hear a person named Sally talk about her favourite thing. Play the recording. Ask a student to say what they think the item is.

Audioscript

My favourite thing is quite new. I bought it last year. Mum gave me some money for it and I saved up the rest. I use it to text and to look things up on the internet. I've already sent thirty texts! It's silver and I love it. I can't imagine my life without it!

Answer

a mobile phone

- 5 2.10 Read the instructions to the class. Ask students to complete the spaces individually and then to compare their answers with a partner. Play the recording for them to check their answers before confirming them with the class.

Audioscript

Sally said it was quite new. She said she had bought it last year. She said that her mum had given her some money for it and that she had saved up the rest. She said she used it to text and to look things up on the internet. She said she had already sent thirty texts. She said it was silver and she loved it. She said she couldn't imagine her life without it. It's her phone!

Answers

1 was 2 her 3 had saved 4 had already sent 5 loved
6 couldn't

- 6 Do the first item on the board as a class, before students continue individually. Remind them to review the rules in exercise 2. Allow students to compare their ideas with a partner before checking as a class.

Answers

1 My dad said he had really enjoyed the performance.
2 Anna's mum said she was making her favourite dinner.
3 Maria said her parents hadn't visited England.
4 Paul said it was his first trip on an aeroplane.
5 Tom said he would do his homework after dinner.
6 Jason told his friends he could ride his bike with no hands.

- 7 Model the activity by talking for 30 seconds about one of the topics. Ask students to make notes on one of the topics so they are prepared to talk for 30 seconds, and monitor and help with ideas if necessary. Put students into same-ability pairs and tell them to make notes on what their partner says.

- 8 Give students two minutes to reread their notes. Invite or nominate them to report what their partner has said to the class. Cover all the points in exercise 7. Tell the class to listen and check for accuracy.

Corpus challenge

Write the sentence on the board. Ask students to identify the reporting verb (*told*). Ask if the verb is in the present or past (*past*). Ask a student to say what changes are made to the verbs and to correct the sentence. See if the class agrees before feeding back.

Answer

I told him (that) if he was late, I'd wait for him.

VOCABULARY Reporting verbs

- 1 Ask students to read the sentences and guess the meaning of the reporting verbs. They can use their dictionaries to help. Put them into mixed-ability pairs to make two more sentences for each of the verbs. Monitor and check for accuracy and invite students to share their examples.
- 2 Read the reporting verbs in the box and check meaning, i.e. *demand* (ask for something in a way that shows you do not expect to be refused), *explain* (make something easy to understand by giving details), *suggest* (express an idea for someone to consider). Read the example with the class before students continue individually. Check answers.

Answers

1 explain 2 insist 3 suggest 4 demand

- 3 Read the example with the class. Monitor and help as students continue in mixed-ability pairs. Nominate individuals to read the reported statements and see if the class agrees before confirming.

Answers

1 explained; could 2 insisted; wanted 3 suggested; visited
4 demanded; gave

LISTENING

- 1 Ask students if they have read any of *The Hunger Games* books or seen any of the films. Which version did they prefer? Read the questions and ask students to share their opinions with the class.

- 2 2.11 Read the instructions and ask students to identify key words in the sentence (*disappointed, film*). Play the recording. Ask students to give answers and say what they heard to help them decide if the sentence was correct. Encourage them to use reported speech.

Audioscript

- Aysha:** Wow, that was such a great film! I love action films.
Henry: So do I, but this one wasn't as good as I'd expected. When I read the book, I couldn't put it down, but I never felt that excitement during the film.
Aysha: Hmm, I know what you mean, though sometimes it works the other way, like last week's film.

Answer

Correct. Henry said the story was different to the book. It wasn't as good as he thought it was going to be and the book was more exciting.

● Prepare for Preliminary for Schools Listening Part 4

Task description

Listening Part 4 tests students' ability to listen for detailed information, and to identify the speakers' attitudes and opinions. They listen to an informal conversation and say whether six sentences are correct or incorrect. Students hear the recording twice.

Tip

Tell students to read the questions before they listen and underline important words. This will help them focus and pay attention to the information they hear.

- 3** ● **▶ 2.12** Ask students to read the sentences and underline key words to guide their listening, e.g. *2 both, watched, same 3 enjoyed, last week 4 Aysha, film, better, book 5 agree, directors, have, experience 6 Henry, adventure film, next week.* Play the recording for students to do the exercise. Allow them to compare their answers with a partner and give them the option of listening again. As you check answers, elicit what the speakers actually said.

- Aysha:** Wow, that was such a great film! I love action films.
Henry: So do I, but this one wasn't as good as I'd expected. When I read the book, I couldn't put it down, but I never felt that excitement during the film.
Aysha: Hmm, I know what you mean, though sometimes it works the other way, like last week's film.
Henry: Which one was that? I don't remember.
Aysha: That's because you weren't able to come to film club that day, were you! Your mum wanted you to go shopping with her, remember?
Henry: Oh yeah, to get trousers for school. Boring! ... But you were saying that *that* film was better than the book?
Aysha: It was, yeah. The book is set in India and I didn't really know anything about India when I read it. I found that a bit hard. You can try to imagine what another country is like while you're reading, but a film really brings the places to life.
Henry: That's true, but with characters it can be a problem too. I was shocked when a crime series I'd read and enjoyed was made for TV. The detective looked nothing like my picture of him. He was bald, for a start!

- Aysha:** How funny. Maybe someone didn't read the books carefully enough? I think it's important for film-makers to prepare in that way, you know, get some background knowledge.
Henry: So that they really know what they're talking about, right? ... Well, what about next week's film club? Are we going?
Aysha: Hmm, I'm not sure, what did you say the film was about?
Henry: My favourite – a scary movie! Whooo! It's about those kids, and the house and then they see something ... So, what do you think?
Aysha: [sigh] OK, see you there.
Henry: Great!

Answers

Refer to the underlined parts of the audioscript above.

- 2 B. Aysha says that Henry couldn't go because he had to go shopping.
- 3 A. Aysha says a film really brings the places to life.
- 4 B. He says the detective looked nothing like his picture of him.
- 5 A. They agree that directors should have some experience.
- 6 B. Henry insists on seeing a horror film.

SPEAKING Describing a picture (2)

- 1 Put students into pairs to discuss the photo. Monitor and help with ideas if necessary.
- 2 **▶ 2.13** Read the instructions. Put students into pairs to compare their ideas to what Marcus says. Invite two or three students to report their ideas to the class.

Audioscript

- Examiner:** Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people waiting. Marcus, here is your photograph. Please tell us what you can see in your photograph.
- Marcus:** In my picture, I can see lots of people. It looks like they are making a film. I can see cameras and other things for making films. There is something that is used for the sound, but I don't know what it's called. The people are waiting because everything has to be ready. Some people are wearing coats and there's a man wearing a hat. It might be cold, but I'm not sure. In the background there are lots of actors. They are ready for the film. But they aren't the leading actors, but sometimes a film has extra people to make the scene look real. I think the film is about a war because I can see soldiers. I don't like films about wars and so I don't watch them. I like comedy films, or computer animated films like *Toy Story*. That's my favourite film.

- 3 **▶ 2.13** Tell students to read the *Prepare* box and to study the phrases in each section. Write each of the section titles on the board. Ask students to close their books and give them five minutes to work in pairs to write the phrases from memory. Play the recording again for students to tick the phrases they hear. Check answers.

Answers

Describing what you can see: I can see ..., In the background there are ...

Making guesses: It looks like they are ..., It might be ..., I think it's ...

When you don't know the word: I don't know what it's called.

- 4** ● Put students into pairs and ask them to decide who is A and who is B. Tell students they will describe a picture to their partner. Direct them to page 131 and ask them to read the instructions. Give students two minutes to make notes to prepare, and monitor and help as necessary. Ask them to take turns to describe their pictures and time each turn.

- 5** Ask students to write the questions individually. They should check in pairs before you feed back as a class. Check that students are using question forms correctly.

Possible answers

What kinds of entertainment do you like?

Do you prefer watching films at home or going to the cinema?

What is the most popular form of entertainment in your country?

- 6** ● 2.14 Read the instructions and play the recording for students to listen for the questions. Check answers.

Audioscript

Marcus: So what kind of entertainment do you like?

Alex: Well, I really like films. I watch a lot of films. I watch films at home on my computer or on the TV with my family. What about you? Do you like watching films?

Marcus: I do! I love watching films. I really like American action films. I think they are really interesting.

Alex: So do I, but I also like films from my country.

Marcus: What kind of films are there in your country?

Alex: Films about love! Haha! Lots of people really enjoy those films. What other entertainment do you have in your country? Do you have the circus?

Marcus: Yes, but I don't like that, especially with animals.

Alex: I don't like that either. It's not nice. What about ...

Answers

Six questions: So what kind of entertainment do you like? What about you? Do you like watching films? What kind of films are there in your country? What other entertainment do you have in your country? Do you have the circus?

● Prepare for Preliminary for Schools

Speaking Parts 3 and 4

Task description

Speaking Part 3 tests students' ability to organise language while speaking on their own for a long turn. They are given a photo to describe and should talk about it for about one minute, demonstrating their range of grammar and vocabulary.

Speaking Part 4 is a discussion between the students on the topic of the Part 3 photographs, which lasts for three minutes.

Tip

Tell students that it is not important to agree with the other student during the discussion. In fact, if they disagree, they will probably show a better range of language! They should use phrases like *I don't think that's true because ...*, *perhaps there's another reason, though ...*, etc.

→ See Exam Profile 5, Student's Book page 129

- 7** ● Give students about five minutes to make notes to answer the questions. Put them into same-ability pairs to discuss the questions. Monitor and give positive feedback for interesting ideas. Invite students to feed back any interesting reasons their partner gave in answer to any of the questions.

Cooler

Students write five sentences with the reporting verb *say*, similar to those in Vocabulary exercise 2 on page 92. They swap with a partner and rewrite the sentences using different reporting verbs. Share some ideas as a class.

Project

Students prepare a mini presentation on one of these topics: *My favourite book*; *My favourite film*; or *Book or film, which is best?* Tell them to use the internet to research the following information: director, main actors and storyline. They should also say why they like it. In the following class, put students into small groups to give their presentations. Their presentations could be published on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 160

Vocabulary list page 142

Video

Let's film that
Speaking Part 3

Workbook

Unit 16, page 64

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks

Language

Film reviews

Learning objectives

- The students learn how to write a successful film review.
- In the project stage, they write a film review.

Warmer

Write these questions on the board, for the students to discuss in pairs.

- 1 How often do you watch films?
- 2 Where do you watch them?
- 3 How do you choose the films you watch?
- 4 Do you ever read film reviews? Why (not)?

- 1 Ask the students to look at the texts first, without reading them, and say what type of text they are (film reviews). Then ask them to answer the rest of the questions in pairs. Remind them not to read the texts for now. When checking the answers, point out that the last line of each review answers question 3 (e.g. Review by Ally, 15, Los Angeles).

Answers

- 1 Film reviews 2 in a newspaper, magazine, online
- 3 people who saw the film (Ally, Felipe, Marcin)
- 4 people who are choosing a film to watch

- 2 Ask the class to read the types of film in the box first and try to name a film for each type. Then ask them to read the texts very quickly and match them with the film types. Point out that some of the films may be more than one type.

Answers

A comedy B animation / comedy C animation / adventure

- 3 Ask the students to read the question and ask *Where do you think you will find the answer?* If necessary, point out that reviewers usually give their opinion in the final paragraph. Accept any reasonable answer that the students can justify with words from the text, e.g. *I think Ally gave the film four stars because she says 'it's one of the most entertaining comedies I've seen'. I don't think she gave it five stars because she says 'In general, I'd recommend this film,' but she also says about the dancing 'some people might think it's too perfect'.*

Suggested answers

- A 4 stars
B 4 stars (*not as much fun as it was in the original movie; Would I recommend the film? Yes, I would, but ...*)
C 2 or 3 stars (*the story goes from OK to quite bad in the second half; just doesn't work alongside the Tarzan story; it might be worth seeing if you have nothing better to do*)

- 4 Ask the students to look at the first paragraph in review A again and to say what the connection is between the four underlined words (words or phrases connected with talking about films). Ask them to find some more in the three texts. Encourage them also to find adjectives to describe films.

Suggested answers

Review A: appear on the scene, the best thing about the film, the script, written by, fast and funny, cool, performance(s), great, fantastic, too perfect, entertaining, musical comedy

Review B: the second in the series, (a bit) disappointing, directed by, it stars, voice, the story starts, a great ending, romance comes on the scene, things get complicated, good points, great moments in the story, awesome, character, not as much fun, original movie, fresh and new, it's more of the same, recommend, fun and a good laugh

Review C: big-budget, animated movie, the latest in a long list of films about, audiences, directed by, film-maker, 'motion capture' technique, base animation on real actors, it's about, the scenes when, enjoyable (enough), the story goes from OK to quite bad, in the second half, it's all connected with, it just doesn't work, (fairly) simple, adventure story, it might be worth seeing, in my view, it's better for, not (really) suitable for.

- 5 Ask the students to read opinions 1–6 first and try to remember which reviewer might say these things about the film they saw. Then ask them to read the reviews again and check their ideas. Encourage them to underline the words in the text which give them the answer.


Suggested answers

- 1 C (*not suitable for teens*)
- 2 A (*the performances are great*)
- 3 C (*the story goes from OK to quite bad in the second half*)
- 4 A (*some people might think it's too perfect*)
- 5 C (*it's all connected with environmental issues and the destruction of the dinosaurs, and it just doesn't work alongside the Tarzan story*)
- 6 B (*there are certainly going to be more; That was a great ending. Why start again!?*)

- 6 Ask the students to look at the reviews first, without reading exercise 6 and ask *How many paragraphs are there in each review? What information is included in each paragraph?* Then ask them to read exercise 6 and check their ideas.

Answers

a 2 b 4 c 1 d 3

- 7  2.15 Books closed. Ask the class *What sort of information should go in a review? What sort of language should you use in a review?*

Books open. Ask the students to check their ideas with the lists in the book. Next, ask them if there is anything in the lists in the book that they wouldn't include.

Play the recording and ask the students to tick the things they hear. If necessary, play the recording again and stop it after each answer is given.

Answers

Students should tick: the actors, the story, the director, a recommendation, contractions, phrasal verbs, some informal words, questions, talking to the reader

Audioscript

Teacher: OK, everyone. Now you've read some film reviews, let's talk about how to write one. First of all, what information should you include in a film review? Yes, Shona.

Shona: You have to give the reader enough information to decide whether they want to see the film or not.

Teacher: Indeed. Very good. So what kind of information is that? Jacob?

Jacob: Um, I think you need to give some information about the story, so people understand what it's about, and you should say who the main actors are.

Teacher: Yes, Laura?

Laura: And the director. Some people think the director is more important than the actors.

Teacher: That's true. Good point. Nick?

Nick: But you mustn't give away the ending.

Shona: Or anything unexpected, any surprises in the story.

Teacher: Yes, that's very important, no spoilers, as we call them. What about your opinion?

Jacob: Well, you should give a recommendation, but I don't think you should give your opinion on every little thing in the movie. People should make up their own minds.

Shona: And I might think that one actor's performance is good but Jacob might not.

Teacher: Yes, so perhaps you should give honest descriptions of the performances, the script and so on. Now, what about the language? What kind of language should you use?

Nick: Are we talking about a review for people of our own age, or for older people?

Teacher: Let's say it's for a young people's website.

Nick: Then we can be quite informal.

Laura: But not too informal! I think language sounds awful when it's really trendy and modern, and using words that only teenagers understand.

Teacher: Yes, Laura's absolutely right. Don't make your reviews too informal.

Jacob: And no bad words!

Teacher: Definitely not! So what kind of informal things can you include?

Laura: I think we can use short forms, you know, when you run words together, like *isn't* and *doesn't*.

Teacher: Contractions, yes, I agree.

Laura: And some informal words like *great*, and also phrasal verbs, like *hang out*.

Teacher: Good, you know your English language, Laura! Shona?

Shona: Can we use questions, and speak, I mean write, to our reader, using *you*, for example?

Teacher: What does everyone think?

Nick: I think so; it makes the review interesting.

Jacob: Yes, I agree.

Teacher: Yes, I agree too. OK. How about writing a review now? Why don't you ...

8 Write the answers from exercise 7 in a column on the left-hand side of the board. Ask the students to find examples of each of these in the reviews. When they are ready, invite two or three students to come to the board and write an example next to each thing.

9 Encourage the pairs to choose a film quickly. Then ask them to complete the information in note form. If the class is slow to start, choose a film and do it as a class on the board before the students work in pairs. For 'words and phrases', encourage the students to use some of the words they underlined in the reviews in exercise 4.

Cooler

A class quiz. Prepare some quiz questions about the films on this page and in Unit 16 (see suggestions below). Organise the students into teams, ask the questions and award points for the correct answers. If appropriate, ask the students to write some more quiz questions about famous films and organise a class quiz using their questions.

Suggested quiz questions

Who stars in *Pitch Perfect*? (Anna Kendrick and Skylar Astin)

Which university do the students go to in *Pitch Perfect*? (Barden University)

Who wrote the music for *Despicable Me 2*? (Pharrell Williams)

Who directed *Tarzan*? (Reinhard Klooss)

Who does Tarzan meet as a teenager? (Jane Porter)

Project

Tell the students they are now going to write their own review in pairs. Remind them about the organisation of a review by reading the project instructions together. Ask them to read their notes in exercise 9 and to say in which paragraph they should put each part of the review.

Tell them to make a plan before they start writing. If necessary, write a plan together on the board first.

When the pairs have written their review, encourage them to exchange it with another pair and to check each other's work to make sure they have included the things in exercise 7 (i.e. information about the actors, story, director, etc. and also contractions, phrasal verbs, etc.). Before compiling a class book, highlight any errors and ask the students to correct their work.

Ask them to read the reviews and, if appropriate, choose a film from the reviews to watch as a class.

17 Getting the message

Unit profile

- Vocabulary:** Verbs of communication
Reading: Message in a bottle
Grammar: Reported questions
Vocabulary: Adverbs of degree: *fairly, pretty, quite, reasonably*
Writing: A short message (2)

Warmer

Put students into small groups to list as many ways of communicating as they can in two minutes. Write their suggestions on the board and take a vote on which ones they use the most and which ones least.

Possible answers: face to face, texts, Skype/Facetime, phone call, email, Tweets, letters, mobile messaging apps.

Your profile


Put students into mixed-ability pairs to discuss the questions. Monitor and join in with the conversations, encouraging students to extend their answers with examples and reasons. Give positive feedback for interesting ideas. Bring the class together and invite two or three students to report back on their group's discussions.

VOCABULARY Verbs of communication

- 1 Tell students they are going to do a questionnaire. Ask them to read the paragraph in exercise 2, and say what the questionnaire is about (to find out about why people text). Do the first item as a class, asking students to find the appropriate word in the paragraph. Check answers.

Answers

1 disagree 2 warn 3 remind 4 complain 5 apologise
6 joke 7 promise 8 wonder

- 2 Ask students to complete the questionnaire and monitor and help with vocabulary as necessary. Put them into mixed-ability pairs to compare their answers and give reasons for their choices. Monitor and listen for interesting ideas. Nominate individuals to take turns to explain their partner's reasons and encourage them to use reported speech structures.
- 3  2.16 Play the recording for students to listen for any of their ideas. If you think the listening will be difficult, pause the recording occasionally for them to note their answers.

Audioscript

Presenter: OK, we promised to give you the results of our questionnaire today, so, Fran, have you got them there?

Fran: Yes, I have.

Presenter: Good. So, first, we asked teenagers which social media activities they had done in the last 24 hours. What did they say?

Fran: Most teenagers said they had used social media in that 24-hour period, so that's the most popular form of communication. This compares to only twenty-eight percent who said they had commented on a blog, for example.

Presenter: Interesting. And what about the things they do at least once every day?

Fran: Well, we wondered whether teenagers often used email, and it seems that only thirty percent do. Texting is definitely the most popular, with sixty-eight percent doing that at least once a day.

Presenter: Right. Then we asked them about social networking, didn't we?

Fran: Yes. Well, it seems that over eighty percent of teenagers agree that social networking helps them to keep in touch with friends they don't see that often. That's very high, isn't it? Surprisingly, a lot of teenagers disagree that social networking is completely safe. It seems their parents and teachers have warned about the dangers, and they understand how to stay safe.


Presenter: That's good. So, what's their favourite way of communicating overall and why?

Fran: Well, teenagers still like communicating face to face. They say it's easier to laugh and joke about things face to face, and of course that's what teenagers love doing! They also like texting because it's so fast. For example, they can easily send a text to remind a friend that they're meeting up. They also find it easier to apologise for something in a text than they do face to face, which is interesting.

Presenter: And what about phoning?

Fran: No, they don't use the phone much. They all complain that it's too expensive.

Presenter: Right. Well, thanks for that Fran, and now ...

- 4  2.16 Ask students to work together in mixed-ability pairs and to complete the sentences from memory. Play the recording for them to check their answers.

Answers

1 promised 2 wondered 3 disagree 4 warned 5 joke
6 remind 7 apologise 8 complain

- 5 Put students into small groups to discuss the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Bring the class together and set up open pair conversations. Nominate one student to ask a question, and to name another to answer. Continue until all three questions have been answered.

READING

- 1 Books closed. Ask students to think of unusual ways of communicating, e.g. smoke signals, or drumming, and see if they mention 'send a message in a bottle'. Books open. Direct students to the photo and answer the questions as a class.
- 2 Ask students to read the article and answer questions 1–4 individually. Monitor and help with any problematic vocabulary as necessary, e.g. *sand* (a substance found on the beach made from tiny grains of rock), *voyage* (long journey) and *genuine* /'dʒen.ju.ɪn/ (really what it seems to be). Put students into mixed-ability pairs to compare answers before checking as a class.

Fast finishers

Ask fast finishers to imagine they have found a message in a bottle: When was it sent? Why was it sent? Who sent it? What might be written in it? Elicit their ideas after checking answers to exercise 2.

Answers

- 1 Earl Willard 2 it was in a bottle
3 and 4 Students' own answers

- 3 Elicit the different types of text (text message, email, handwritten note, notice). Set a short time limit for students to quickly read the messages and match them to a writer. Put students into mixed-ability pairs to compare their answers and give reasons. Monitor and help students express their ideas if necessary. Read each text in turn, nominating individuals to give their answer and a reason for their choice. See if the class agrees before confirming.

Answers

- 1 b 2 d 3 e 4 c 5 a

● Prepare for Preliminary for Schools Reading and Writing, Reading Part 1

Task description

This part contains five short, unrelated texts consisting of public notices, labels on packaging, and personal messages such as emails and text messages. Each text has one three-option multiple-choice question. Part 1 tests understanding of the main ideas in short texts.

Tip

Tell students to pay attention to the different reporting verbs they meet, e.g. *offer*, *request*, *ask*, *recommend*, *say* and *mention*. It is important to understand these in order to choose the correct answer.

- 4 ● Note that this set of five questions are all personal messages, whereas in the actual exam, there would be a mix of these and public notices, etc. Put students into mixed-ability pairs and tell them to underline important words in the questions or options to help guide their reading. For example, 1 *Why, Max, sent, text*; 2 *recommend, is keen, ask*; 3 *Dolores, says*; 4 *note, Anna, mentions*; 5 *thanking, hoping, asking*. Check vocabulary as necessary, e.g. *favour* (something that you do to help someone), *recommend* (say that something is good), *delivery* (when someone takes a parcel to a place), *souvenir* (something that you keep to remember a special event). Tell students to complete the exercise individually, before comparing their answers with a partner. Check answers.

Mixed ability

To help guide weaker students to the correct answer, remove one of the options for each of the items. Write the following pairs of options on the board for students to choose from: 1 B, C; 2 A, B; 3 A, B; 4 A, C; 5 A, C. Tell stronger students not to look at the board and to choose from all the options.

Answers

- 1 C (I need to borrow your notes)
- 2 A (... suggest a good hotel for my dad. He's visiting your city)
- 3 B (we can send it to your home)
- 4 C (Mum's left your dinner money on her desk.)
- 5 A (I'm grateful to everyone involved ... sign below if you'd like a recording of the performance.)

EP Word profile

Ask students to explain each use of the phrases with *know* to their partner. Discuss ideas as a class. Then set the exercise on page 136. Check answers.

Answers

- 1 I know 2 get to know 3 you know 4 know
5 As you know

Talking points

Put students into pairs to discuss the questions. Monitor and help with ideas if necessary (e.g. other communication methods in the past could include using Morse code and semaphore). Encourage students to justify their opinions. Give positive feedback and report interesting comments to the class.

Cooler

Play 'Test a partner'. Put students into pairs and tell them to take it in turns to read a definition of a verb from exercise 1 on page 98 for their partner to say the verb.

GRAMMAR Reported questions

Books closed. Nominate a student and ask *Do you often write emails?* Ask the class to report the question and write it on the board (e.g. *She asked me if I often wrote emails*). Elicit the differences between the direct question and the reported question (change of pronoun from *you* to *me*, and change of tense from present simple *write* to past simple *wrote*). Underline the pronouns and verb. If you think students will find this challenging, write the words from the reported question on the board in a jumbled order and ask students to re-order it.

- 1 Direct students to read the examples and ask what they have in common (they are all questions). Put them into mixed-ability pairs to do the matching exercise. Check answers and elicit what happens to the verb tenses.

Answers

1 b 2 d 3 a 4 c

The tenses change as they do with reported speech.

- 2 Put students into pairs to complete the rules. Monitor and encourage stronger students to explain using the examples in exercise 1. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

a ask; wonder b statements c whether d never e which

→ Grammar reference Student's Book page 161

- 3 Read the example as a class to demonstrate the exercise. Monitor and help as necessary, checking for accuracy as students continue in mixed-ability pairs. Nominate individuals to give answers.

Extension activity

If your students need help remembering the changes made in reported questions, do a 'backchain drill' after checking answers to exercise 3. Say the last word of the example reported question (*did*) for students to repeat. Add one word at a time for students to repeat again. Continue until you have built up the whole sentence.

Answers

1 was 2 would 3 didn't 4 were; was

- 4 Write the example question on the board and take students through the changes needed to report the question. Tell one student to ask the question and then nominate another to report what was said. Ask *Who is reporting the question?* (The person who was asked it) and *How do you know?* (The subject pronoun is changed from *you* to *me*, and the possessive pronoun is changed from *your* to *my*). Ask students to complete the exercise individually. Allow them to check their answers with a partner before whole-class feedback.

Mixed ability

Put weaker students into pairs to do exercise 4. Stronger students can work individually.

Fast finishers

Get fast finishers to write three jumbled reported questions on a piece of paper for another fast finisher to read and put into the correct order. They can swap their paper back to check answers.

Answers

- 1 if there would be
- 2 me if/whether I had lost my
- 3 (why) I hadn't bought myself
- 4 me when I last saw my
- 5 me how many songs I had downloaded for my

Corpus challenge

Put students into pairs and ask them to look at the reported question and identify the mistake. Monitor and help if necessary by asking to students to read the examples in exercise 1 and say if the auxiliary verb *do* is used in any of the reported questions (no). Check the answer as a class.

Answer

I asked him how he came here.

- 5 Put students into groups of three. Ask them to decide who is A, B and C, before directing them to page 131. Read the instructions aloud and check students understand the activity. Monitor and check they are swapping roles and that each student has a turn reporting the questions and answers. Ask each group to choose one question and answer to report to the class.

Extension activity

Play 'Pass the message'. Put the class into two groups. Tell them you will whisper the same question to one student in the group, who whispers what they heard to the next student in their group, and so on, until the last student has been told. The last student in each group writes what they heard on the board.

Whisper the following question: *Did it say anything about why the message had been written?*

VOCABULARY Adverbs of degree: *fairly, pretty, quite, reasonably*

- 1 Do the exercise as a class. Read the examples to the class, and ask questions a–c. Put students into pairs to ask and answer questions 1 and 2, and to think of questions using *pretty* and *quite*. Feed back as a class.

Answers

- a yes, to some degree
- b *fairly*, *pretty* and *quite* mean to a large degree, *reasonably* means to some extent
- c Adjectives follow the adverbs in examples 1–3, and adverbs in examples 4–5.

- 2 Monitor as students complete the exercise individually. Allow them to compare their answers with a partner before checking as a class.

Possible answers

- 1 fairly confident
- 2 reasonably large
- 3 quite happily
- 4 fairly typical
- 5 pretty well-behaved

- 3 Ask students to complete the sentences to describe themselves. Monitor and check for accuracy and help as necessary. Put students into pairs or small groups to describe themselves. As an alternative, ask them to write one of their responses on a piece of paper. Take them in and redistribute them for students to guess who wrote them.

Fast finishers

Ask fast finishers to think about what another person, e.g. a parent, would say about them. Get them to share their ideas during feedback to exercise 3.

Extension activity

Play 'Find someone who ...'. Students talk to as many other people as possible in a set time limit to find one person who is similar to them in each of the four areas. Feed back as a class.

WRITING A short message (2)

- 1 Put students into mixed-ability pairs. Ask them to read tasks 1–3, and then match each email to a task. Monitor and encourage stronger students to explain their answers to their partner. Check answers.

Answers

- Task 1 C
 - Task 2 A
 - Task 3 B
- They all cover the three points in the task.

- 2 Put students into pairs to find the expressions. Monitor and check they are writing the complete phrase. Invite students to give answers and see if the class agrees before confirming.

Answers

- 1 I'm so sorry (C)
- 2 What bands are you into now? (A)
- 3 ... because they have an awesome guitarist (A)
- 4 don't forget! (B)
- 5 How about trying (B)

- 3 Tell students to read the *Prepare* box and the task. Put them into pairs to choose the phrases they can use. Monitor and ask students to give reasons for their choice. Discuss ideas as a class.

Extension activity

Books closed. Tell students to write the phrases from the *Prepare* box from memory. Then ask them to open their books to check their answers.

Answers

I'm really sorry (apologise), Why don't we ..., How about ...? (suggest another arrangement), Take care, Bye (close the message)

● Prepare for Preliminary for Schools Reading and Writing, Writing Part 2

Task description

In Writing Part 2, students write a short message of between 35 and 45 words, e.g. a postcard, note or email. They are given a task including three content points, which they have to respond to. Students are assessed on their communication of these three points and on the clarity of their message.

Tip

Tell students to make sure that they have written the correct number of words. If their answers are too short, they should check that they have included all three content points. If their messages are too long, they should check them for clarity and delete anything unnecessary.

- 4 ● Ask students to write their short message to Andy. Monitor and help with ideas, directing students to the phrases and example emails if necessary. Put them into pairs to tell each other what they plan to say, and to add to each other's ideas if they can. Ask students to work with a different partner. They swap messages, and check their partner has covered all three points and written in an informal style.

Sample answer

Hi Andy
I'm really sorry, but I can't play tennis on Saturday. I'd forgotten that my cousins from Australia will be visiting us at home. Would you be able to play next Tuesday instead? We could go straight from school if you like.
Take care,

Cooler

Put students into pairs to remember one or two questions that were asked during the lesson and to report them to the class, e.g. *You asked us if we had finished; Eduardo asked if he could borrow a pen.*

Project

Tell students they will do a questionnaire about communicating. Suggest that they could focus on a particular age group, e.g. teenagers, or compare answers from two different age groups, e.g. teenagers and their parents. Put them into pairs or small groups to write their questions, using the questionnaire on page 98 to help. In class, they decide how many people each student will ask. They should prepare a PowerPoint presentation with a summary of results to present to the class. Other students should prepare to ask each group about the questionnaire and the age group of the people interviewed.

Teacher's resources

Student's Book

Grammar reference and practice page 161

Vocabulary list page 143

Video

Getting the message

Workbook

Unit 17, page 68

Go online for

- Pronunciation
- Video extra worksheet
- Corpus tasks

18 We love the celebs!

Unit profile

Vocabulary: Feelings and qualities

Reading: What are stars without their fans?

Grammar: *have something done*

Vocabulary: Prepositions

Listening: An interview with a journalist

Speaking: Discussing a topic (2)


Warmer

Put students into groups of three. Ask them to choose three celebrities and to plan a mini-quiz about them. Students write questions and then regroup to ask others their questions. Nominate individuals to tell the class the answers to the questions and see if anyone can guess the identity of the celebrity.

Your profile

Put students into pairs to exchange ideas. Encourage them to respond to, and show an interest in, what their partner says. Invite two or three students to give opinions, and find out whether they would like to be a celebrity. Take a class vote on who is the most popular celebrity.

VOCABULARY Feelings and qualities

- 1  2.17 Tell students they will listen to five people talking about celebrities. Ask them to read questions 1–4 and to underline key words and phrases to direct their listening. For example, 1 *isn't really interested*; 2 *celebrities should be careful, fans do the same*; 3 *felt sad, celebrities did*; 4 *surprised by, celebrity*. Play the recording. Ask students to give answers and see if the class agrees before confirming.

Audioscript

Narrator: Joanne

Joanne: I'm just mad about my celebs! I buy a magazine every week and I follow their lives. My friends think I'm crazy, but you know, it's just like any interest! I'm curious! I love knowing what they're doing and where they are. I follow quite a few on social media. People say that the celebs just do things for money, but that's not true, well, not for all of them. Some are really kind and have a lot of good qualities. I'd love to be a celeb myself. It'd be just great!

Narrator: Phil

Phil: Honestly, I don't really follow the lives of the celebrities, but the papers and magazines keep telling us what they're doing. I do sometimes get curious, especially if there's something about a football player. But I think that people who are mad about the celebs, well, they must be a bit lonely really. I read about this one woman. She has her car washed at a garage just because she'd seen a celeb there. Ridiculous, if you ask me.

Narrator: Nicole

Nicole: I had this amazing experience. We were in Las Vegas on holiday and this really famous guy was next to us, with his girlfriend and family. There were fans who were asking for autographs, you know, when they write their name on a piece of paper, and he was so easygoing and nice. I wanted to ask for his autograph, but I was too shy. I just felt embarrassed. But then, after he'd gone, I saw he had left his sunscreen behind! I picked it up and kept it. I was actually surprised that it wasn't a better quality one! But I didn't mind – it was an unexpected souvenir!

Narrator: Andy


Andy: Well, you know, I think that the way the celebs behave is really important. I'm sure it must be stressful sometimes, you know, all the cameras, but they shouldn't get nasty, you know what I mean? But I think that most of them are charming. I think they know it's really important that they are professional, because there are so many fans who watch what they do and then copy them.

Narrator: Maggie

Maggie: Well, I was a really big fan of this band, so you can imagine I was delighted that they'd chosen our town to play in. Everyone was really excited. But you know what? It was like they didn't notice us. We weren't there. They came on and played, but they didn't talk to us or anything. I thought it was a bit rude. I mean, without the fans, they're nothing! I was quite upset about it. Also, the sound was really poor quality, so people couldn't hear properly and I think some fans even left. They were really annoyed because they couldn't hear. So, I guess the band got what they deserved!

Answers

1 Phil 2 Andy 3 Maggie 4 Nicole

- 2  2.17 Read the instructions and ask students to read sentences 1–12. Say each of the words in the box aloud so they have heard the pronunciation. *Curious* /'kjʊə.ri.əs/, *annoyed* /ə'noɪd/, *professional* /prə'feʃ.ən.əl/ and *unexpected* /,ʌn.ɪk'spek.tɪd/ may be difficult. Ask students to complete the gaps before they listen to the recording again, so that they focus on the meaning of each word. Play the recording for them to check their answers. Tell students to read the sentences to check they make sense before asking students to give answers.

Answers

1 mad 2 curious 3 lonely 4 shy 5 unexpected
6 stressful 7 nasty 8 charming 9 professional
10 delighted 11 rude 12 annoyed

3 Books closed. Write the five names of the speakers on the board: *Maggie, Andy, Nicole, Joanne* and *Phil*. Ask students what each one said, and write key words next to the names. Take a class vote on who shares the same opinion as each of the speakers and elicit reasons.

4 Demonstrate the activity. Draw two emoticons on the board, ☹ and ☺. Say the word *curious* and ask students to read sentence 1 in exercise 2 and say which emoticon they associate the word with. Put students into mixed-ability pairs and monitor and help as they continue. Check answers.

Answers

Positive: delighted, charming, curious, mad (about), professional, unexpected

Negative: annoyed, lonely, nasty, rude, shy, stressful

5 Put students into same-ability pairs to discuss the questions. Monitor and join in, encouraging students to make eye contact with each other. Give positive feedback for interesting ideas and comments. Invite students to report back to the class.

Fast finishers

Tell fast finishers to write two of their own sentences using the words in the box in exercise 2. Ask them to share their sentences with the class.

READING

Books closed. Ask *Would any of your friends do any of these things for you?* and read the list in exercise 1 for students to answer *yes* or *no* for each thing.

1 Books open. Put students into mixed-ability pairs to discuss the question and nominate individuals to comment on each item and give reasons. Help students communicate their ideas as necessary. Ask students to tell the class about any stories they have heard involving famous people doing these things.

2 Set a short time limit for students to read the article and find any ideas listed in exercise 1. Check answers.

Answers

Visit you if you are not well; come to your wedding.

3 Ask students to read the questions and to say how they will find the information in the text (they should read it quickly to find the name of the celebrity and then read the section carefully for the specific information). Tell students to answer the questions and monitor and help as necessary. Allow them to check their answers with a partner. Ask students to give answers and see if the class agrees before confirming.

Mixed ability

Ask stronger students to answer the questions in exercise 3 from memory before reading to check.

Answers

- 1 She spent two hours having lunch with a fan who was unwell.
- 2 Celebs should be given some privacy.
- 3 He paid for a fan's medical treatment and dedicated a goal to him.
- 4 to avoid the photographers and reporters
- 5 laugh at a fan
- 6 by opening a Facebook page and getting lots of likes
- 7 read about them, watch their movies, buy their music, clothes or perfume
- 8 show celebrities respect and give them space

4 Before students do the exercise, remind them they can check they have the correct meaning of the words by rereading the sentence with the definition to see if it makes sense. Monitor and help as students do the exercise individually. Check answers.

Extension activity

Play 'Find someone who ...'. Write these sentence stems on the board: *I'd like to meet ...*, *If I met them, I would ...* and ask students to complete them. Students talk to as many other people as possible in a set time limit to find others who have similar ideas. Feed back as a class.

Answers

- 1 notice 2 chronic 3 talent 4 happen 5 respect 6 gym

EP Word profile

Books closed. Write *quality* on the board and tell students to write an example sentence using it. Books open. Ask students to compare their sentence with the ones in the book, and to identify any with a similar meaning and use. Set the exercise on page 136. Check answers.

Answers

- 1 quality 2 quality time 3 quality 4 quality
5 qualities

Talking points

Put students into same-ability pairs to discuss the questions. Monitor and help them communicate their ideas. Ask the first question and nominate a student to answer. This student asks another person for their opinion. Repeat until several students have given their opinions. Ask the second question and invite different students to offer suggestions.

GRAMMAR *have something done*

- 1 Do the exercise as a class. Ask students to underline the actions in both sentences and to say who did, or does, it (*had hair cut* – we don't know, maybe a hairdresser; *has her car washed* – we don't know, maybe someone who works at a garage). Elicit other examples of things we get people to do for us (e.g. have food delivered, have our nails painted). Complete the rule as a class.

Write sentence 2 on the board and explain the form. Ask *How do you make the structure?* (*have* + object (*car*) + past participle (*washed*)). Ask *What tense is this?* (present tense).

Answer

someone else does for us

→ Grammar reference Student's Book page 162

- 2 Set a short time limit for students to do the matching exercise. Check answers.

Extension activity

Play 'Test a partner'. Put students into pairs to take turns to say a noun from exercise 2 (e.g. *nails*) and for their partner to give the appropriate past participle of the verb (e.g. *painted*). Feed back as a class.

Answers

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

- 3 Write the following structure on the board: *subject + have + object + past participle*.

Do the first example with the class, pointing out that students should find the subject of the sentence first (*Phil and Emma*) and that *have had* is the present perfect form. Elicit why this structure has been used in this sentence (someone else has cleaned the windows, and it's not important to know who). Monitor and help as students continue in pairs. Check answers.

Answers

- 1 Phil and Emma have had their windows cleaned.
- 2 Monica has had her computer fixed in town.
- 3 Andy has had his watch repaired.
- 4 Rita has had her photo taken.
- 5 Fred has had some pizzas delivered.
- 6 Mike has had a tree planted.

- 4 Write both sentences on the board and ask which one is about the past, and which one about the future (past: *I had my face painted once when I was younger*; future: *I'd love to have my toenails painted!*). Put students into same-ability pairs to talk about what they have done or would like to have done. Invite students to share their ideas with the class.

Corpus challenge

Books closed: Ask students who checks their teeth when they go to the dentist, themselves or the dentist (the dentist). Say *I'm going to the dentist's to ...* and elicit the remainder of the sentence. Ask students to correct the sentence.

Answer

I'm going to the dentist's to have my teeth checked.

VOCABULARY Prepositions

- 1 Tell students to read sentences 1–6. Monitor and help as they match the prepositions to their meanings. Allow students to compare their answers with a partner before checking as a class.

Answers

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

- 2 Put students into mixed-ability pairs to do the exercise. Monitor and encourage stronger students to rephrase the sentences to help their partner. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

1 instead of 2 According to 3 despite 4 besides
5 regarding 6 because of

- 3 Ask students to ignore the spaces and read the text to find out how to get spotted by a model agency (wear something bright, think about how you look and who you are with, and go on a course). Tell them to complete the text individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to make a list of ideas that could help make someone rich and famous. Get them to share their ideas after checking answers to exercise 3 (e.g. star in a reality TV show, win a TV talent show, start a successful business, go to drama school, marry a celebrity).

Answers

1 According to 2 instead of 3 besides 4 because of
5 despite 6 regarding

LISTENING

- 1 Books closed. Ask students how they find out about celebrities' lives (magazines, TV shows, the internet, books, etc.). Books open. Read the question and direct students to the pictures. Put them into small groups to discuss the ideas. Monitor and join in with the discussions before bringing the class together to exchange their ideas.

- 2** Tell students they will listen to part of an interview. Read each of the questions and options and ask students to guess the answers. You may need to check understanding of *behave* (do things in a particular way), *hold parties* (organise parties), *bins* (containers used to put waste in) and *proud* (pleased about something you have done). Invite students to share their ideas with the class.

● Prepare for Preliminary for Schools

Listening Part 2

Task description

Listening Part 2 tests students' ability to identify specific information and detailed meaning. It consists of a longer monologue or interview and six multiple-choice questions. Students listen and choose the correct option from a choice of three. They hear the recording twice.

Tip

Tell students to use the pause before the recording starts to read the questions and decide on the context of the listening. The information in the rubric will indicate, in general terms, what the topic is, whereas each question indicates the specific areas tested.

- 3** ● **2.18** Play the recording for students to choose the answer to each of the questions. Ask students to compare their answers with a partner and give them the option of listening again.

Audioscript

Interviewer: Terry, you lived close to celebrities for a while. How did that happen?

Terry: I was asked to write a book about famous lives and I wanted to find out more than we already know – you know, their typical routines – there's enough of that stuff already. My book had to be real. I wanted to show a different side, not just describe how they have everything done for them by their staff! Above all, I wanted to know what they're really like, you know, as human beings.

Interviewer: You moved to Hollywood in California. Why was that?

Terry: Well, I felt that the only way to find out more was to become a celebrity myself. So I created a new me – new name, new life! And being in Hollywood, I knew I would have the opportunity to see plenty of celebrities around. I hoped to be invited to their parties and events, and of course, get invitations to my new friends' houses.

Interviewer: Your book is full of amazing information! How did you find all this out?

Terry: I talked to people and I looked closely at their clothes and their belongings – bags and so on. But really I wanted to know more. So instead of looking at what they have, I began to look at what they were throwing away in their rubbish. Very interesting!

Interviewer: Gosh! How do you feel about that?

Terry: Well, I'm not saying that everyone should do it! Not that that was the only way of getting the information. Not at all and, er, I'm not sure that it's the kind of thing I'll be telling my grandchildren. No, it's not a good thing. If I'd ever been caught, it would have been, um, embarrassing.

Interviewer: And so what was the celebrities' attitude towards you?

Terry: Absolutely normal! I would join them at the gym and then invite them to a café. Most of them definitely noticed me and yes, I became good friends with some very famous people! And because of my European background and my accent, they seemed to be quite interested in me and asked me lots of questions!

Interviewer: Has this changed what you think about celebrities?

Terry: It has. At the end of the day, they're just people. I mean, everyone needs their own space, time, you know, that's obvious, and I've always respected that. But it became obvious that many of them have similar worries to you and me. And that is what this book shows – not so much the differences but more the things that are similar. If you take the example of ...

Answers

Refer to the underlining in the audioscript above for where the answers come.

- 1 C. A is wrong because although he mentions 'staff', this is in connection with what the celebrities have done for them; B is wrong because he says that 'typical routines' are already known.
- 2 C. A is wrong because he doesn't mention hosting parties himself; B is not suggested.
- 3 A. B is not suggested; C is wrong because he 'looked closely at them' but didn't try to copy their behaviour.
- 4 B. A is wrong because he says that it wasn't the only way of getting information; C is wrong because he says that 'I'm not saying that everyone should do it.'
- 5 B. A is wrong because the only mention of 'inviting' is Terry's inviting them to a café; C is wrong because they did notice him.
- 6 C. A is wrong because he has changed his opinion; B is wrong because he has always known that.


- 4** Put students into small groups to discuss Terry's methods. Ask them to choose a student to make notes. After about five minutes, tell the person with the notes to move to another group. Give them about two minutes to report their group's opinions and reasons. Repeat until students end up in their original groups.

SPEAKING Discussing a topic (2)

- 1 Ask students to make a note of ideas to answer the questions before putting them into pairs to discuss their ideas. Monitor and join in with the discussions. Bring the class together and report back any interesting points you heard.

Mixed ability

Write the following ideas on separate slips of paper: *famous people want to be in the news, famous people don't want to be followed by the press all the time, children didn't ask to be famous.* Give students one or two slips of paper to get them thinking if you feel they need help with ideas.

- 2  2.19 Tell students they will listen to two people discussing the questions. Play the recording for them to see if they hear any of their ideas mentioned. Allow them to compare their answers with a partner before checking as a class.

Audioscript

Speaker 1: We're all so curious about celebrities and we want to find out everything, don't we? Can anyone famous really have a private life? What do you think?

Speaker 2: It depends, doesn't it? I mean, top celebrities are always in the news and many of them love that. But some famous people hate it when photographers and journalists run after them the whole time. I don't think it's fair in that situation.

Speaker 1: That's an interesting point.


Speaker 2: So, do you agree that journalists should leave celebrities alone?

Speaker 1: I'm not sure, because it's part of who they are. You know, they've chosen to become famous, so they have to play that role in public, right?

Speaker 2: Well, maybe. But what about the children of famous people? Don't they deserve a normal family life?


Speaker 1: Yes, of course they do. And their parents can give them that – actually, I think it's up to them to protect their kids, isn't it?

Speaker 2: Yes, if they can ...

- 3  2.19 Read the questions aloud. Point out that, in conversation, two people participate, and it is polite to encourage your partner to join in. Tell students that in speaking exams they will usually be assessed on whether or not they involve each other in their conversation. Play the recording for them to listen and answer the questions. Discuss answers as a class.


Answers

Both speakers contribute about the same amount; they involve each other in the discussion by asking questions and commenting on what the other speaker has said.

- 4  2.19 Direct students to the *Prepare* box. Put them into pairs to tick any of the phrases they remember the speakers using. Play the recording again for students to check their answers.

Answers

What do you think?, But what about ...?, Do you agree that ...?, That's an interesting point., It depends, doesn't it?, I'm not sure, because ...

- 5  Monitor, and give suggestions if necessary, as students add two of their own questions. For example, *What would you have done? Would you try to keep your life as private as possible? How would being famous affect your family?*

Put students into pairs to discuss the questions. Monitor and listen for accurate use of *have something done*. Give positive feedback when they use phrases to keep the conversation going.

Cooler

Put students into pairs and set a short time limit for them to brainstorm the names of famous people who have been in the news recently, and the reasons why. Put students into different pairs. They take turns to say a name and ask their partner why they have been in the news. In feedback, ask students to say the name of a celebrity for others in the class to say why they have been in the news.

Project

Put students into small groups and tell them to use the internet to find out more about three famous people from any era. They note what they are famous for, if they have a family, if they have ever done anything to help other people and any other interesting information about their public and private lives. Tell students to make a poster giving this information. Ask students to distribute the work between them, and to plan when they can meet to make their poster. Display the posters around the classroom for others to read.

Teacher's resources

Student's Book

Grammar reference and practice page 162

Vocabulary list page 143

Video

The celebs

Speaking Part 4

Workbook

Unit 18, page 72

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks

Culture

Fan culture and social media

Learning objectives

- The students learn about how young people follow their favourite celebrities through online communities, e.g. Twitter, Facebook, forums, etc.
- In the project stage, they interview people they know about fan culture and then they will report back to the class on the results.

Cultural background

Fans are people who follow famous people like musicians, film stars or sports people. These fans can now talk to other fans through online networks like Facebook, Twitter, forums, etc. and may change what a celebrity does, for example a musician plays songs at a concert which are chosen by their fans. This community of fans is known as fan culture or fandom.

Warmer

Say to the class: *Imagine you could be a famous person for a day. Would you be a sports star, a film star, a TV actor or a musician? What would you do for the day? Would you play a match or make a film?* Allow the students a short time to think about their own answers. Then, in pairs, encourage them to share their ideas.

- 1 Pre-teach *celebrities*, if necessary, by asking the students to read the instructions in exercise 1 and find a word that means *famous people*. Organise them into small groups and appoint a secretary for each group to write down the names of the celebrities. Set a timer for two minutes. If the students enjoy competition, award points.
- 2 If necessary, pre-teach *fan* by asking *What do you call the people who follow famous people?* Encourage the students to discuss the questions in their small groups. Point out that they can talk about the celebrities in their lists or other famous people.
- 3 Ask the students to continue in their small groups. Point out that they should answer the questions *without* reading the text.

Answers


- 1 the importance of fans
- 2 Rihanna, Doctor Who and John Green, the author of *The Fault in Our Stars*.
- 3 Students' own answers

- 4 First, ask the students to read the text quickly to check their ideas in exercise 3. Next, ask the students to find the names of the three teenagers (Johanna, Arvin and Amy). Then ask them to read the three paragraphs about the teenagers again and write the correct name (or names) next to sentences 1–6 in the exercise.

Point out that the students need to think about the meaning of the sentence first and then find a sentence in the text with a similar meaning. They may not find the same words in both the sentences and the text.

Answers

- 1 Amy (*I've been on quite a few forums about it now and have discussed it with teens from everywhere – the States, Japan, Spain, Turkey ... It's awesome!*)
Arvin (*We text and tweet each other, and send photos of us watching it, and it doesn't matter that we're in different parts of the country.*)
Johanna (*she really connects with her fans, especially on Twitter*)
- 2 Arvin (*We always watch it live. I mean, we obviously want to talk about each episode as soon as we've seen it.*)
- 3 Johanna (*she really connects with her fans, especially on Twitter*)
- 4 Arvin (*...the ideas in it are, so, well, so unexpected*)
- 5 Johanna (*she actually tweeted her fans and asked us who we thought she should sing with on it. Amazing! And she accepted the fans' choice.*)
- 6 Amy (*What's really great is that there are so many fans that our opinions are listened to.*)
Johanna (*And she accepted the fans' choice.*)

- 5 Ask the students to answer the questions in small groups. If they aren't interested in sport, point out that they can talk about famous people in films or music. During the class feedback stage, brainstorm onto the board a list of ways in which students can follow their favourite celebrities.
- 6  2.20 Tell the students to read the instructions and ask *What do you know about Jihoon? What's he going to talk about?* Ask the students to listen to Jihoon and say which of the ways on the board (see exercise 5) he uses to follow his favourite celebrities.

Answers

Jihoon's a fan of Arsenal and Özil. He watches football matches on satellite TV or he watches them online. He also joins in forums and chats to other fans during or after the matches.

Audioscript

Interviewer: Not so many years ago, one of the greatest role models for boys in South Korea was David Beckham, the English footballer. Let's face it, Beckham's name was known everywhere, so that wasn't a huge surprise. We wanted to find out whether European football was still so attractive for teens in Asia. I spoke to Jihoon, a South Korean teenager who is mad about football. Jihoon, you support a British football club, don't you?

Jihoon: Yes, I do. I support Arsenal.

Interviewer: Why don't you support a Korean club?

Jihoon: Well, I do, I go to local matches and support my town club, but that isn't international. It's much more exciting watching international football, like the World Cup.

Interviewer: So you supported South Korea in the World Cup, then?

Jihoon: Well, yes, but we came out quite early, so then I wanted Germany to win in the World Cup.

Interviewer: Why's that?

Jihoon: Well, I thought they were the best team, and they had Özil.

Interviewer: Özil?

Jihoon: Yes, Özil plays for Germany as he was born there but he is at Arsenal at the moment. He's fantastic – I think he's the best footballer in the world.

Interviewer: But he plays on the other side of the world from where you live.

Jihoon: That doesn't matter. His matches for Arsenal are often late at night here, but we have satellite TV so I can watch them live if it isn't school next day, or I can watch them online the next day.

Interviewer: Good point. What about feeling part of a fan community, though?


Jihoon: Community?

Interviewer: You know, group.

Jihoon: Oh, no problem. A lot of us here in South Korea watch Arsenal – most of the boys in my school do, so we watch matches together and we go and buy Arsenal shirts together, that kind of thing. But we aren't alone here, not now. We join in on forums – you know, when the matches are on, or just after, we can have live chats with fans from all over the world. The world is a very small place now!

Interviewer: Indeed, and it's obviously doing your English good.

Jihoon: Yes, thank you. But it isn't only the fans – we can follow Özil on Facebook and Twitter, so we know what he's doing and how he feels. It's a great time to be a fan!

- 7  **2.20** Ask the class to read the statements in pairs and try to guess the answer from memory or from their knowledge of football first. Then play the recording again. With a **stronger class**, ask the students to correct the false sentences.

Answers

1 F 2 F 3 T 4 F 5 T 6 F

Cultural background

Big Brother is a reality game show where a group of people or 'housemates' live together in a house and they are filmed doing everyday things. They are given different tasks to do and every week, the TV viewers vote to decide which housemate will have to leave. The winner is the person still in the house at the end. In *Celebrity Big Brother*, the housemates are all celebrities.

Cooler

Play 'Celebrity Big Brother'. Ask the students to write the name of a celebrity on a piece of paper. Collect in the pieces of paper and then give them out again to different students. Each student reads the name and becomes that person for this activity. In groups of five or six, the students imagine they are in the Big Brother house and one of the celebrities has to leave the house. Each celebrity has a few minutes to explain why they should stay and why one of the others should leave. For example, if one of the students is Rihanna, she can say that she can sing beautifully and entertain all the other housemates so nobody gets bored. At the end, the students vote on who leaves.

Project

Tell the students they are going to write a questionnaire about fan culture and then interview people they know. Organise them into groups or pairs and encourage them to choose their topic.

Next, ask them to read the ideas for questions and then write at least six questions. Ask the groups to read out some of their questions and encourage the others to try to guess what the answers will be.

Next, ask the groups to interview a range of people from their school, family, sports teams, etc. If the students need help in producing charts, remind them that they made pie charts in Unit 2 (Culture: Shopping). In the group presentation stage, ask the students to listen and say whether their initial guesses were correct.

19 The world of work

Unit profile

Vocabulary: Work tasks

Reading: Work experience

Grammar: Different types of clause

Vocabulary: *as* and *like*

Writing: An informal letter or email (3)

Warmer

Put students into small groups and set a three-minute time limit for them to brainstorm as many jobs as they can. Draw three columns on the board, one for office jobs, one for active/outdoor jobs and one for 'other' jobs, but do not tell students these categories at this stage. Ask students to call out jobs and write them in the appropriate column. See if the class can suggest titles for the columns. Take a vote on the most popular types of job.

Your profile


Put students into pairs to exchange ideas and opinions. Monitor and encourage them to consider the jobs written on the board and to give reasons. Ask two or three students to tell the class about their partner.

VOCABULARY Work tasks

- 1 Read the instructions aloud and check students understand *work experience* (short-term, unpaid time spent learning about a job, often arranged in the UK for older pupils at schools). Ask students if they have ever done any work experience or if they know anyone who has. Discuss experiences as a class. Put students into pairs to guess the jobs. Monitor but don't over-correct for accuracy. Help students communicate their ideas. Check answers.

Answers

- a working in a shop b tree planting
- c working for a woodworking company
- d working backstage for a TV company

- 2  2.21 Tell students they will listen to four people talking about their work experience. Play the recording for them to match each speaker to a photo. Allow students to compare their answers with a partner before checking as a class. Alternatively, if you think the listening will be challenging, pause the recording after each speaker, check answers and ask students to report any words or phrases they remember the speaker using.

Audioscript

Connie: I had no idea about what to do for work experience and our careers officer at school hadn't arranged a place for me. In the end, I spoke to my uncle, and he persuaded the manager of a woodworking company to take me. They produce the wooden doors for new houses and I knew absolutely nothing about that, so I was a bit worried at the beginning. But everyone was very helpful. I spent time doing lots of different things in those two weeks, from 'hands on' working with wood and tools to calculating figures in the manager's office. It doesn't matter if the work experience isn't something you want to do as a career, because the important thing is getting out there and understanding what employees are actually doing.


Vera: At our high school, we had a two-week work experience this year and it was part of an international project, with the aim of planting over a million trees worldwide – we did our bit, and planted the 147 trees that were delivered to local parks. Before we started, we really weren't sure we could handle the work, but we needn't have worried as we were shown exactly what to do – how big a hole to dig, what kind of earth to add, and so on. They organised our programme really well and we were outdoors a lot, which was fun. At the end they gave us a certificate, which should be quite useful when we're applying for jobs, I guess.

Ali: I was really lucky because my work experience was in television. My dad runs a TV production company and he arranged for me to spend two weeks helping out on a film set. They were making a drama series based on an eighteenth-century novel, so it felt like travelling back in time – fantastic! The man who was managing the project was very encouraging and made sure I got to do some interesting things. I learned how to put on stage makeup, worked with the assistant director for a day and even helped to develop ideas for costumes. It's given me a very clear idea of what I want to do in the future!

Gordon: My work experience was good and bad – the beginning was awful! I was at a large supermarket in the city and for the first three days, all I did was fill the shelves. I got really bored so I complained to the careers officer, and she dealt with the problem immediately. She knows I enjoy anything to do with computers, so she suggested working in their IT department, which they agreed to. I saw how to install new software and I also updated the information they give to young part-time staff – people like me who work at the weekend. I hope they might give me a Saturday job when I'm sixteen.

Answers

- Connie c
- Vera b
- Ali d
- Gordon a

- 3  2.21 Say the verbs in the box aloud and ask students to read sentences 1–12. Point out that they may need to change the form of the verbs. Monitor and check for accuracy as students complete the exercise individually. Tell them to compare their answers with a partner before playing the recording for students to check.

Mixed ability

If you think some students will find exercise 3 difficult, write the following words next to the name of the speaker on the board:

Connie – *calculate, arrange, produce*

Vera – *handle, deliver, organise*

Ali – *manage, run, develop*

Gordon – *update, deal with, install*

Stronger students do the exercise without looking at the board.

Extension activity

Tell students to write a list of the verbs and nouns they are used with in exercise 3, e.g. *arrange a place*. Ask them to add any more nouns used with each of the verbs. They can use a dictionary to help. Nominate a student to say a verb. This student nominates another to say a noun. Continue until each of the verbs has been dealt with. Suggest that students add these lists to their vocabulary notebook, and that they add other nouns to the list as they come across them.

Fast finishers

Tell fast finishers to choose three verbs they want to remember from exercise 3, and to write a sentence using each one. They can share their sentences after checking answers to exercise 3.

Answers

- 1 arranged 2 produce 3 calculating 4 were delivered
5 handle 6 organised 7 runs 8 managing 9 develop
10 dealt with 11 install 12 updated

- 4 Put students into pairs or small groups to discuss the question. Monitor and give positive feedback when they use the verbs from exercise 3. Share any interesting responses as a class.

READING

Books closed. Write the job titles from the text on the board. Ask students to choose the most and least interesting and to think about a reason for their opinions. Nominate individuals to report back to the class, encouraging them to connect what they say to what has already been said, by using phrases like *I agree with ...*, *I don't agree with ...*, *I think ...*, *I think X made a good point when he/she said*. You could write these phrases on the board for support.

- 1 Put students into same-ability pairs to discuss the questions. Bring the class together and invite students to make suggestions.

Possible answers

- 1 Riding school; Football club; Delivery company
2 A carry parcels B cleaning C look after the horses
D answer the phone E work in the office
F help backstage G help teachers
H tell people about things on display

- 2 Set a short time limit for students to read the descriptions quickly to check their ideas.

Prepare for Preliminary for Schools


Reading and Writing, Reading Part 2

Task description

Reading Part 2 tests students' ability to read for specific information and detailed understanding. They match five descriptions of people to eight short, factual texts.

Tip

Students should not simply try to match words from the people descriptions to the texts. It is important to read each text, paying careful attention to its meaning since the information in the descriptors will mostly be paraphrased in the text.

- 3  Read the instructions aloud. Ask students to read the information about the five teenagers and to underline key words to direct their reading. Doing this will also help them check they have found the answer which is relevant for *all* the given information. Monitor and tell students to look again at parts of the descriptions if they seem to be having problems. As you check answers, ask students to give reasons for their answers. You could also highlight some common collocations here, e.g. *gain experience*, *use computers*, *join a team*, *research online*, *have above average ability*, and encourage students to record them in their vocabulary notebooks.

Fast finishers

Tell fast finishers to write a brief job description for their dream job. Ask them to share their ideas after checking answers to exercise 3.

Extension activity

Students write brief descriptions for imaginary people (as in exercise 3) who would suit the remaining places and jobs in the Work Experience article (i.e. cruise ship, festival office and primary school). In pairs, they read their descriptions aloud for their partner to match the person to the job. Share an example for each job with the class.

Answers

- 1 Connie – C (Riding school). Connie wants to be a vet, so needs to find a job with animals; she wants to spend most of her time outdoors: your work will be mostly in the fresh air; and try some office work: you'll be at a desk for brief periods, in order to answer phones and arrange customers' lessons.
- 2 Ben – A (Delivery company). Ben doesn't want to sit at a desk, he has good local knowledge and he's strong so he can help the driver lift and carry things.
- 3 Helen – F (Television studio). Helen loves using computers and has some experience of this; she wants to join a team of experts: you will stay with a single project group; and she's interested in cultural activities: popular comedy shows, drama ...
- 4 Marco – H (City museum). Marco is interested in tourism: many of these visitors come from other countries; researching topics online: we do expect you to put your internet skills to good use; and is good at communicating with children: ... which you can then pass on to kids ...
- 5 Jade – E (Football club). Jade is good at maths: this time you'll be in our financial department; she wants to be in the leisure and entertainment area: football; and she wants to have easy access to the city centre: located close to the heart of the city.

EP Word profile

Ask students to write a follow-up sentence to each example to help explain the meaning, e.g. *She wants to learn from them; You click 'buy' and receive your shopping the following day; You can have the exact design you want; Let's go to the café instead.* Then set the exercise on page 137. Check answers.

Answers

- | | |
|----------------|---------|
| 1 out of order | 4 order |
| 2 order of | 5 order |
| 3 in order to | |

Talking points

Put students into same-ability pairs to discuss the questions. Monitor and give positive feedback for interesting comments, and help students communicate their ideas. Bring the class together and tell students to work with a different partner and report their conversations. Ask students to share any interesting conversations with the class.

Cooler

Write the words from the box in Vocabulary exercise 3 on page 108 on the board, omitting the vowels. Put students into pairs to guess the words. Set a short time limit to make this competitive.

GRAMMAR Different types of clause

- 1 Do the exercise as a class. Write the first example sentence on the board and ask students to identify the main verbs (*have to be* and *lift*). Underline *so that* and elicit the relationship between the two clauses. Ask *Does part of the sentence explain why you have to be strong? (Yes). Is the relationship between the two clauses one of contrast, purpose or reason? (purpose).* Ask students similar questions about examples 2 and 3.

Read the rules aloud, and give further examples of each type of clause, e.g. Go to the gym every day *so that* you'll be fit for the competition; In Spain people finish work late, *whereas* in the UK people finish work at around 5 pm; As he works in an office, he spends most of the day sitting down.

Answers

- 1 b 2 a 3 c

→ Grammar reference Student's Book page 163

- 2 Put students into mixed-ability pairs to do the exercise. Monitor and encourage stronger students to explain the meaning of the linking words using the texts if necessary. Ask students to give answers and see if the class agrees before confirming.

Answers

- a whereas, although, while
b in order to; so that
c because; as

- 3 Ask students to do the exercise individually, and monitor and help by directing them to the appropriate rules. Nominate individuals to give answers.

Mixed ability

Ask stronger students to cover the rules and to complete exercise 3 without looking at them. Weaker students can refer to the rules as they complete the exercise.

Answers

- 1 as 2 Although 3 so that 4 in order to 5 whereas
6 although

- 4 Demonstrate the activity by doing the first item as a class. Tell students to underline key words (*people, work, desk, unhealthy*) in the first sentence half. Set a short time limit for them to read sentence endings a–d and choose a topically related ending (c). Ask about the relationship between the two sentence halves, i.e. *Is it contrast, purpose or reason? (reason)* and tell students to choose a suitable linking word from the box in Exercise 2 (*because*). Monitor and help as students continue in mixed-ability pairs, encouraging stronger students to explain the relationship between the two halves. Check answers.

Extension activity

Put students into pairs to write four sentence halves similar to those in exercise 4 on separate slips of paper. Monitor and help with ideas as necessary. Bring the class together. Nominate one student to read the first part of a sentence, and another to suggest a sentence ending. Nominate a third student to say the whole sentence with an appropriate linking word. Repeat until several students have had a turn.

Answers

1 c, because 2 d, so that 3 a, whereas 4 b although

Corpus challenge

Write the following clause types on the board: *contrast, purpose, reason*. Ask students what the relationship is between the two clauses in the sentence (reason). Tell students there are two possible answers, and ask a student to correct the mistake. See if the class agrees before feeding back.

Answers

I have to go as/because I promised to help my father.

- 5 Monitor and check as students complete the sentences, making sure that both parts of the sentences make sense with the chosen linking words. Nominate a student to read the first sentence beginning and its linking word to the class. Invite three students to guess an ending for the sentence, and then ask the original student to read out their complete sentence. Repeat two or three times for each item.

VOCABULARY *as and like*

- 1 Do the exercise as a class. Read the examples aloud and ask students to call out the answer.

Answer

like

- 2 Read the uses a–d aloud, and do the first item as a class, explaining that students should think carefully about the words that follow *as* or *like* in order to identify the correct use. Put students into mixed-ability pairs to continue. Monitor and help by reading the sentence aloud and stressing the words that follow *as* or *like*. Ask students to give answers and see if the class agrees before confirming.

Extension activity

Put students into pairs to write four sentences, one for each of the uses in exercise 2, but omitting the words *as* or *like*. They swap sentences with another pair for them to complete the sentences.

Answers

1 b 2 c 3 a 4 d 5 a

- 3 Direct students to the pictures and ask them to complete the texts individually. Put them into mixed-ability pairs to compare and discuss answers. Monitor and help as necessary. Nominate individuals to give answers.

Answers

1 as; like 2 as 3 like

WRITING An informal letter or email (3)

- 1 Ask students how often they write emails or letters, and to whom they write them. Tell them to read Jo's letter and to choose the three things Jo wants to know. Allow students to compare their answers with a partner before checking as a class.

Answers

1, 3, 4

- 2 Direct students to the *Prepare* box and read each of the points aloud. Tell students to read the reply and identify which question in the task hasn't been answered properly. As you check answers, elicit the answers to each of the questions in Jo's letter.

Answer

4 'What could I learn by doing this job?'

- 3 Nominate a student to read the reply aloud and ask students to identify the sentence which is in the wrong place. Discuss where it should go, and why.

Answers

The sentence *I guess you'll get to try some delicious dishes there!* should be placed with the rest of the information about the restaurant (after *the hours are usually quite long of course*).

- 4 Read the instructions and ask *Which word is used to introduce a reason? (because) and What does 'although' introduce? (contrast)*. Tell students to complete the sentences individually and to compare their answers with a partner before checking as a class. You could ask students to write their own sentences using *because* and *although*.

Answers

1 because 2 although 3 although 4 because

- 5 Do the exercise as a class, encouraging students to raise their hands when they have found each answer. When most hands are raised, check answers.

Answers

- 1 go for
- 2 Hi, Bye, awesome, I guess, use of contractions (e.g. You're) and exclamation marks.

- 6 Ask students to read the task and say which questions need to be answered. Write the questions on the board. Tell students to plan their answers, checking they are covering the points in the *Prepare* box. Monitor and help with ideas as necessary. Ask students to compare their plan with a partner and to help each other with suggestions and ideas.

● Prepare for Preliminary for Schools

Reading and Writing, Writing Part 3 Question 7 informal letter

Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the informal letter, students are given part of a letter from a friend providing the topic they must write about. They must answer all of the friend's questions.

Tip

Tell students to leave themselves enough time to answer Part 3 properly. They should spend 40 minutes on the Writing tasks, and remember that Part 3 carries 15 of the 25 marks available.

- 7 ● Ask students to write their reply. They can then swap with a partner to check they have followed the instructions fully. You could display the replies around the classroom and allow students time to read them before voting on the best one.

Sample answer

Hi Bobbi

You asked me about careers. The best job for me would be working as a film director. Why? Well, as you know, I've always loved films. I'm really interested in how a film gets made and the decisions a director has to make. It must be quite challenging. I guess I could find out more if I visited the right websites, but the perfect thing would be to get some kind of work experience on a film set. That would be a dream come true because then I could watch a director at work! I hope I get the chance one day.
Love

Cooler

Put students into small groups. They take turns to choose a linking word from the box in Grammar exercise 2 on page 110 and nominate another to make a sentence using it. Repeat until they have used all the words in the box.

Project

Put students into pairs to write a list of local businesses, e.g. a shop, a service, a manufacturer. Feed back and write their ideas on the board. Divide students into small groups and ask each group to choose two or three companies to research. Groups use the internet to find out about each business: what exactly they do, how many employees they have, anything that is special about them. Ask each group to prepare a PowerPoint presentation for the following class. Encourage other students to ask relevant questions and to vote on the most interesting and informative presentation.

Teacher's resources

Student's Book

Grammar reference and practice page 163
Vocabulary list page 143

Workbook

Unit 19, page 76

Go online for

- Pronunciation
- Corpus tasks

20 Making plans

Unit profile

- Vocabulary:** Hopes and dreams
Reading: Teen enjoys snowboard success
Grammar: Verbs with two objects
Vocabulary: Phrasal verbs
Listening: Friends talk about their achievements
Speaking: Discussing options (3)

Warmer

Write the following time phrases on the board: *next week*, *next month* and *next year*. Ask students to write one thing they hope to have done by each of the dates before comparing ideas with a partner. Say one sentence to model the structure, e.g. *This time next month, I'll be on holiday*. Nominate individuals to tell the class what they'll be doing.

Your profile

Ask one or two stronger students to answer the questions in front of the class before putting students into pairs to discuss their plans and hopes. Monitor and give positive feedback, encouraging students to show an interest in, and respond to, each other's ideas. Discuss ideas as a class.

VOCABULARY Hopes and dreams

- Put students into same-ability pairs and ask them to take turns to describe the photos. Their descriptions should answer the questions *Who?*, *Where?*, and *What?* Monitor and help with vocabulary as necessary. Ask students to say if they would like to be any of the people in the pictures and why.
- ▶ 2.22 Read the instructions and play the recording for students to do the matching exercise. Check answers.

Audioscript

Speaker 1: Well, it all started when my parents gave me a piano. We had been to a concert and I'd seen someone playing the piano – that's when I knew I wanted to be a pianist. I always dreamt of playing in a big concert hall for lots of people. My mother was definitely very important in helping me – she always encouraged me to keep on practising, even when it was really hard. But you know, at the end of the day, I think you should just try your best. No one can ask more!

Speaker 2: I'm a sports fan and I've always admired lots of football heroes. You can learn so much just by watching people who are excellent at doing something. My coach often shows me great matches and we watch them together. I once read somewhere that people who achieve a lot often imagine that they are doing something, so, for example, if you have a test coming up and you want to do well, imagine yourself doing that test, imagine yourself knowing all the answers! Imagine yourself winning! I don't know, but that's what I do before a game. It makes me feel confident.

Speaker 3: Well, I'm studying hard. It's crazy that I have to think about it now, but yes, I have to think about where I want to be in five years' time! I aim to study in the United States, and to do that I need really good grades. I'd like to do art, but I'm finding it difficult to decide where I want to go. People tell me to just go for it, you know, study hard and then I will get some offers. But I'm not sure – if I pick one place, then maybe I won't like it in the future. And I'm going to be a long way from home. It's difficult. I just know I want to be in the US – my dad is American. I guess, at the end of the day, whatever you choose to do, you just have to go for it!

Answers

1 a 2 d 3 c

- ▶ 2.22 Tell students to read the questions and check vocabulary. Play the recording, pausing after each of the speakers to give students time to write their answers. Allow them to compare their answers with a partner. Then check as a class.

Answers

1 playing in a big concert hall 2 keep on practising
3 lots of football heroes 4 imagines himself winning
5 the United States 6 go for it

- Do the first item as a class. Point out that there are often clues before and after the space to help students choose the correct word, e.g. in the first item, the preposition *of* follows the space, so students know they need to find a verb that often goes with *of* (*dream*). Ask them to choose the correct verb (*dream*), before deciding on the correct tense (*dreamt*).
Monitor as students complete the exercise in pairs. Invite students to give answers.

Answers

1 dreamed 2 imagine 3 chose 4 kept on 5 admire
6 encouraged 7 achieved 8 aimed 9 is going for
10 tried your best

- 5 Nominate stronger students to give detailed answers to each question before putting students into pairs to discuss the questions. Monitor and give positive feedback for correct use of the vocabulary from exercise 4 and for interesting ideas. Ask each student to report one thing their partner told them to the class.

READING

Books closed. Write the title of the article (*Teen enjoys snowboard success*) on the board and ask for suggestions of what it might be about. Write key words from students' suggestions on the board, e.g. *young, teenager, win, competition, winter sports, snowboarding*.

- 1 Books open. Direct students to Bonnie's profile and ask for adjectives to describe her. Check understanding and pronunciation of *passion* (an extreme interest; /'pæʃ.ən/).

Possible answers

active, sporty

- 2 Give students a short time limit to find out what Bonnie's story is. Ask them to raise their hands when they have the answer. Check answers when most students have their hands raised.

Possible answer

Bonnie is a champion snowboarder.

- 3 Tell students to read the first question and to say which words will help them direct their reading (*happened, recently*). Ask students to find the key words in the rest of the questions, and monitor and help as necessary. (For example, 2 *say, agreement, Booyong*; 3 *interested, snowboarding*; 4 *opinion, Millie Furilly, coaching*; 5 *winning, competition*; 6 *hopes, future*.)
Tell students to read and answer the questions individually. Monitor and encourage them to guess the meaning of new words from the context. Invite students to give answers and see if the class agrees before confirming.

Extension activity

Set a short time limit and give students the following meanings for them to find the matching words in the text: 1 the things that are used for a particular activity (*equipment*); 2 an amount of money provided by an organisation for a special purpose (*grant*); 3 did something successfully (*managed*); 4 relating to an area near you (*local*). Check answers.

Answers

- A – has just become the champion of the Perisher Snowboarding competition
- C – After that, I was certain that I could be really good because people outside my family believed in me.
- B – ... after her father gave her a snowboard
- B – But I'm so grateful to Millie.
- C – I don't know how I did it. I just always try my best!
- A – ... aims to get a grant to go to the Australian Institute of Sport.

EP Word profile

Ask students to read the sentences and then set the exercise on page 137. Check answers and then ask students to write two sentences about Bonnie using the word *place*.

Answers

- 1 places are 2 a place 3 took place 4 in last place
5 place

Talking points

Put students into small groups to discuss the questions. For question 1, ask them to make a note of their suggestions and then to rank them in order of importance. Bring the class together and ask a spokesperson from each group to tell the others their most significant point. Monitor as students discuss question 2, encouraging them to give reasons.

GRAMMAR Verbs with two objects

- 1 Books closed. Do the exercise as a class. Write the sentences in exercise 1 on the board. Tell students that the direct object answers the question *What?*, e.g. *What did he give his daughter?* Ask for the direct object in each of the sentences (*a snowboard; snow sports equipment*).

Answers

gave; a snowboard, snow sports equipment

- 2 Put students into mixed-ability pairs to complete the rules. Monitor and encourage stronger students to give further examples of verbs with two objects. Check answers.

Answers

a thing b person c direct d indirect

→ Grammar reference Student's Book page 164

- 3 Do the first item as a class before asking students to continue in pairs. Encourage them to refer to the rules if necessary. Ask students to give answers and see if the class agrees before confirming. After checking answers, elicit which of the rules in exercise 2, *c* or *d*, the sentences are examples of (*d*).

Answers

- 1 underline – flowers; circle – him
- 2 underline – a present; circle – his dad
- 3 underline – a photo; circle – her mother
- 4 underline – a secret; circle – me
- 5 underline – a glass of juice; circle – me
- 6 underline – their phones; circle – each other

- 4 Read the example as a class. Suggest that students identify the verb and its subject first, and point out the word *for*, which is a clue to help them sequence the objects. Monitor and help as students work individually to put the words in the correct order. Allow them to compare their answers with a partner before checking as a class.

Answers

- 1 Jack wrote an email to his friend.
- 2 She gave some flowers to the boy.
- 3 She showed a photo to her friends.
- 4 I bought a book for my brother.
- 5 She told her story to the class.

- 5 Look at the example and ask students to rewrite the sentences individually. Check answers.

Answers

- 1 Jack wrote his friend an email.
- 2 She gave the boy some flowers.
- 3 She showed her friends a photo.
- 4 I bought my brother a book.
- 5 She told the class her story.

- 6 Model the activity by giving your own responses to the first three questions. Put students into pairs or small groups to exchange factual information. Invite students to share any interesting or funny answers with the class.

Corpus challenge

Ask students to review the rules for verbs with two objects in exercise 2 before correcting the sentence individually. Ask them to compare in pairs and then ask a student to give the answer. Check the class agrees before feeding back.

Write the following verbs often used with two objects on the board: *give, take, bring*. Ask pairs to write a sentence with two objects for each one. Pairs swap sentences and check they are correct.

Answer

She asked him the time.

VOCABULARY Phrasal verbs

- 1 Elicit what a phrasal verb is (a verb together with an adverb or preposition which has a different meaning to the meaning of its separate parts). Tell students to identify the phrasal verbs in the two sentences and to say what they mean.

Answers

- 1 believed in
- 2 go for

- 2 Monitor and help as students match the phrasal verbs with their meanings. Invite students to give answers. See if the class agrees before confirming.

Extension activity


Play 'Test a partner'. One student says a phrasal verb. The other makes a sentence containing the phrasal verb. Students take turns to make sentences. In feedback, ask students to give example sentences for each phrasal verb.

Answers

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

- 3 Ask students to look at the questions, underline the phrasal verbs and make a note of their ideas. Put them into same-ability pairs to discuss the questions. Monitor and give positive feedback when students use phrasal verbs and report any interesting information to the class.

LISTENING

- 1  2.23 Books closed. Write *achievement* on the board and elicit its meaning (when you succeed in doing something good, usually by working hard). Invite students to share their own achievements with the class. Books open. Read the instructions and see if students can remember what Bonnie achieved (she won a medal for snowboarding). Play the recording for students to complete the table. Tell them to compare their answers with a partner and give them the option of listening again. Check answers.

Audioscript

Marty: So guys! What a year! Wow! Congratulations, Bonnie!

Bonnie: Aw! Thanks guys! I know, it was really hard work but it worked! It was definitely worth it in the end.

I had to practise so much it was crazy, like I was getting up at 6 am before the day had even started, and doing gym stuff, and then school work and then snowboarding – that was the fun bit though! But winning the medal was the best thing!

Allan: I wish I could snowboard! But then I have my music!

Eva: How's that going, Allan? What have you done recently?

Allan: Well, after that great course you told me about, I did another course! It was like a part two of the course, you know, more stuff, a bit more detail. Really cool, and the best part was that I had the same cool techno teacher, Matt. I've learnt so much from him. It's been great. Not sure what I'll do next, but I've been accepted to do a recording project. I'm excited about that!

Elena: Cool!

Allan: So what about you, Elena? How's England?

Elena: It's just awesome! I just love London. Everything is so old! I'm not joking! There are old buildings everywhere! And I mean, really old. It's so different from Australia! I love everything here and I've got four cousins and it's cool. It's really interesting, you know the differences and similarities – animals, people, weather – it rains all the time! And I'm pleased because I managed to get round the transport system on my own. But I miss home! I've been following your blog, Eva!

Eva: Really? Ah it's such fun! Everyone in the class has posted at least once. It's been really good, we had some great topics to think about, ones that people are interested in. I think one of the best was about online time, you know, how much time we all spend online! It was really interesting, especially when someone found out the number of hours we all spend online – we could do something more useful with our time. We had an online-free week ... and we managed it! And what about you, Marty?

Marty: Well, I'm still doing my videos! But now I'm doing 'how to ...' videos. When people don't know how to do something, I show them how. I'm interested in making the videos, you know, not the topics so much. As I learn more, the videos are getting much better! I got a thousand likes on the last video!

Bonnie and Eva: That's amazing!

Elena: OK, guys! I have to go! It's dinnertime here! See you!

Bonnie: That's right! Well, it's breakfast time here! And another day! See you all soon! Bye!

Eva, Marty and Allan: Bye!

Answers


Bonnie: She won a medal for snowboarding.

Allan: He's been accepted to do a recording project.

Elena: She managed to get round the transport system on her own.

Eva: She managed to have an online-free week.


Marty: He got a thousand likes on his last video.

- 2**  **2.23** Ask students to read the questions and underline key words and phrases to direct their listening, for example 1 *Bonnie, schedule, crazy*; 2 *Allan, best part, course*; 3 *Elena, say, London*; 4 *best topic, Eva, blog*; 5 *part, video making, Marty, interested*. Play the recording and pause occasionally to give students time to finish writing. Invite students to give answers.

Answers

- 1 She had to practise so much.
- 2 his teacher, Matt
- 3 She loves it as everything's really old.
- 4 How much time people spend online. She realised she could do something more useful with her time.
- 5 making the videos

SPEAKING Discussing options (3)

- 1 Direct students to the picture and elicit the activities shown. Ask students to put the activities in order, with the most interesting holiday activity first. Take a class vote on the most popular activity.
- 2  **2.24** Ask students to read the task in exercise 1, and then play the recording for them to complete the chart. Ask students to compare their answers with a partner. Play the recording again and check answers.

Audioscript

Examiner: I'm going to describe a situation to you. A boy is going to do a summer activity course during his holidays. Here are the different things that he could do. Talk to each other about the benefits of these different activities and then decide which would be best.

Jon: Well, can I start? I think that sleeping is a waste of time. I mean, why would you want to sleep in your holidays? That's silly and you don't achieve anything! Do you agree with me, Sophie?

Sophie: No, I don't agree with you, Jon, because I actually like sleeping! I need to rest and when I am working very hard during the year, I imagine myself sleeping! You know, because I work very hard. But no, if someone showed me a picture of sleeping and said, 'Here, this is your summer holiday', no, I would think, 'That's boring!' And you, Ana, do you like sleeping?

Ana: Not at all! In the summer I want to do things. I think that the boy should aim to do something different, you know, learn something new. That is always nice to do and it gives you good memories. You know, kinda like, ah, that was the summer I learnt how to draw an animal! Or whatever!

Jon: Yeah. That's a good idea, but what about this one – he is doing something on his computer. I think that is the same as drawing, you know, you are doing it on your own, and painting too. I think it would be better to do something together, you know, a team activity.

Sophie: That's true, Jon, and it's more fun and you know if you are learning something as a team, you have to keep on trying. If not, you'll disappoint everyone, you know what I mean? Like, I mean a good one would be doing rock climbing? Do you agree with me?

Jon: Yes, I do, Sophie, but I don't think rock climbing is actually a team sport!

Ana: Yes, it is! If your friend isn't watching you, you might fall. But I guess it's actually only two people. OK. I agree with you!

Jon: Thank you, Ana! So a team sport could be handball, but I think everyone knows how to play that.

Sophie: I have an idea. What about if the boy was going to show other children how to play it? That might be nice and he would learn because he would be teaching. Ah, but hang on, we have to choose the best one. Which are we going to choose?

Ana: It's difficult, but I think he should do all of them!

Jon: Well, maybe he can do two, you know, rock climbing because we think that is good – it's a team sport and that's important – and also handball, but he has to show other kids how to do it. And the others, he can do them later!


Sophie: That's a great idea!

Ana: I agree, too.

Examiner: Thank you.


Answers


- 1 T – I would think 'That's boring!'
- 2 T – In the summer I want to do things. ... learn something new
- 3 T – I think it would be better to do something together, you know, a team activity.
- 4 T – I don't think rock climbing is actually a team sport!
- 5 F – And the others, he can do them later!

- 3**  **2.24** Ask students to read the *Prepare* box and play the recording for them to identify the phrases. Check answers, accepting slight variations on some of the phrases.

Answers

Do you agree with me?, No, I don't agree with you, That's a good idea, Do you agree with me?, That's true, Yes, it is, I agree with you, That's a great idea, I agree

- 4**  Tell students to turn to page 131.

- 1**  Ask them to decide individually which of the holiday activities are best and why. Give them time to make notes, and monitor and help with ideas if necessary.

Mixed ability

Ask weaker students to say what the holiday activities in the pictures are. Stronger students think of reasons why the activities would be good or not so good before they start speaking.


Prepare for Preliminary for Schools Speaking Part 2

Task description

Speaking Part 2 tests students' ability to make suggestions and recommendations, discuss alternatives and come to an agreement. The interlocutor gives them instructions and a drawing or diagram showing different ideas, as a stimulus for the discussion. Students talk to each other for up to three minutes, expressing their own opinions about the situation.

Tip

Students should not just give one-word responses to their partners. They should develop the discussion by giving examples and reasons.

- 2**  Put students into pairs. Remind them to use phrases from the *Prepare* box. Monitor and join in with the discussions, giving positive feedback where possible. Take a class vote on the most popular and least popular summer holiday activities and ask students to give reasons.

Cooler

Students write three sentences about their own hopes and plans for their summer holidays on a piece of paper. Collect the sentences and redistribute them. Students guess who wrote each one.

Project

Write the following words on the board: *sport, film, art, science, music*. Put students into pairs or small groups and tell them they will do some research using the internet to find out about a local young achiever in one of the areas. They should work together to produce a blog post with the following sections: 1 main achievement; 2 how the skill was learned; 3 hopes and dreams for the future. They can use the Reading article as a model. Groups can publish their posts on the class blog or display them around the classroom for other students to read.

Teacher's resources

Student's Book

Grammar reference and practice page 164
Vocabulary list page 144

Workbook

Unit 20, page 80

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks

Learning objectives

- The students learn how they can use the internet safely.
- In the project stage, students make an information poster about cyberbullying.

Warmer

As a class, brainstorm a list of things that people can use the internet for onto the board; e.g. find information about favourite celebrities, listen to music or watch TV shows, check the weather and also the tides, compare prices before buying or selling something, chat with people with similar interests, look up a medical problem, learn how to repair something like a broken bike, etc.

In pairs, ask the students to talk about the things they use the internet for and the things they choose not to use the internet for. Encourage them to justify their answers by demonstrating a good answer, e.g. *I use the internet to look for information for a school project because it's quicker than going to the library and looking in a book. I don't buy clothes because you can't try them on.*

- 1 Ask the students to circle their own answers and then take turns in small groups to ask and answer the questions. Encourage the groups to report back to the class, e.g. *Jon and Ana spend more than four hours on the internet a day but Maria and David spend less.* Brainstorm a list of possible dangers when using the internet onto the board, e.g. people can copy and use your photo, you don't always know who you're talking to, etc. Then encourage a class discussion on internet safety by asking those who have answered **c** or **d** in question 3 to say what they know.
- 2 Ask the students to read the text title and the introduction first and say what the text is about. Next, ask them to describe the photos in pairs and to try to identify the rule. Then ask them to read the complete text and check their ideas.

Answers

a 3 b 7 c 6 d 4

- 3 Ask the students to read the questions first in pairs and to try to answer them from memory. Then ask them to read the text again and answer the questions.

Answers

- 1 your real name, address, phone number or date of birth (*protect information like ... This information is too personal to share*)
- 2 Tell your parents first. (*If you really want to meet a new online friend for the first time, always tell your parents first.*)
- 3 Everyone will see it. (*Think before you share personal photos or videos. Stop and ask yourself, 'Do I want everyone in the world to see this?'*)
- 4 When you know the person well. (*Your online contacts should be people that you know well.*)
- 5 You should respect other people's feelings, and also, you wouldn't want other people to say things like that about you. (*Don't write nasty comments ... Respect their feelings. You wouldn't want someone to say things like that about you!*)

Fast finishers

In pairs, fast finishers write some true or false sentences about the rules, e.g. *Always use your real name and phone number. (F)* or *Don't make friends online with people you don't know. (T)* When the others are ready, they read out their sentences for the others to say if they are true or false. If the class enjoy competition, award points for correct answers.


- 4 Ask the students to read the comments with a partner and match them to one of the rules in the text first. Then they should say if they are using the internet safely.

Answers

- Travis:** No (7 *Keep your passwords secret*)
Angela: No (6 *Don't share photos or videos of other people without their permission.*)
Daniel: Yes (2 *Don't accept friend or chat requests from strangers.*)
Kelly: Yes (3 *Be careful with websites and apps that tell people your location.*)
Samuel: No (8 *Don't write nasty comments about people.*)

Extension activity

Ask the students to look at the list of things people use the internet for from the Warmer stage or brainstorm a list at this point. Ask them, in pairs, to use the text to say how they should do these things safely. For example: *When you look for information on a website, choose a reliable site where you don't need to register or allow it to find your location.*

- 5  2.25 Ask the students to look at the photo and read the sentences. Encourage them to try to guess what the four young people are all talking about.

Play the recording and ask the students to check their ideas and circle the correct answers. Point out that they will listen to the people in order (i.e. Melissa, Justin, Laura and then David) but the sentences do not follow the order of the recording.

Play the recording again for the students to check their answers.

Mixed ability

Ask the students to read the sentences and identify the key words in each one. Then play the recording, ask the students to listen for these key words and put the sentences in order first.

Play the recording again and ask them to circle the correct word. Point out that each sentence refers to a different person, so they should underline a different name in each one. With a very weak class, play Melissa and Justin only.

Answers

1 Justin 2 Laura 3 Melissa 4 David

Audioscript

Narrator: Melissa

Melissa: I've had some problems with bullies because I'm different. I like wearing unusual clothes, so some people make fun of me. Two months ago, a group of popular girls found out my phone number and started sending me nasty messages. Some days, I got more than twenty! Finally, I talked to my parents and that helped! They bought me a new phone and now only my friends have the number. I also block any calls from strangers.

Narrator: Justin


Justin: Have I ever been cyberbullied? Yes, I have! Last year, I got into a fight with this boy at school, and he got really angry about it. He started writing about me on a social network that all my friends use. He posted comments on my profile, calling me names, and he sent me private messages, saying, 'I'm going to get you' and things like that. I never answered him, and I changed the privacy settings on my profile, so only my friends could post comments or send me messages. I'm lucky, because that was the end of the problem.

Narrator: Laura

Laura: I had a bad time last year because a boy started saying nasty things about me at school. He also sent emails about me to other people. It was bad, and some people stopped talking to me. After a month or so, he finally stopped, and now things are back to normal, but it was difficult for a while. I didn't tell my parents, but I think that was a mistake. If it happens again, I'll tell them right away.

Narrator: David

David: I don't think I've been cyberbullied, but I've had problems with the internet. I started getting lots and lots of junk mail and other emails from strangers, and lots of adverts from websites all over the world. In the end, I closed that email account and opened a new one, but then the same thing happened again, and again, and again! I've changed my email account five times now, and I tell my friends to keep it secret, but the same keeps happening. I don't know what to do! Maybe someone is putting my email on a public website? I don't know.

- 6  2.25 Ask the students to read the sentences and try to complete them from memory. With a weaker class, ask the students to decide if the sentences refer to a boy or a girl first to help them limit their choice. Then play the recording again so that they can check their ideas.

Answers

1 Melissa 2 Justin 3 David 4 Laura

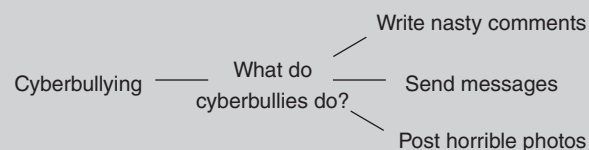
Cooler

Class debate. Write *The internet does more harm than good*. Divide the class into two teams. Team A needs to prepare some reasons why they agree with the sentence and Team B prepares some reasons why they disagree. Hold a class discussion. The team who presents the most convincing arguments wins.

Project

Tell the class they are going to make an information poster about cyberbullying, in small groups. Ask them to look at the text in exercise 2 and to say how it is organised.

Next, ask them to read the questions and make notes. It may help to do this together on the board by using a mind map like this:



Next, ask the students to think of a title and write a short introduction. Then ask them to write at least six basic rules and find or draw some pictures to illustrate these. Remind the students that they can use words or expressions from the text in exercise 2.

When the posters are ready, display them in the school corridors and encourage students from other classes to read them.

Exam profile 1

Warmer

- 1 Write these questions on the board:
 - Who is your best friend (or very good friend)?
 - What is he/she like?
 - How did you meet?
 - What kind of things do you like doing together?
 - What do you especially like about this friend?
- 2 Give the students a few minutes to prepare their answers to the questions.
- 3 In pairs, the students take turns to ask and answer questions about their friend.

READING PART 5 Multiple-choice cloze

- 1 Remind the students of the format of Reading Part 5. This is also practised in the Student's Book on pages 25 and 59, and in the Workbook on pages 17, 29 and 53. Ask the students to read the title of the text and say what they think the text is about. Then give them two minutes to read the complete text and say what it says about friendship. Tell them not to worry about the spaces for now. Next, ask the students to read the first sentence in the text again, to say what sort of word is missing in the example (0) and to try to guess the missing answer. They then look at the four options (A–D) and check their ideas.
- 2 Books closed. Point out again that the words in the example (0) were all prepositions. Brainstorm a list of other types of word (that is, parts of speech – conjunctions, verbs, etc.) which might be tested in this part. Write them on the board. Point out that students should always decide what type of word is missing first. If the students know a preposition is missing, for example, they know to look at the words before or after the space to see what preposition goes with these words. With books open, students compare their ideas with the list in the book.

Next, point out that the answers for questions 1–4 are given in the text and are highlighted. Ask the students to look at these highlighted words and options for questions 1–4 and to say what types of word they are. Point out that the highlighted words are all different types of word. In Reading Part 5, out of ten items, six or seven will test vocabulary, and three or four will test grammar. (In the example, 3, 5 and 6 would be considered grammar words.)

Answers

1 verbs 2 nouns 3 modal verbs 4 adverbs

- 3 Do question 1 as a class by asking *Why are A tell, C speak and D talk incorrect here?* (see answers below). Then ask the students to work with a partner to decide why the other options in questions 2–4 are incorrect. Point out that they should first read the whole sentence and then look at the words before *and* after each space.

Answers

- 1 The verb *say* is the only one that can be followed by *that*. Note that this set of verbs could be tested in other ways, for example with the key *tell* for 'tell a story' or *speak* for 'speak another language'. The confusion between these four verbs commonly causes mistakes at B1 level.
- 2 The other three options don't collocate with the verb *keep*, especially in this context of friendship. Students need to look at a few words either side of the space – in this case, three words to the left (*keep a special*).
- 3 Modal verbs are often tested at this level and *might* provides the meaning of possibility, whereas *must* is for obligation, and *ought* and *can* don't fit the overall sense of the sentence, with the use of *probably* in the second half.
- 4 All four adverbs have a positive meaning, but the use of the word *especially* adds emphasis to what follows. The other three options cannot perform this function with *if*.

- 4 Now ask the students to do questions 5–10 on their own. Remind them to read the complete sentence first and decide what type of word is missing. Then they should look at the words before and after the space before they choose the correct option. When checking the answers as a class, encourage the students to say why the other three options in each question are incorrect.

Answers

5 A 6 B 7 C 8 A 9 C 10 D

WRITING PART 2 Short communicative message

- 1 Remind students of the format of Writing Part 2. This is also practised in the Student's Book on pages 57 and 101, and in the Workbook on pages 39 and 55. First read the exam task as a class and ask the students questions to check they have understood: *Where have you been? Who do you want to write to? Where is Dani from? Should you write an email, note or postcard to Dani? How many pieces of information should you include? What are these pieces?* Remind students that the task will always say what sort of message they should write and that they will always need to include three content points. Next, ask the students to match each content point with one of the sentences and then say where the remaining sentence should go in the email.

Answers

- 1 – offer to take Dani there
 - 2 – tell Dani where the café is
 - 3 – explain why you like it
- Sentence 4 should start the email.

- 2** Ask the students to put the sentences in order first. Next, brainstorm some ways of starting and ending the email onto the board. Then ask the students to write their answer. Remind them to include all three points and to use informal language such as contractions, *Hi!* and *See you soon!* instead of *Dear ...* or *Look forward to seeing you soon*, etc. Also point out that the message should be 35–45 words.

Answer

Order and matching:

- 4
- 2 tell Dani where the café is
- 3 explain why you like it
- 1 offer to take Dani there.

Sample answer

Hi Dani
I went to a great café that opened this week. It's in that narrow street behind the cinema. They serve fantastic fresh juice there and it's a really cool place. We could go there on Saturday afternoon if you like.

Love X
(44 words)

Extension activity

Ask the students to think of their favourite place in their own town. Then they write a short email telling a friend what their favourite place is, why they like it and offering to take them there. The students then give their email to another student who writes a suitable reply, i.e. either accepting or (politely) refusing the offer.

LISTENING PART 2

Multiple choice

- 1** Remind students of the format of Listening Part 2. This is also practised in the Student's Book on pages 27 and 105, and in the Workbook on pages 19 and 51. Read through the instructions and question 1 as a class and make sure the students understand 'interview' by asking: *What happens in an interview?* and pre-teach 'coach' by asking *What do we call the person who trains a sports team or player?* Ask the students to look at option **A** *one of her parents* and to say what words they expect to hear i.e. *mum/mother* or *dad/father*.

Suggested answer

mum (mother), dad (father), older/younger brother, tennis club coach

- 2** **2.26** Ask the students to listen and read at the same time and to say whether the answer comes at the beginning or end of the extract, and also to say what the correct answer is. With a stronger class, ask the students to listen only first, and then to listen and read.

Then ask the students to say if they heard the other two options and, if so, what question these two options answer – e.g. *Who used to take Ruth to the tennis club?*
A *one of her parents* and *Who had tennis lessons first?*
B *her brother*.

Answer

- 1 C (the answer comes at the end)

Audioscript

Interviewer: I'm here at Ruth Leyton's local tennis club, to ask her about her chosen sport. Ruth, who was it that suggested you should start playing tennis?
Ruth: Well, my mum used to bring me along with my older brother – he had lessons with the club coach, Pat Edwards, and I had to sit and watch. Ballet was my after-school activity then, and Mum wasn't keen for me to take up anything else, but one day Pat noticed how bored I looked – and asked if I would like to hit some balls. I loved it immediately. My brother found this a bit annoying!

- 3** **2.27** Ask the students to read question 2 and, in pairs, discuss what they might hear. Before they listen, point out that the answer may come at any point in the extract, and also they may hear all three options mentioned on the recording in some way, but only one of them will answer the question correctly. If necessary, play the recording twice.

Answer

- 2 B

Audioscript

Interviewer: And what happened in those early years until the age of 11?
Ruth: Until I was about nine, it was just something fun that I did while my brother was having lessons on another court. But then a new coach arrived at the club, who encouraged all of us under-10s to enter competitions. I won a lot of events that year and surprised everyone, including myself. Then, at 11, I was selected to have training at the national centre, so tennis became much more serious.

Cooler

Ask the students, in pairs, to choose a famous sportsperson and to prepare a short interview where Student A is the interviewer and Student B is the sportsperson. The pairs perform their interview in front of the class.

Exam profile 2

Warmer

- 1 Write these questions on the board:
 - How often do you use the internet to find information?
 - What sort of information can you find about music on the internet?
 - Have you got a favourite music website?
 - If so, what sort of information can you find on this website?
- 2 Ask the students to ask and answer the questions above in small groups.
- 3 Ask the students to change groups and report back on what the others have said.

READING PART 2 Matching people to short texts

- 1 Remind students of the format of Reading Part 2. This is also practised in the Student's Book on pages 46 and 108, and in the Workbook on pages 37 and 48. The descriptions talk about the kind of things that the young people would like to see on music websites. Ask the students to read George's description carefully and find the three things that he would like to see. If necessary, do the first one as an example.

Answer

The three requirements that George is looking for are:

- 1 George wants to watch band members from the past talking about their work.
 - 2 He wants to get albums that are difficult to find.
 - 3 He wants to read reliable reviews by experts.
- 2 Elicit the three things George is interested in (see answers for exercise 1). Next, ask the students to read the four texts and say which website is the best for George. Point out that the text should include all three things that George is interested in. Then ask the students to compare their answer in pairs and use questions 1 and 2 to check it.

Mixed ability

In groups of four, each student reads a different short text and decides whether it is suitable for George. Then the students compare their ideas and choose the best answer.

Answers

- 1 Text C isn't suitable for George because it has no video clips (so he can't watch bands from the past), gives no information about 'albums that are difficult to find', and has no reviews.
 - 2 Text D is suitable for George. Text A has reviews uploaded by website users but not written 'by experts'. Text B states that the reviews of live performances aren't always reliable.
- 3 Ask the students to read the description of Ella and underline the three things she would like to see on a music website. Then ask them to read the texts again and choose the best website for Ella.

Answers

Ella would like to (1) write about her favourite music and post it online, (2) find out about future live events and (3) download interviews with celebrities.

The best website for Ella is A. (1 *by uploading your own album reviews*, 2 *provides advance information on various festivals and free concerts*, 3 *interesting interviews with the most famous performers of today are available to download*)

Extension activity

Students write a small text about what they would like to see on a website for young people (e.g. music, films, sports). Encourage them to include three things. Students exchange their texts with a partner who then uses the internet to find a suitable website. They then write a short text about the website, which includes a link. Display the student descriptions and short texts on the classroom walls and ask the students to match the student descriptions with the texts.

WRITING PART 1 Completing sentences with similar meaning

- 1 Remind students of the format of Writing Part 1. This is also practised in the Student's Book on pages 16 and 48, and in the Workbook on page 78. Ask the students to look at the sentences for less than a minute and say what they are all about. If necessary, point out that the first line of the instructions always says *Here are some sentences about ...*. Next, ask them to look at question 1 and say what information in the first sentence also appears in the second sentence and also what information does not appear. Then ask them to try to complete the second sentence. Point out that in this part, the students will need to rewrite the missing information in a different way to fit the space. Here they need to use the adjective form of 'importance'. Also point out that they mustn't use more than three words to do this.

Answer

1 as important / as necessary

- 2 Ask the students to read questions 2–5 and think about what information is missing in the second sentence. Then ask them to complete the second sentence, but remind them to use no more than three words.

Answers

2 Why don't 3 a smaller / a lower 4 ought 5 enough

LISTENING PART 1
Short extracts

- 1 2.28 Remind students of the format of Listening Part 2. This is also practised in the Student's Book on pages 39 and 83, and in the Workbook on pages 35 and 75. Ask the students to read the question and look at the three pictures. Then ask the class *How are the jeans different in A, B and C? What is at the bottom of pair A? Can you see stripes or spots on the extra material? Where is the extra material in B and C?*

Brainstorm some words onto the board that the students expect to hear. Then ask them to listen and say which of the words on the board they hear. They shouldn't look at the audioscript in exercise 2.

With a stronger class, ask them to say which picture answers the question. Don't tell them the correct answer for now, as they will find this in exercise 2. With a mixed ability class, allow weaker students to read the script in exercise 2 at the same time.

Suggested answers

Students might predict: *new/old jeans, hole, stripes, bottom of trouser leg, material*

Audioscript

Narrator: One. How has the girl changed the appearance of her jeans?

Boy: Hi Suzy, great jeans! Have you just bought them?

Girl: No, they're my oldest pair, actually. Mum wanted to throw them away because of the holes, but I decided to fix that by putting some material behind them.

Boy: Cool. The stripes look great – you could have the same stuff round the bottom of each leg.

Girl: Do you think so? Well, maybe. I wondered about a big pocket on each leg as well, but I haven't got any material left and I bought it ages ago.

- 2 Ask the students to read the audioscript. Next ask them to match the highlighted parts with the correct picture. Then ask them to say what the correct answer is.

With a stronger class, ask the students to listen again (without reading) and to say what the correct answer is. Then they can read the script and check their ideas.

Answers

yellow highlighting – picture C
red highlighting – picture A
blue highlighting – picture B
The correct answer to question 1 is C.

- 3 2.29 Ask the students to read questions 2 and 3 and look at the corresponding pictures. In pairs, ask the students to say what they can see in each picture and how it answers the question. (2A shows a band with a singer and some other musicians; 2B shows two guitarists; 2C shows a band with people playing instruments, but no singer, lots of lights on stage.)

After playing the recording for the first time, encourage the students to compare their answers with a partner and justify their choice. Then ask them to listen again and check their answer with the recording.

Answers

2 B 3 B

Audioscript

Narrator: Two. Which concert is the boy talking about?

Boy: I went to a brilliant concert last weekend. The music concerts I've seen on TV have always been in huge halls, you know, with a light show and big screens showing the band because they're so far away! This was very different – a small, upstairs room above a café in town. They played for over two hours, doing all their own songs. Just two guitars – not electric – and they both sang. The girl was fantastic. She also sings with a band at some festivals.

Narrator: Three. What happened to the girl during her hockey match?

Boy: Hello, you OK? I heard you got injured during the hockey match. Did someone's stick get your knee like before?

Girl: My leg's fine! It was my fault, really. I ran into someone who had her back towards me. When she turned round in surprise, her elbow flew up and hit me in the face!

Boy: Sounds nasty! What happened next?

Girl: I was alright but my nose started bleeding, so they took me off the field. They said I should sit down for the rest of the match but I refused!

Cooler

Ask the students, in pairs, to choose one of the incorrect pictures in either question 2 or 3. They then write a short four-line conversation between two people where their chosen picture gives the correct answer to the question. They then perform their conversation in front of the class and the others have to guess the picture.

Exam profile 3

Warmer

Books closed. Write 'Travelling with a backpack' on the board. If necessary, pre-teach *backpack* by miming a traveller walking with a heavy backpack. Tell the students that this is the title of a text. Ask the class *Will you read the words 'five-star hotel' in the text? Why (not)?* and then *What words do you expect to read?* Then ask the students, in pairs, to write down eight more words they expect to read.

Suggested answers

hostel, travellers, young people, sightseeing, new friends, new experiences, train, bus, have fun

READING PART 4 Multiple choice

- 1 Remind students of the format of Reading Part 4. This is also practised in the Student's Book on pages 55 and 81, and in the Workbook on page 41. Give the students two or three minutes to read the text quickly and answer the question. (Answer: Yes) Ask them to say why the writer enjoys backpacking. If you have done the warmer activity above, ask the students to say which of their words appear in the text.
- 2 Ask the students to read the first paragraph and then read the first question without the options. Point out that the part of the text which gives the answer is highlighted. Then ask them to read the four options and say which one is correct. Finally, ask them to say why the other three options are incorrect and which words tell them this.

Mixed ability

Pair up a stronger student with a weaker one. Give each pair one of the options and ask them to read the first paragraph and say if it is correct or incorrect. Then reorganise the class into groups of four where each student has looked at a different option. They compare their answers and find the best one for the question.

Answer

1 D

Incorrect answers:

- A (*I've spent time with many nationalities*)
- B (*Occasionally you may be unlucky, put in a hostel room with someone you have nothing in common with, but more often than not, you'll meet people that are fun*)
- C (*you'll meet people that are fun to visit local sights with* – This doesn't suggest that they know more about the sights than the writer does.)

- 3 Ask the students to read question 2. Point out that in this type of exam task they may either need to answer a question (e.g. question 1) or complete a sentence (e.g. question 2). Encourage the students to read the second paragraph and highlight the answer. Next, ask them to read the options, choose the best answer and also say why the other options are incorrect.

Fast finishers

In pairs, fast finishers write a third question with four options for the other students to do when they are ready.

Answer

2 C

Incorrect answers:

- A (*Relationships of this kind are shorter but can be just as strong as friendships back home*)
- B (*are shorter* – This doesn't suggest they end after the holiday, though, nor does it suggest that they spend a short time together.)
- D (no information given in the text)

WRITING PART 3 Story

- 1 Remind students of the format of Writing Part 3. This is also practised in the Student's Book on pages 35 and 67, and in the Workbook on page 31. Ask the students, in pairs, to read both exam tasks and highlight the words in each one which answer the questions 1–3. For question 4, encourage the pairs to brainstorm some language for each story.

Answers

- 1 The story about Alex should be in the 3rd person, and either *he* or *she* can be used as the name Alex applies to both genders.
The story with the title 'My first day ...' should be in the 1st person *I*, to relate to the title.
- 2 The story about Alex could involve a range of tenses, including past simple for how Alex felt, past perfect for something in the past that had led to this text message, and possibly even future forms for plans or arrangements made as a result of the text message.
The story with the title 'My first day ...' should also be in the past, with a range of past tenses including the past simple, past perfect and past continuous.
- 3 It must start with the sentence, *Alex read the text message and felt very happy*, or it must have the title *My first day at a new school*, and it must reach a definite end.
- 4 A variety of adjectives and adverbs would be appropriate language to use to demonstrate a good range of language, including different ways of describing feelings.

- 2** Encourage the students to say what sort of information should go at the beginning of each story (i.e. an introduction to the characters and information to set the scene), the middle (i.e. what happens) and the end (i.e. the conclusion). Point out that a surprise at the end may make the story more interesting. Then, plan both stories as a class. Next, encourage the students to choose one of the stories. Remind them that they should use about 100 words.

Sample answers

Alex read the text message and felt very happy. It was from his best friend Sam, who was finally back from holiday and wanted them to hang out together again. Alex had been a bit lonely during the last two weeks, as all his friends seemed to be away somewhere. He decided to cycle to Sam's house immediately, but on the way there, he fell off his bike. Alex ended up in a hospital bed, with a bandage around his head and a broken leg. His parents phoned Sam, who came and visited him the same day. (97 words)

My first day at a new school

It was a strange feeling, standing at the school gates in a new uniform. The building was much bigger than my old primary school, and I was very nervous on that first day. Luckily, I saw someone from my old school waving at me from across the playground, so I went over to her. Then a teacher told us that we were in the same class. An older student took us to the room and we sat together at the back. By lunchtime, I felt more confident and I chatted to some other children in my class. I decided it was going to be fine at my new school. (109 words)

LISTENING PART 3


Note completion

- 1** Remind students of the format of Listening Part 3. This is also practised in the Student's Book on pages 17 and 71, and in the Workbook on pages 11 and 27.

Books open. Ask the students to read through the notes and to say if the information they have brainstormed appears in these notes. Then ask them to say what kind of information is missing in 1–3. Point out that it is a good idea to decide what kind of information is missing because it will help them to listen out for the correct word; for example, if they know it's a time, they will listen for this.

Answers

1 a time 2 an animal 3 a place

- 2**  **2.30** Point out that in this part, the students will hear several possible answers for each question but only one answers the question correctly. Ask them to listen carefully, choose the best time for question 1 and say why the other times they hear are incorrect. If necessary, play the recording twice or three times.

Mixed ability

Give the weaker students the possible times (9.30, 5.15 pm, 8 pm and 8.45 pm) and ask them to listen and circle the best one.

Answer

1 8.45 (pm)

Incorrect times:

9.30 is the opening time in summer.


8 pm is the last entry time in summer.

5.15 pm is the closing time in winter.

4.30 pm is the last entry time in winter.

Audioscript

Woman: ... and there's just time to tell you about Appleton Animal Park. It's a great place to visit and the current summer opening times are 9.30 in the morning to 8.45 pm, seven days a week, though the latest time to enter the park is 45 minutes before that, at 8 pm. In the winter, the park closes earlier, at 5.15 pm, with last entry at half past four.

- 3**  **2.31** Play the recording twice. Encourage the students to write an answer when they hear the recording for the first time and then to check their answers when they hear it for the second time.

Answers

2 monkey(s) 3 (in the) forest

Audioscript

Woman: At the park you can see farm animals like goats and sheep, and fun-loving penguins too, but the visitors' favourite is definitely the monkeys, which are now in a brand-new building. Watch them playing on their swings and slides, and after you have visited them, you can eat in one of the cafés inside the park. The Green Café, which is situated in the forest, serves a choice of hot meals, or if you prefer just a snack, go to the other side of the park and try the Sandwich Bar, whose location is above the gift shop.

Cooler

Write the following questions on the board:

- 1 What is it?
- 2 What time does it open and close?
- 3 What can you do there?
- 4 Where is it?

Ask the students, in pairs, to choose a popular place in their town for young people, for example an animal park, a cinema, a sports centre, a skate park. They should then write a short radio announcement about their place which includes the answers to the questions above. If necessary, they can make up the information. In small groups, the students take turns to read their announcements and answer the questions above about each place.

Exam profile 4

Warmer

Ask the class *Have you seen 'The Lord of the Rings'?* *Who directed it?* Then challenge the class to name at least four more film directors and a film for each director. Now ask the class to look at the text title and photos and say who they think they are going to read about (i.e. Emily Hagins, a teenage film-maker). In pairs, ask the students to think of at least six questions they'd like to ask her. If the pairs are slow to start, brainstorm the first two as a class.

Possible questions

- 1 Where are you from?
- 2 How did you become interested in films?
- 3 What sort of films do you make?
- 4 How many films have you made?
- 5 Do you go to school? If so, when do you make your films?
- 6 Have you ever won a prize for your films?

Background information

Peter Jackson is a film director, producer and screenwriter from New Zealand. He was born in 1961 and he's famous for the films *The Lord of the Rings* and *The Hobbit*.

READING PART 3 True/false

- 1 Remind students of the format of Reading Part 3. This is also practised in the Student's Book on pages 11, 33 and 77, and in the Workbook on pages 9, 21, 44, 57 and 80. If you haven't done the warmer above, ask the students to look at the title of the text and the photos and ask *What is the text about?*

Ask the students to read the two sentences and try to think of other ways of saying 'used to watch', 'more than once' and 'contact him again'. If necessary, point out that Peter Jackson is a film director. If the students are slow to start, write gapped answers on the board, e.g. Emily o _ _ _ _ watched certain films s _ _ _ _ _ t _ _ _ s.

Suggested answers

- 1 Emily often watched certain films several times.
 - 2 Peter Jackson told Emily to phone him again / get in touch with him again.
- 2 Ask the students to read the first paragraph and match the highlighted phrases in the text with the highlighted words in sentences 1 and 2 in exercise 1. Then ask them to say why sentence 1 is correct and why sentence 2 is incorrect.

Answers

Sentence 1 is correct because of the match between *more than once* and *several times*. The use of *happily sat through* in the text avoids repeating the word *watch*, which would make the question very easy.
Sentence 2 is incorrect because Peter Jackson suggested a *useful contact* – another person – rather than suggesting that Emily should get in touch with him again.

- 3 Ask the students to read sentences 3–6 and highlight the important words. Tell them that this will help them find the information in the text. If necessary, do the first two together as a class, making sure they don't highlight every word.

Next, ask the students to read the rest of the text and highlight the answers in the text. Then ask the students to decide if the sentence is correct or incorrect, pointing out that they need to write A (correct) or B (incorrect).

Answers

- 3 B (*having spent time with directors on film sets due to his job in advertising*)
- 4 A (*write the story for a full-length movie, and the filming of this happened in her home town*)
- 5 B (*Emily could only do this work at weekends and during school holidays*)
- 6 A (*Her efforts at directing this film won Emily a grant from the Austin Film Society*)

WRITING PART 3 Letter

- 1 Remind students of the format of Writing Part 3. This is also practised in the Student's Book on pages 45, 89 and 111, and in the Workbook on page 31. Point out that in Writing Part 3, students can choose between a letter and a story. Ask the students to read the task and ask *Who has sent the letter? What does he/she have to do for homework? How many questions do you need to answer in your letter? What are they? How many words do you need to write in your letter?*

Answers

- 1 What tourist attractions does your capital city offer?
- 2 What can you tell me about the city's history?

- 2 Ask the students to read the phrases (b–g) and say whether they answer the first question about tourist attractions or the second question about the city's history.

Answers

	Attractions	History		Attractions	History
b	✓		e	✓	
c	✓		f		✓
d		✓	g	✓	

Write *Attractions* and *History* in two columns on the board. Ask the students to change the phrases (a–g) so they are true for their capital city and write them in the correct column. Next brainstorm some ways to begin (e.g. *Hi Max*) and end (e.g. *If you need any more help, let me know. Best wishes,*) an informal letter, and also some ways to connect the sentences. Then ask the students *How will you organise the letter into paragraphs?* Finally, ask the students to write their letter, making sure they answer both questions.

Sample answer

Dear Finn

It's great to hear from you and I'm happy to help you with your homework! I've never actually visited my capital city but my older brother lives there. He thinks the sports facilities are fantastic – there's a new stadium, where he often goes to watch football. Tourists who visit the city love the river and you can take a cruise during the summer.

The city was built by the Romans and they used the river for transporting goods. It became our capital city in the 18th century and the population grew because of the industry that developed there.

Well, I hope that's been helpful.

Take care,
(108 words)


LISTENING PART 4

True/false

- 1** Remind students of the format of Listening Part 4. This is also practised in the Student's Book on pages 49 and 93, and in the Workbook on pages 43 and 83. Ask the students to read the two sentences and underline the important words. Then ask them to think about what other words they might hear on the recording and to write them down.

Sample answer

- 1 recipe, ingredients, exactly the same, not different
- 2 bad points, not all advantages, negative side of cooking


- 2**  **2.32** Now play the recording twice and point out that one sentence in exercise 1 is correct and the other is incorrect. Explain that in the Cambridge English Preliminary exam they will hear the recording twice. Although they may think they have the correct answer after the first listening, it's possible that they've misunderstood a piece of information or they've written it down incorrectly. They should always use the second recording to check.

Answer

Sentence 1 is correct (A) and sentence 2 is incorrect (B).

Audioscript

- Ben:** Hi, Julia. How was your weekend cooking course?
Julia: Well, nearly everyone was my age, so we had a great laugh together, and I learned how to combine various ingredients to create some good flavours. But we seemed to repeat exactly the same techniques over the two days, rather than learning different methods of cooking, so in general it was a bit disappointing, really.
Ben: I won't bother with it then!
Julia: I didn't know you were interested in cooking?
Ben: Yeah, I love it and I cook at home most weekends. My mum suggested I should become a chef in the future, but I'm not sure I could stand the long hours, or working fast to get dishes ready in a hot kitchen!
Julia: Although, if you know what you're doing, I guess you can handle that. Well, I'm keen to give the career a try and, who knows, perhaps I'll have my own restaurant one day! That would be brilliant, in spite of the long hours.

- 3**  **2.33** Ask the students to read the two sentences, underline the important words and think about alternative ways to say these phrases; e.g. **3** *prefers cooking desserts* = likes cooking sweet things best; **4** *Ben could improve his skills online* = Ben could get better by doing a course on the internet. Play the recording twice. Remind the students to use the second recording to check their answers.

Answer

Sentence 3 is incorrect (B) and sentence 4 is correct (A).

Audioscript

- Ben:** What sort of dishes do you like preparing?
Julia: Mm, anything with spices – curries and things like that. I'm less keen on sweet things and I hardly ever make desserts. I guess my favourite recipe at the moment is a Turkish one, which has slow-cooked lamb and aubergines in a yogurt sauce.
Ben: Sounds great! Where do you learn all this? If I'm going to get better at cooking, I'll need some help.
Julia: Well, there's lots of stuff on the internet, not just recipes, but video clips showing you how to make things. I'd recommend that, it's much more real somehow than reading a cookbook.
Ben: OK. That's useful to know.

Cooler

Write these questions on the board:

- 1 Do you ever cook?
- 2 What sort of dishes do you like preparing?
- 3 How do you make your favourite dish?

In pairs, ask the students to take turns to ask and answer the questions. If they never cook, tell them to ask their questions about a family member who cooks.

Exam profile 5

Warmer

Brainstorm a list of types of notice or message onto the board, for example *sign, email, text, postcard, advertisement, label, note, notice*. Then write these questions on the board:

- 1 Where do you find each of these notices or messages?
- 2 Why do people write each type? What sort of information do they put in each one?
- 3 Which of these notices and messages do you write? When?

In pairs, the students ask and answer the questions.

READING PART 1 Notices and messages

- 1 Remind students of the format of Reading Part 1. This is also practised in the Student's Book on page 99, and in the Workbook on page 76. Ask the class to look at texts 1 and 2 and *without reading them*, say where they might find them. (1 is a message on a phone and 2 is a notice in a shop.) Then tell them to read both texts and ask *Why was each text written?*

Answer

The text message was sent to a friend to remind them of an arrangement.

The notice is to advertise a shop sale.

- 2 Ask the students to choose the correct option, A, B or C, for each text and say which words give the answer. Point out that just because some words appear both in the text and the options A–C (e.g. text 1: **A** bring water; Text 2: **C** designer bags), this doesn't mean it is the correct answer.

Answers

1 C 2 A

Incorrect answers:

- 1 A (*Bring your own water bottle*)
B (*Hope you haven't forgotten ... as arranged*)
- 2 B (*30% off other goods*)
C (*except designer bags*)

- 3 Students read the texts and choose the correct option.

Answers


3 C 4 B

Incorrect answers:

- 3 A (*Prize for each year group*)
B (*Email entries to*)
- 4 A (*I can collect it now*)
C (*As you've finished your homework*)

SPEAKING PARTS 2, 3 AND 4 Part 2

- 1 Remind students of the format of Speaking Part 2. This is also practised in the Student's Book on pages 39, 83, 115, 130 and 131. Ask the students to read the instructions, then look at the pictures and say what each illustration represents.

- 2  2.34 Play the recording twice. The first time, ask the students to listen and say if the two students answer both parts of the task, i.e. do they talk about all the different subjects? (Yes) Do they decide which would be best? (Yes) Then play the recording again and ask which subject they decide would be best and why.

In pairs, the students do the Part 2 task. They talk about all the ideas, decide on the best one and use the expressions above to make suggestions.

Answer

They choose music because everyone likes music.

Audioscript

Boy: Shall I start?

Girl: Sure.

Boy: OK, so there are lots of possible subjects here, but I think one or two aren't very interesting for teenagers!

Girl: Like reading books?

Boy: Yeah, exactly. I mean, if this is the first contact with a penfriend, it needs to be something cool.

Girl: Music, perhaps? Asking what their favourite band is?

Boy: Could be. Or maybe talking about a beach activity like surfing?

Girl: But I don't think there's much surfing in Canada, is there?

Boy: Good point! Well, what about clothes, then? You know, finding out what's popular over there.

Girl: Yes, that could be good, or else ask about movies, and their favourite celebrities? That would work better for boys and girls.

Boy: True. And what about these other ideas? Food, for example.

Girl: I don't think that many teens are into cooking, are they?

Boy: Probably not! And the castle – do you think that's supposed to be about history? If it is, I'd say – boring!

Girl: I agree with you, not much fun either. So we've got three things left to choose between – clothes, music or films.

Boy: But you said clothes might not be as interesting for boys, so let's decide between music and films. What do you think?


Girl: Well, speaking personally, I'd go for music because there's nobody in the world who doesn't like some kind of music!

Boy: OK, let's pick that then. Writing about music.

Suggested answers

Shall I start?
 Music, perhaps?
 Asking what their favourite band is?
 Or maybe talking about a beach activity like surfing?
 Well, what about clothes then?
 ... or else ask about movies, and their favourite celebrities?
 Well, speaking personally, I'd go for music.

Parts 3 and 4

- 1 Remind students of the format of Speaking Parts 3 and 4. This is also practised in the Student's Book on pages 49, 61, 93, 105, 130 and 131. Without reading the instructions for this exercise, ask the students to look at the two photos and to say what the connection between them is. Next, ask them to read the Part 3 task instructions and check their ideas.
- 2  **2.35** Play the recording twice. The first time, ask students to say which picture the student is describing. The second time, ask them to say what kind of things the student describes, e.g. does she describe the clothes, the weather, etc.? Then ask the class to suggest other things this student can describe. Write a list on the board.


Answer

The girl is describing the top photo.
 She could also describe some of the other young people and what they are doing. She could also mention the sea.

Audioscript

Girl: OK, well there's a beach and it looks like a nice day – there's blue sky with white clouds. Some people are playing sport on the sand and other people are watching them. It's beach volleyball in fact and I think they're playing a match. One guy is trying to hit the ball over the net. There's another guy opposite him with his arms up. He's hoping to get the ball, I think. Um ... They're wearing shorts and T-shirts. The guy who is jumping has nothing on his feet, but it's a sandy beach, so that's cool. In the background there's an island with a mountain ... I think it could be a volcano, actually. I wonder where this is, maybe somewhere in Asia, I'm not sure.

- 3 If you have written a list of things students can describe in exercise 2, ask the students to look at the list and think about which of them are relevant for the second photo. Then, in pairs, the students take turns to describe the picture for a minute. The other student times a minute on their watch or mobile phone, listens to their partner and says which of the things on the board their partner has described.

- 4  **2.36** Read the instructions to the class and ask them to read and listen at the same time. Once again, remind them that in the exam, the examiner reads the instructions and the students have to listen. Point out that if they don't understand, they can ask the examiner to repeat the instructions by saying *Can you say that again, please?*

Ask the students to listen to the Part 4 discussion again and ask *Do the students listen to each other and give their partner the chance to speak?* (Yes) Then, in pairs, give the students about three minutes to do this Part 4 task. Remind them to answer both parts of the task and also to take turns to speak.

Audioscript

Boy: So, which sports do you like playing?
Girl: Well, I don't do very much sport myself apart from swimming – I love that and I do it a lot! How about you?
Boy: I'm very interested in sport. We do athletics at my school, but I've never tried something like this! And actually, I prefer playing team sports because then I'm with my friends.
Girl: Yes, that's really important to me as well. When I go swimming at the local pool, I see lots of my friends there. Er ... which sport do you like best then?
Boy: Football, I guess! I play for my school team and I also belong to a club, so I spend lots of time on that. There's training with the club twice a week and I play in loads of matches, too.
Girl: Wow! I – I quite like watching football, especially on TV. I think you can see a lot more on television because they show the individual players ... and also, someone tells you what is happening!
Boy: Yeah, that's true. But for me, being at a live match is much better.
Girl: Why?
Boy: Well, there's usually a big crowd, so the atmosphere is just fantastic. There's shouting and singing ... and sometimes even a Mexican wave!
Girl: What's that?
Boy: Oh, you know, when everyone puts their arms above their heads in turn around the stadium. It looks so cool! I love all that when I'm at a match. ... What about trying new sports, in the future – what do you think?
Girl: I don't know. I'd like to try diving one day. And I might take up something else when I'm older, to keep fit. Maybe go to the gym as well, like my mum does.
Boy: Right. And I'd definitely like to learn another team sport. I'm not sure which one – perhaps ice hockey, although that looks a bit dangerous!
Girl: Yes, and it's really fast, isn't it? Lots of action! I enjoy watching that too.
Examiner: Thank you.

Cooler

Find some pictures of people doing different activities. Hand out some pictures to pairs of students. They take turns to describe a picture, and also listen to their partner and check that they speak for one minute.

Review answer key

REVIEW 1 Units 1–4

VOCABULARY

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

2 1 lightning 2 refund 3 honest 4 send back 5 tornado
6 sociable

3 1 charge; online shopping 2 forecast; sensible
3 served; joined 4 burnt down; cruel 5 offers; miss
6 poured; gave

4 1 reliable 2 intelligent 3 lose a match 4 power 5 charge
6 rise

GRAMMAR

5 1 any 2 some 3 plenty of 4 much 5 many 6 No

6 1 joining 2 doing 3 spending 4 visiting 5 driving
6 eating

7 1 enjoys 2 is getting 3 know 4 costs 5 is reading
6 are meeting

8 1 was 2 affected 3 burnt 4 lost 5 died 6 were
7 worked 8 took 9 posted 10 helped



9 Correct sentences: 4, 6

- 1 I have so many friends that I can't count them, but my best friend is Marina.
- 2 We don't have any free time this weekend.
- 3 I'm writing to you to tell you that I have a new dog.
- 5 He has a dog and a cat.
- 7 We went to the park last weekend.
- 8 She met me at the cinema yesterday.

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

11 1 keen 2 apart 3 as good as 4 since 5 in playing

REVIEW 2 Units 5–8

VOCABULARY

1 1 mend 2 sew 3 recycle 4 design 5 invent 6 rebuild

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

3 1 historic 2 traditional 3 classic 4 modern
5 brand-new 6 summer 7 unusual

4 Across 1 celebrity 5 festival 6 musician 7 studio
Down 1 channel 2 guitarist 3 live 4 clip 8 DJ

GRAMMAR

5 1 rained; didn't have

2 was watching; received

3 was texting; was reading

4 missed; forgot

5 decorated; saw

6 was listening; called

6 1 should 2 mustn't 3 don't have to 4 ought 5 have to

7 1 visited 2 has eaten 3 've just bought 4 hasn't given
5 added

8 1 the narrowest 2 more reliable 3 fresher 4 better
5 the thickest



9 Correct sentences: 1, 6

2 I went to Spain last year.

3 I musn't forget to take my school bag.

4 There was a game in our school and I had to play with my classmates.

5 I have just bought a new phone.

7 What we do most together is play video games.

8 What I like most is hanging out with friends.

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

11 1 for three 2 far from 3 should practise 4 don't you
5 as important as

REVIEW 3 Units 9–12

VOCABULARY

- 1 1 on 2 at 3 at 4 on 5 on 6 at 7 at 8 on
2 1 c 2 a 3 f 4 e 5 b 6 d
3 1 crops 2 humans 3 environment 4 jungle 5 bluefin
6 population 7 creature 8 bees 9 landscape 10 tigers
Missing word: rainforest
4 1 smartphone 2 headteacher 3 fireworks 4 sunflowers
5 skateboard
5 1 warm enough 2 very/too 3 too 4 too difficult
5 enough textbooks

GRAMMAR

- 6 1 had blown; were looking 2 had heard; didn't believe
3 was standing; looked; had disappeared
4 had never visited; took 5 left; had finished
6 decided; hadn't felt
7 1 will be enjoying 2 will be studying 3 will be happening
4 will be waiting 5 will be travelling
8 1 should get plenty of sleep
2 don't have to/need to book a tour in advance
3 shouldn't spend so much money on sweets
4 don't have to/need to bring anything to eat
5 shouldn't walk home on your own at night
9 1 caught 2 has 3 gets 4 knew 5 suggest



- 10 Correct sentences: 3, 6
1 I'll bring the games and you bring some snacks.
2 I hope it will be sunny tomorrow.
4 I told him (that) if he was tired, I'd take him home.
5 I came home and saw my sister had made a cake.
7 You haven't got to/don't need to bring any drinks but you must bring some snacks.
8 When I woke up I realised that I had been sleeping.
11 1 C 2 B 3 A 4 B 5 D 6 C 7 D 8 C 9 A 10 B
12 1 is/will be 2 near 3 doesn't have to 4 going to
5 forward to starting

REVIEW 4 Units 13–16

VOCABULARY

- 1 1 memories 2 tears 3 result 4 image 5 initials
6 qualifications 7 facilities 8 purpose 9 technique
10 ingredients 11 position 12 arrangements
2 1 live performances 2 historic buildings
3 air conditioning 4 street lights 5 animated film
3 1 stay in 2 show around 3 end up 4 catch up with
5 move in 6 move out
4 1 in detail 2 in case 3 in particular 4 In general
5 in future 6 in advance

GRAMMAR

- 5 1 were created by a top advertising company
2 can be used in this recipe
3 will be designed by Danish architect Bjarke Ingels
4 could be seen from the tower because of the fog
5 wasn't shown how to edit video clips
6 bread-making might be forgotten
6 1 the 2 the 3 – 4 the 5 – 6 The 7 the 8 the 9 the
10 the 11 the 12 a 13 a 14 the 15 – 16 a
7 1 if he had bought anything in town
2 her he was planning to play tennis later
3 that he hadn't gone surfing after all
4 that we wouldn't have time for a coffee unless we left at 5.30
5 if he could join the film-making course
6 that Harry hadn't had / didn't have his phone on



- 8 Correct sentences: 4, 5
1 Well, my dad is called David.
2 Football can be played on the beach.
3 It will be in the stadium, which is near the bus station.
6 It is a beautiful city.
7 She said she was Spanish.
8 He answered that he liked this game too.
9 1 C 2 B 3 D 4 A 5 B 6 C 7 A 8 C 9 B 10 D
10 1 whose grandparents 2 taught 3 I'll 4 were fed
5 it had been

REVIEW 5 Units 17–20

VOCABULARY

- 1 1 promise 2 apologise 3 remind 4 disagree 5 wonder
6 warn
- 2 1 curious 2 annoyed 3 delighted 4 lonely 5 shy 6 rude
- 3 1 develop 2 handle 3 arrange 4 run 5 update
6 calculate
- 4 1 go for 2 tried my best 3 admire 4 chose 5 dream
6 aim

GRAMMAR

- 5 1 how many celebs actually enjoyed their status
2 if we had all enjoyed the film
3 if I had finished the maths homework
4 if he could speak more than one foreign language
5 if I had seen the new James Bond movie
6 where Stefan was going on Saturday
- 6 1 had; painted 2 had; brushed 3 had; taken
4 had; done 5 had; brought
- 7 1 because 2 whereas 3 As 4 in order to 5 although
- 8 1 My dad gave me a new bike for Christmas.
2 Susan wrote them an email explaining everything.
3 Jessica showed us her holiday photos.
4 I took my aunt a bunch of flowers.
5 Our teacher told us our biology grades.
6 My grandmother sent me a gift.



- 9 Correct sentences: 3, 7
1 She asked me to tell her about my holiday.
2 He started to tell me about where he came from.
4 We asked if we could take a photo of him.
5 I like the summer, although it can be too hot sometimes.
6 We play video games together because we both enjoy this.
8 My parents gave me some presents.
- 10 1 A 2 C 3 C 4 B 5 C 6 B 7 A 8 D 9 C 10 C
- 11 1 as good as 2 if he could 3 Have you got / Do you have
4 because he sang 5 his hair done

Grammar reference answer key

UNIT 1

COUNTABLE AND UNCOUNTABLE NOUNS; DETERMINERS

- 1 1 many 2 many 3 a lot of 4 no 5 several
6 any 7 much; plenty of 8 any
- 2 1 Angela has coloured her ~~hairs~~ hair pink, she looks really great.
2 ✓
3 We had ~~several~~ a lot of / plenty of fun when we went to the beach.
4 ✓
5 I put ~~any~~ no / didn't put any sugar in my tea, but it tastes sweet.
6 Don't make a lot of ~~noises~~ noise when you come in late.
7 There's no ~~any~~ place / There isn't any place for children to play here.
8 We had ~~much~~ a lot of / some trouble with our car on holiday.
(plenty of is also possible but is less likely as plenty of is usually used in a positive situation)
- 3 1 any 2 some 3 some 4 Several 5 a lot of
6 some 7 no 8 much

UNIT 2

THE -ING FORM

- 1 1 seeing 2 listening 3 telling 4 annoying 5 giving
6 eating 7 sitting 8 growing
- 2 1 about; of
2 at
3 of
4 in
5 on; at
- 3 1 was afraid of missing her bus.
2 was tired of playing football.
3 is crazy about playing video games.
4 was keen on going to Africa.
5 is bad at remembering new vocabulary.
6 interested in learning Chinese.

UNIT 3

PRESENT SIMPLE AND PRESENT CONTINUOUS

- 1 1 runs; doesn't wake up
2 I think; don't play
3 Do you believe
4 I'm having; always gives
5 are visiting; I'm staying
6 I want; I'm going
- 2 1 What time do you have lunch on Sundays?
2 What is that man saying to your friend?
3 Does your sister prefer coffee or tea?
4 Which game is your brother playing now?
5 Why don't you want to come to the cinema with us?
6 Where does your dad keep the car keys?
7 Are you doing your homework or are you playing a game on that laptop?
8 Aren't you listening to me? Don't you understand I'm angry?

- 3 1 'm (am) having 2 have 3 get up 4 buy 5 go
6 eat 7 gives 8 choose 9 want 10 'm (am) going
11 'm (am) playing 12 are you doing 13 Are you revising
14 Do you remember 15 'm (am) coming

UNIT 4

PAST SIMPLE

- 1 1 happened 2 tried 3 was 4 took 5 wanted
6 found 7 did; cost 8 paid 9 had 10 used
- 2 1 didn't have 2 rained 3 rose 4 came 5 continued
6 offered 7 slept 8 thought 9 didn't flood 10 went
11 stayed 12 got

USED TO

- 3 1 used to walk
2 used to tell
3 used to do
4 didn't use to allow
5 Did your brothers use to fight
6 didn't use to like
- 4 1 didn't use to carry
2 used to catch
3 used to go
4 didn't use to have
5 didn't use to get

UNIT 5

PAST SIMPLE AND PAST CONTINUOUS

- 1 1 was shining 2 were sitting 3 was singing 4 were taking
5 weren't playing 6 weren't shouting 7 weren't behaving
8 were we doing
- 2 1 were watching; stopped
2 didn't notice; came; was playing
3 learned; was travelling
4 went; climbed
5 saw; were driving
6 Were you texting; was talking
7 did you sleep; went
8 was burning
- 3 1 were you doing 2 was looking 3 Did you find 4 put
5 was tidying 6 decided 7 didn't want 8 moved
9 was using 10 stopped 11 didn't throw 12 cost

UNIT 6

MODALS: OBLIGATION AND NECESSITY

- 1 1 D – *You should get up early and go for a run.* = it's a good idea to do this, but *You must get up early and go for a run.* = it's absolutely necessary to do this.
2 S
3 D – *Alan doesn't have to go out this evening.* = it's not necessary for him to go, but *Alan shouldn't go out this evening.* = it's not a good idea for him to go.
4 D – *We ought to buy some fruit for our lunch.* = it's a good idea to buy some, but *We have to buy some fruit for our lunch.* = it's absolutely necessary to buy some.
5 D – *You mustn't open that parcel till your birthday.* = it's absolutely necessary that you do not open the parcel before your birthday but *You don't have to open that parcel till your birthday* = it's not necessary to open it before your birthday.
6 S
7 S
- 2 1 shouldn't 2 mustn't 3 ought to 4 doesn't have to
5 have to
- 3 1 don't have to 2 have to 3 should 4 mustn't
5 shouldn't

UNIT 7

PRESENT PERFECT AND PAST SIMPLE

- 1 1 enjoyed 2 did 3 met 4 made 5 worked 6 had
7 didn't go 8 Did you buy 9 told 10 texted
11 found 12 recorded 13 weren't 14 was
- 2 1 have you seen 2 haven't seen 3 Have you looked
4 've (have) looked 5 's (has) stolen 6 haven't checked
7 've (have) found
- 3 1 The course has already finished.
2 Have you ever visited a recording studio?
3 Have you met your new teacher yet?
4 The singer has just arrived.
5 I haven't listened to that track yet.
- 4 1 have you ever bought
2 I found
3 I ordered
4 They've already arrived
5 I haven't tried
6 I ordered
7 hasn't arrived
8 Did you pay
9 it cost
10 There was

UNIT 8

COMPARATIVE AND SUPERLATIVE ADJECTIVES

- 1 1 smarter; more intelligent; more confident
2 newer than; bigger; better
3 more modern than, more expensive, less easy / not as easy
4 not as comfortable as; less friendly
- 2 1 worst; the simplest
2 the least useful
3 the tidiest
4 the cheapest; the least easy
5 best
6 the kindest; the funniest; the most popular

UNIT 9

FUTURE FORMS; FUTURE CONTINUOUS

- 1 1 Will; be staying 2 will; be moving
3 'll be spending 4 'll be visiting
5 will; be travelling 6 'll be using
7 'll be borrowing 8 won't be driving
9 'll be speaking 10 won't be worrying
- 2 1 I'm meeting
2 will make
3 won't damage
4 we'll be using
5 Are you going to play
- 3 1 are we having (*or are we going to have, or will be having*)
2 'm going to watch *This expresses intention better than 'm watching which means it's already fixed, but Evan is checking with his mother that it's OK.*
3 aren't going
4 are you going to get (= what do you plan) or will you get (= a prediction)
5 won't make
6 's doing
7 'll be sleeping
8 won't hear

UNIT 10

CONDITIONAL SENTENCES

- 1 1 get; are
2 isn't; die
3 makes; enjoy
4 cut down; destroys
- 2 1 don't do; will lose
2 is; will be
3 will disappear; aren't
4 won't see; don't look after
- 3 1 would be; didn't use
2 visited; would be
3 would be; understood
4 wouldn't survive; didn't protect
- 4 1 We will lose the rainforests unless we do more to protect them.
2 Unless we look after the planet, future generations will suffer.
3 I wouldn't support the work of conservationists unless I thought it was important.

UNIT 11

PAST PERFECT

- 1 1 'd (had) decorated the school hall.
2 hadn't done their usual lessons.
3 hadn't eaten lunch.
4 'd (had) prepared a special meal.
5 'd (had) written a song to sing her.
- 2 1 *Had he bought (some/any) sun block?*
No, he hadn't bought (some/any) sun block but he had bought (some) shampoo.
2 *Had he passed his/the driving test?*
No, he hadn't passed his/the driving test but he had passed all his/the exams.
3 Had he booked his/a hotel room?
No, he hadn't booked his/a hotel room but he had booked his/a seat on the train.
- 3 1 had been 2 had sat 3 'd (had) arranged
4 'd (had) tried 5 hadn't sat 6 'd (had) always sat
7 had often seemed 8 hadn't realised
- 4 1 was; had told; had changed 2 had never played; were
3 went; had never been; found
4 gave; was; 'd seen; 'd revised; 'd forgotten; had

UNIT 12

MODALS: OBLIGATION AND ADVICE

- 1 1 should call a taxi.
2 should revise; shouldn't play a video game (with your sister).
3 should charge your phone (before you go out).
4 should change (your sweater/clothes).
- 2 1 need to 2 have to 3 should
4 don't have to 5 needn't 6 should
- 3 1 S
2 D The first sentence means it's not necessary to take a lot of money, the second sentence means that it's a good idea to take a lot of money with you.
3 S
4 D The first sentence means that it's a good idea to stay with your friends, the second sentence means that it's a rule that you must stay with your friends.
- 5 S
6 S

UNIT 13

THE PASSIVE

- 1 1 A group of senior students edit the school blog.
2 Young children can't open this kind of box.
3 Designers don't often use this software nowadays.
4 My grandfather did the paintings in my room.
- 2 1 The party was attended by several celebrities.
2 The ball couldn't be found at the end of the match.
3 All these cakes were made by me and decorated by my sister.
4 These shoes were designed by my aunt for a famous singer. *or* ... for a famous singer by my aunt.
5 The shape of a model's eyes in a photo can be changed (by software).
6 The writer of the poem couldn't be identified (by the editor of the magazine).
7 We may be allowed to go to a concert on Saturday if we tidy our rooms.

UNIT 14

NON-DEFINING RELATIVE CLAUSES

- 1 1 which 2 whose 3 who 4 which; which
5 who 6 whose
- 2 a 1, 3, 4 (both), 5
b 1, 4 (first gap)
- 3 1 My grandma, who worked in a restaurant when she was young, taught me to make cakes.
2 We lit the barbecue, which we had bought the day before, half an hour before the guests arrived.
3 My friend Daren, whose dad is a keen fisherman, brought us some fresh fish.
4 This Thai food, which doesn't have any chillies in it, is mild enough for anyone to eat.
5 These sausages, which I was cooking for my lunch, are all burnt.
- 4
- 1 a There were biscuits made by different people; my brother's were all eaten.
b The only biscuits were the ones my brother made.
- 2 a Some of the students had not had lunch so they wanted to find a café.
b None of the students had had lunch so they all wanted to find a café.
- 3 a Only some of the lettuces were thrown away (there were some fresh ones).
b All the lettuces were thrown away because none of them were fresh.
- 4 a Some of the bread was freshly baked and smelled delicious. (there was some old bread as well)
b All the bread was freshly baked and smelled delicious.

UNIT 15

ARTICLES – A/AN, THE AND ZERO ARTICLE

- 1 1 The, the 2 –; the 3 a; – 4 a; a 5 a; the; –; The; the 6 –; – 7 –; a; –; –; the
- 2 1 the 2 – 3 a 4 an 5 The 6 a 7 – 8 –
9 a 10 the 11 the 12 – 13 the 14 the 15 the 16 the
- 3 1 The Petrol is very expensive in this country.
2 I'm not very interested in the science but I enjoy learning a new language.
3 A The football match we watched last night was very exciting and my team won!
4 I went to a good sports club when I was on holiday.
5 The Vegetables are an important part of a balanced diet.
6 I was so embarrassed in the meeting yesterday when I realised the phone that was ringing was in my bag!

UNIT 16

REPORTED SPEECH

- 1 I'll pay you a lot of money.
 - 2 I need a special diet.
 - 3 The lights are too weak.
 - 4 I don't enjoy working with this director.
 - 5 The star (he/she) 's / is feeling ill.
 - 6 We haven't worked in such a beautiful place before.
 - 7 I completed the film three years ago.
- 1 they'd (had) made a film at school last term.
 - 2 they were making another one this (that) term.
 - 3 (that) he hadn't been in a film before.
 - 4 he/she enjoyed directing but he/she didn't like acting.
 - 5 everyone learnt (learned) / should learn their words by next week.
 - 6 I couldn't be in the film because I hadn't learnt/learned my words.
 - 7 they'd (had) learned / learnt a lot in drama classes.

UNIT 17

REPORTED QUESTIONS

- 1 Why haven't you texted anyone all day?
 - 2 Are you coming out with us?
 - 3 What time are you leaving?
 - 4 Can I come with you?
 - 5 Have you finished your homework?
 - 6 How long will you be out?
 - 7 Do you want a lift to town?
- 1 why I hadn't texted her.
 - 2 if/whether I/we 'd/had seen his car keys.
 - 3 where I would stay in London.
 - 4 how many tweets he/she 'd/had sent today.
 - 5 why everyone was shouting at him/her.
 - 6 if/whether students often used the website.
 - 7 if/whether we could get superfast broadband in our town.

3

He asked me what my favourite subjects were
if/whether I preferred playing video games
what languages I spoke
foreign countries I had visited
He asked if/whether I could imagine
how much I wanted to earn.
the decisions I would have to make

UNIT 18

HAVE SOMETHING DONE

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

- 1 have it painted
 - 2 have it checked
 - 3 have it moved
 - 4 have it modernised
 - 5 have them chosen
- 1 've/have just had my nails done
 - 2 had all the carpets cleaned
 - 3 to have them shortened
 - 4 have your bike mended
 - 5 Did you have your photo taken

UNIT 19

DIFFERENT TYPES OF CLAUSE

- 1 S
 - 2 D
 - a contrasts the things my dad and mum prefer to do on holiday in general
 - b says my mum swims at the time when my dad is reading, it doesn't say she prefers swimming to reading
 - 3 S
 - 4 D
 - a suggests that most teenagers like parties including the ones who don't like dancing
 - b states that those teenagers who can't dance don't like parties
 - 5 S
 - 6 D
 - a gives the reason why I don't like seaside holidays very much
 - b says that I don't like swimming but I like seaside holidays
 - 7 S
- 2 1 b I can afford new trainers because / as I was paid yesterday
 - 2 a I passed the exam although some of the questions were really hard.
 - 3 e Most students have long summer holidays whereas medical students have to work all through the year
 - 4 c It's a good idea to talk to a careers advisor so that you know what kind of jobs might suit you.
 - 5 d I've got the afternoon off because / as I worked late yesterday evening.
 - 6 f We're usually given half an hour in order to prepare for our final race.

UNIT 20

VERBS WITH TWO OBJECTS

- 1 1 for 2 to 3 to 4 to 5 to 6 to 7 for 8 to 9 for 10 to
 - 2 1 I bought my mum some flowers.
 - 2 Did you show your friends your presents?
 - 3 Alex gave his girlfriend a silver necklace.
 - 4 Bettina told the police officer her story.
 - 5 Dad paid the taxi driver ten euros.
 - 6 Give me that phone now!
 - 7 Charlie cooked himself a pizza.
 - 8 Debbie taught the children a new song.
 - 9 Can you fetch me a clean towel?
 - 10 My brother took the teacher his notebook after the lesson.
- 3 1 Wilfred owes his sister twenty dollars.
 - 2 I'll choose a nice cake for Yolanda.
 - 3 Can you make me a sandwich?
 - 4 Tom threw the ball to his sister.
 - 5 Zoe gave her mum a photo of herself and her friends.
 - 6 Has Paul texted you his new address?
- 4 1 Wilfred owes twenty dollars to his sister.
 - 2 I'll choose Yolanda a nice cake.
 - 3 Can you make a sandwich for me?
 - 4 Tom threw his sister the ball.
 - 5 Zoe gave a photo of herself and her friends to her mum.
 - 6 Has Paul texted you his new address?

Workbook answer key and audioscripts

UNIT 1 Going shopping

VOCABULARY

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

2 1 change 2 discount 3 send them back 4 spend 5 receipt
6 serve 7 shop 8 charge 9 refund 10 online shopping

3 1 receipt 2 discounts 3 online 4 served 5 charge 6 refund

4 *Students' own answers*

READING

1 books M clothes A food M school bag A
second-hand goods M

- 2 1 on the first Sunday of each month
2 the entertainment
3 a paperweight, used to stop papers from blowing away
4 the entertainment and music
5 her clothes
6 because of the distance from Europe and because the seasons are different
7 with an app
8 a cool school bag she saw online

Word profile

- 1 a thing 2 The thing 3 that kind of thing / things like that
4 the same thing 5 things like that / that kind of thing
6 The thing

GRAMMAR

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

2 1 some 2 a lot of 3 some 4 any 5 No 6 several
7 plenty 8 much 9 many

3 1 b 2 a 3 b 4 b 5 a

VOCABULARY

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

2 1 anything 2 any more 3 any good 4 anyone 5 anything
6 any better 7 any 8 anywhere

WRITING

1

Name	Object	What to do
Sam	battery	exchange it
Phil	book	get a refund
Max	pencil case	get a new one

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

3

Hi Susie, / Rob,

Do you remember the red shirt I bought last week? When you go to town, can you go in the clothes shop? Can you see if they have it in black, please? I'm a size M.

Thanks

Rob, / Hi Susie,

Here's my mp3 player. The screen doesn't work. Can you take it in to the phone store today?

Remember to find out when it will be back!

Thanks

4 *Students' own answers*

UNIT 2 Friends forever

VOCABULARY

1 **Across:** 1 silly 3 reliable 4 easygoing 8 annoying
9 honest

Down: 1 sociable 2 cruel 5 intelligent 6 confident
7 sensible 8 anxious

2 1 honest 2 cruel 3 confident 4 annoying 5 silly
6 anxious 7 easygoing 8 reliable

3 1 reliable 2 sensible 3 confident 4 sociable 5 easygoing
6 intelligent 7 talented 8 honest

READING

1 Suggested answers: a friend is reliable, a friend is kind, a friend always supports you

- 2 1 B this boy ... went straight into her
2 B Her friend, Rachel, wasn't afraid of arguing with the boy.
3 A We asked for your opinions and ideas about true friendship.
4 A ... a friend who admitted to something that she didn't do. It was all about a silly drawing of a teacher.
5 B I told the teacher I was going away at the weekend. I wasn't honest ...
6 B ... now I have just one best friend.

3 1 challenging 2 worry 3 replies 4 recognise 5 blood

Word profile

1 d 2 a 3 e 4 c 5 b

GRAMMAR

1 1 describing 2 running 3 drinking 4 doing 5 making
6 saying 7 lying 8 swimming

- 2 1 Mikey can't stand going food shopping.
2 Bob doesn't really like watching horror films.
3 Jade enjoys writing letters to her friends.
4 Morgan likes playing basketball with his friends after school.
5 Philippa doesn't mind staying home alone.
6 Harry's very keen on studying something different every year.
7 Maria can't imagine leaving home and living on her own.
8 Jordan doesn't enjoy shopping with his sisters.

3 1 e 2 b 3 a 4 d 5 c

4 1 in doing 2 about playing 3 on having 4 at catching
5 of walking

- 5 1 I'm writing to you because I want to answer your questions.
2 Please let me know whether you're going or not.
3 correct
4 I hope you will enjoy playing it.
5 We like doing homework or studying together.
6 correct

VOCABULARY

- 1 1 unkind 2 unpleasant 3 unlucky 4 disagree
5 disappeared 6 uninteresting 7 unhappy 8 dislike
- 2 1 disagree 2 interesting 3 lucky 4 dislike 5 unhappy
6 kind

LISTENING

1/2 Students should tick:

- what the homework is about
- how many words it should be
- examples of what he wants / doesn't want
- when he wants the homework

3 nouns: 2, 3, 4, 5, 6 adjectives: 1, (2)

4 1 teenage 2 social media 3 comments 4 description
5 qualities 6 friendships

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

2 Audioscript

Right, homework. Here we have some information from a magazine for teenage boys and girls that wants to hear from teens. They want to hear what young people really think, so that's all of you, all right? They want to know about friends, what friends mean to you and what you think about online friends in particular.

For next month's magazine, they're really interested in reading about how social media is making a difference to relationships. So by that I mean the power of social media. For example, what do you understand by the word 'friend'? Do you know all your friends? Why are you interested in what 500 people are doing every day? How did you become friends with so many people? Do you think they're interested in you? Do your online friends always say nice things? Or do you read comments that upset you?

Maybe it would be interesting to compare, you know, look at the differences between an online friend and a 'real' friend. And then look more closely at your 'real' friends. Write about something that happened, an event with either a real or an online friend. You can write a description of something that happened, at school or out of school, a special moment when your friend did something and you knew that you had a true friend. Include some qualities that your friend has.

Finally, the magazine wants to know if you think you will always be friends with your online friends, will these be friendships that last a long time?

So, I'd like you all to write something for Friday, say about 200 words, and then I'll send the best five to the magazine.

UNIT 3 Fun and games

VOCABULARY

- 1 1 give 2 join 3 miss 4 beat 5 lose 6 win 7 have
8 score
- 2 1 (give) someone the chance 2 (join) a club/gym
3 (miss) the opportunity 4 (beat) the other team
5 (lose) a game/match 6 (win) a prize/medal/game/match)
7 (have) a go 8 (score) a goal/point
- 3 1 entered 2 scored 3 missed 4 gave 5 joined 6 lost
7 have 8 won 9 beat
- 4 1 won a prize/medal! 2 joined a gym 3 lose the match/game
4 beat, team

- 5 1 In our football match, everyone gives/can give some money when we score a goal.
2 Everyone who enters the tournament next week has to give €5.00.
3 Every time we have a go at a new sport, we give some money to charity.
4 If we win all our matches, the other teams (will) give money to our club.

READING

- 1 1 She's an Australian rower.
2 She's a volunteer as well as being a rower and a lawyer.
- 2 1 that there are so many volunteers in sport, and they're very important
2 She's a lawyer, an Olympic rower and a volunteer.
3 She goes into schools, talks about the importance of exercise and she also teaches teens to row.
4 Most people who work there are volunteers, rather than doing a job.
5 She's trying to get other athletes to help run fortnightly sports sessions for all groups in the community.
- 3 1 presentations 2 coaches 3 variety 4 fortnight
5 champion 6 full-time

Word profile

1 d 2 e 3 a 4 b 5 c

GRAMMAR

- 1 1 Nancy runs the same route every morning.
2 We're doing our homework for tomorrow.
3 I'm staying with my sister for the weekend.
4 All cameras work in a similar way, I think.
- 2 1 correct
2 Dad plays golf with his friends every Saturday morning.
3 By ten o'clock most evenings, I feel tired and ready for bed.
4 correct
5 Does anyone know how this app works?
6 correct
7 The Earth goes round the Sun.
- 3 1 are you doing 2 'm meeting 3 isn't working 4 want
5 don't understand 6 're fixing 7 'm installing 8 're having
- 4 1 b 2 b 3 a 4 a

VOCABULARY

- 1 1 exhausted, tired 2 ancient, old 3 enormous, big
4 terrible, bad 5 freezing, cold
- 2 1 completely 2 extremely 3 absolutely 4 incredibly 5 very
6 really 7 completely 8 absolutely

WRITING

- 1 climbing, sailing, rowing, horse-riding, surfing, basketball, badminton
- 2 Students should tick:
idea for the holiday
the sport he has chosen
how you choose a sport
reasons for choosing the sport
- 3 1 idea for holiday 2 where I got information
3 how we choose a sport 4 my choice of sport
5 why I chose it 6 skills you can learn
- 4 Students' own answers

UNIT 4 From fire to snow

VOCABULARY

- 1 c lightning d pour e forecast f burn down
g blow away h power i flood j flow
- 2 1 forecast 2 power 3 burn down 4 flood 5 tornado
6 blow away 7 lightning 8 pour 9 flowing 10 rise
- 3

Water	Fire	Storm	Wind
flood	burn down	lightning	blow away
flow		tornado	
pour			
rise			

Word profile

- 1 in case of 2 in case 3 new cases of 4 in each case
5 in this case

READING

- 1 1
- 2 1 preposition 2 adjective 3 verb 4 pronoun
- 3 1 D 2 C 3 D 4 A 5 A 6 B 7 C 8 B 9 A 10 B

GRAMMAR

- 1 1 gave 2 didn't teach 3 fell off 4 sent 5 met 6 didn't tell
7 saw 8 went
- 2 1 did; do 2 bought 3 did; help 4 knows 5 worked
6 wanted 7 don't play 8 don't think
- 3 1 Did you have breakfast this morning?
2 How did you come to school this morning?
3 Did you arrive/get here on time?
4 Where did your dad park at the school?
- 4 1 Adrian used to live in Canada.
2 He used to have a pair of snowboots.
3 He didn't use/used to walk to school.
4 He used to speak French in his classes.
5 He used to go on holiday to the lakes.
6 He used to go skiing.
7 He used to wear a lot of warm clothes.
8 He didn't use/used to dream about the snow!
- 5 1 He used to do boxing.
2 He didn't use/used to eat green vegetables.
3 He used to play with a train set.
4 He used to climb trees.
5 He didn't use/used to speak English.
6 He used to go to bed early.
7 He didn't use/used to have lots of homework.
8 He didn't use/used to play computer games.
- 6 1 I met her when I was nine years old at school.
2 I went to the restaurant last Saturday with my friend.
3 correct
4 We used to study together and she used to hit me all the time!
5 We used to go biking together, but now we only talk to each other on the phone.
6 We weren't classmates, but we used to talk a lot after lessons.

VOCABULARY

- 1 1 away 2 out 3 down 4 out 5 out 6 up
- 2 1 hanging out 2 burnt/burned down 3 blow away 4 split up
5 put out 6 came out

LISTENING

- 1 Suggested answers: 1, 2, 3
- 2 1 blog, weather 2 why 3 exactly 4 local 5 involved
6 generally
- 3 They're very similar – they have roughly the same meaning, but are worded differently.
- 4 1 C 2 C 3 A 4 B 5 C 6 C

3 Audioscript

- Interviewer:** Today in the studio is Lacey Anderson. Welcome, Lacey. Now, why did you decide to blog about the weather?
- Lacey:** We often have extreme weather here – fires, tornados, floods – and though there are articles and photos of those events online, there isn't much useful information. And people of my age don't watch TV weather forecasts – what a boring job that would be! One day at school we were talking about what to do in case of a forest fire and nobody really knew. That made me realise I had to find out the facts and share them.
- Int:** Right. So why a blog?
- Lacey:** It's not just a blog – all the social media are linked to it, so it's easy for teens to access the blog and I can contact them easily too, if necessary. There used to be a telephone helpline for our area but not any more. The blog is a bit demanding, not really a fun activity, but it's definitely worth doing.
- Int:** So what exactly is on your blog?
- Lacey:** Basic information about what to do in extreme weather situations, and a checklist, you know, what to do and what not to do in your home, like turn the gas off but don't worry about the TV! Above all, I try to warn people to escape without delay, because these things happen so fast. You can't wait to be rescued and there's no point protecting your home.
- Int:** And isn't your local weather centre helping you now?
- Lacey:** Yes, a while ago they contacted me and offered to provide their own forecasts for free. I've always included that information, but I used to spend ages doing it, especially putting in all the little pictures! I'm so grateful to them.
- Int:** What about your parents – when did they get involved?
- Lacey:** Well, although they both have full-time jobs, they're also emergency firefighters, so they think what I'm doing is great. But they only started really helping after they heard about a boy whose house burnt down and he was badly hurt. Last night they wrote a post for me about electrical problems in the home.
- Int:** Have other people generally been helpful?
- Lacey:** Oh yes, everyone in the area has helped, including our newspaper, which has published some very positive things about the blog. I've even had money from the department store here in town, which is useful, of course. (6) My school's great, especially when I have to post something fast. We're certainly prepared for any extreme weather coming our way!
- Int:** Yes, indeed. Lacey, thanks so much ...

UNIT 5 You made it!

VOCABULARY

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

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

3 1 decorate, customise, stick, sew 2 fix, designed, stuck, recycle
3 recycle, create, sew, design 4 designed, rebuild, invented, stick

READING

1/2 an artist called Haroshi

- 3 1 B He began skateboarding when he was 15 years old ...
2 B Haroshi didn't throw his out because he was fond of them.
3 B ... they are often built in different ways.
4 A The first thing he created from the wood was a piece of jewellery.
5 A He created something new from something old.
6 B His ideas generally come from skateboarding culture ... but also everyday topics ...
7 B ... he's had no formal art training.
8 A It looked like a broken leg.
9 A ... a Japanese sculptor called Unkei placed a glass ball in each of his works ...
10 A We think that is just awesome! Go and see the work for yourself!

Word profile

1 looked for 2 looks 3 looking forward 4 looked
5 looked like 6 looks as if

GRAMMAR

- 1 1 was cycling 2 was singing 3 didn't have 4 walked
5 was going 6 managed 7 didn't hit
2 1 wanted 2 was texting, called 3 did you do, watched
4 took, uploaded 5 knew 6 saw, visited 7 was walking, drove 8 won, heard
3 1 were chatting 2 received 3 couldn't 4 decided 5 wanted
6 kept 7 was 8 got 9 put 10 added 11 looked
12 was sending
4 1 was Sarah doing? 2 made them all jump? 3 did Sarah do?
4 came back into the room? 5 was it OK?
5 1 Last year, I went to a place in Mexico named Mazatlán.
2 I met him at school. I was talking to my other friend, and he came to meet me.
3 correct
4 We danced all night.
5 When we met our friends in the park they were playing football.

VOCABULARY

1 1 First 2 then 3 Next 4 Suddenly 5 Finally 6 Later
2 1 First 2 Next 3 then 4 Suddenly 5 Finally 6 later

WRITING

- 1 B – the writer doesn't say whether it was a good idea.
2 1 B 2 A 3 A 4 B 5 B 6 A
3 1 end 2 middle 3 beginning
4 *Students' own answers*

UNIT 6 Take good care of yourself

VOCABULARY

- 1 **Across:** 2 complain 5 reduce 8 avoid 9 wrap 10 prevent
Down: 1 bleed 3 operate 4 injure 6 suffer 7 follow
2 1 operate 2 reduce 3 bleed 4 avoid 5 follow
6 complaining 7 prevent 8 injured 9 wrap 10 suffers
3 1 complain 2 avoid 3 reducing 4 injure 5 operate
6 wrap 7 suffers 8 follow 9 prevent 10 bleeding

READING

- 1 A 3 B 2
2 1 A 2 B 3 A 4 A, B 5 B 6 B 7 A 8 B
3 1 fortunately 2 generous 3 manage 4 normally
5 wondered

Word profile

- 1 We have only a little / two short exercises for homework today.
2 We've only been here since yesterday.
3 You only have a stomach ache. It's not serious.
4 You can only do the homework online.
5 If only my friend didn't talk loudly.
6 She can't understand because she's only six.

GRAMMAR

- 1 1 ought to 2 should 3 don't have to 4 shouldn't 5 should
6 must 7 ought to 8 don't have to
2 1 Jackie has to do the washing up after dinner.
2 Louis mustn't leave his homework until after dinner.
3 Frank ought to show his arm to the nurse.
4 The boys mustn't go to school because they are sick.
5 You shouldn't go out in the rain without an umbrella.
6 Lucinda doesn't have to lay the table.
7 William doesn't have to put the dishes in the dishwasher.
8 Rachel ought to stop playing on her computer.
3 1 have to 2 don't have to 3 ought to 4 shouldn't 5 mustn't
4 1 should/ought to listen 2 mustn't play 3 shouldn't think
4 have to finish 5 shouldn't help
5 1 b 2 a 3 a

VOCABULARY

- 1 1 one 2 where 3 thing 4 one 5 one 6 thing 7 one
8 where
2 1 something 2 anything 3 everything 4 anyone 5 nothing
6 Everyone 7 No one

LISTENING

- 1 *Students' own answers*
2 Students should tick:
tells you how healthy your food was
gives you prizes and rewards
3/4
1 a noun / app title 2 a number 3 a number 4 a noun
5 a job 6 a noun / an object
5 1 Eat well 2 €2.49 3 30/thirty 4 exercise 5 sports teacher
6 poster(s)

4 Audioscript

... so that's it for books ... and now on to apps! I'm sure that many of you have games and music apps, but what about apps for healthy living, especially ones for teens? Here are some that we've tried. The first, which is called *Eat well*, doesn't sound much fun – it needs a better name, like *Teen food*, but anyway, it really is quite fun to use! You enter the information about your meal and it tells you whether it's a healthy choice. Some apps like this cost as much as €8.50 but this one's only €2.49, so it's worth downloading from the store.

App number 2 is a game. You have to keep an avatar alive and you do this over periods of time – at least 30 days to be successful. The best players can keep the avatar alive for around 90 days! The game is designed to help you keep fit, so there are plenty of good suggestions about exercise. No tips on diet are included though, which is a shame. But it's fun to play and you'll find out what you should or shouldn't do.

App number 3 uses football as a way of keeping fit. It wasn't developed by a footballer, but by a sports teacher, and it's perfect for teenagers. It works like this – every time you go to training or play in a real match, you earn points. When you have enough points, you can enter a competition online. The prize for this competition changes each year. Last year it was free footballs, but this year, they're giving away posters. It's a nice app that you can use with your friends.

So those are three apps that I looked at. Let me know about any apps you've found on healthy living. And now ...

UNIT 7 Sound checks

VOCABULARY

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

2 1 video clips 2 live music 3 festival 4 guitarist
5 music channels 6 DJ 7 concert hall 8 sound technician

3 1 DJ 2 guitarist/musician 3 celebrities 4 sound technician
5 production 6 studio 7 festivals 8 musician

4 1 musician 2 guitarist 3 video clip 4 channel 5 festival
6 concert hall

READING

1 Students should tick 2 and 4.

2 2

3 1 preposition 2 verb 3 verb 4 determiner/quantifier
5 plural noun 6 verb/adverb 7 verb (-ing form)
8 conjunction 9 verb 10 verb

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

Word profile

- ... it was *just* wonderful!
- Jonathan got the bus *just* in time.
- This song is *just* what I wanted.
- I've *just* about finished my homework.
- The test isn't *just* about grammar.
- ... I'll be there in *just* a minute.
- ... It is *just* awful.
- I've *just* got my results.

GRAMMAR

- 1 heard 2 has played 3 were 4 didn't listen 5 has offered
6 Have you ever played 7 recorded 8 performed
- 1 Jasmin has just bought a new laptop. It's still in the box.
2 I haven't done my homework yet.
3 I don't want to see that film – I've already seen it ... seen it already.
4 Most of our class haven't made their choices for next year yet.
5 Miguel's just phoned. He's missed the bus. He'll be here later.
6 Mum and Dad have already seen me perform many times.
7 We haven't chosen our school play yet.
8 I've just heard the most amazing song! Let's find it online.
- 1 've just taken part in 2 began 3 've heard 4 started
5 has written 6 gave 7 've just seen 8 's invited
9 've already done 10 happened
- 1 I have just bought a computer game.
2 correct
3 We met at school and since then we've been friends.
4 Well, I met my friends at school seven years ago.
5 I've known Claudia since I was a child.

VOCABULARY

- 1 recording 2 performance 3 advert /advertisement 4 musical
5 announced 6 achievement

WRITING

1 the group and guitarist from New Zealand

- 1 Dear Jake, Love Maria
2 awesome, a couple of, super, cool
3 I've just returned, I'd like, She's so, I'm going

- 1 We have to do maths homework weekly.
2 We go to the seaside every year.
3 At our last school, we had a team baseball match every fortnight.
4 Susie and I play tennis every couple of days.

4/5 Students' own answers

UNIT 8 Amazing architecture

VOCABULARY

- 1 recent 2 fresh 3 unusual 4 cosy 5 traditional
6 modern 7 historic 8 brand new 9 classic
10 spectacular 11 original

S	P	E	C	T	A	C	U	L	A	R	N
O	R	P	K	P	Q	Z	N	L	N	F	L
R	G	E	C	L	A	S	S	I	C	A	M
I	F	G	C	B	G	V	Q	L	N	M	W
G	M	O	D	E	R	N	X	O	C	E	U
I	R	F	R	D	N	D	I	I	N	N	N
N	P	J	L	Q	C	T	R	D	B	K	U
A	M	C	Z	T	I	O	N	P	F	R	S
L	F	R	K	D	T	A	S	J	R	W	U
J	C	R	A	S	R	H	M	Y	E	J	A
M	M	R	I	B	V	F	B	W	S	R	L
J	T	H	M	M	Y	M	L	L	H	L	T

- 1 cosy 2 unusual 3 spectacular 4 modern 5 unusual
6 brand new 7 traditional 8 fresh 9 historic 10 recent

- 3 1 original 2 spectacular 3 unusual 4 traditional 5 modern
6 cosy

READING

1 1 C 2 B 3 A

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

3 *Students' own answers*

Word profile

1 c 2 e 3 d 4 a 5 b

GRAMMAR

1

	Comparative	Superlative
fresh	fresher	freshest
big	bigger	biggest
brave	braver	bravest
cosy	cosier	cosiest
original	more original	most original
recent	more recent	most recent

2 1 as tall as 2 the least comfortable 3 less disappointing
4 the least exciting 5 as lively as 6 the least acceptable

- 3 1 The city is less expensive than the holiday resort.
2 The theme park is the least expensive.
3 The theme park is as historic as the holiday resort.
4 The city is the most historic.
5 The city is the least exciting.
6 The theme park is more exciting than the holiday resort.

- 4 1 Smaller cities are nicer than very big ones.
2 correct
3 Suddenly the man became happier.
4 Well, my best friends are called Maria and Daniel.
5 She is the funniest person I have ever known!

VOCABULARY

- 1 There's an old car beside the house.
2 There are clouds above the house. / There's sky above the house.
3 There are trees behind the house.
4 There's a path and a gate in the foreground.
5 There are two swings hanging from the house.

LISTENING

- 1 1 a description of the boy's house
2 a late dinner
3 telling someone about different arrangements
4 plans for the weekend
5 a girl asking her mum some homework questions

2/3 1 B 2 B 3 C 4 C 5 B

5 Audioscript

1 Where does the boy live now?

Boy: I think your journey to school is as long as mine.

Girl: Do you think so? But you only have to come from the centre of town, don't you? I thought you lived in that big block of flats on the high street?

Boy: Not any more. Mum and Dad hated the small space and wanted somewhere bigger. So they bought some land and built their own house.

Girl: That's right! Someone told me – now you're near Joe's, aren't you? And you have a lovely garden at the front.

2 Where is the family going to buy dinner?

Fred: Dad, for dinner tonight, could we go to the new restaurant in the town, the one that opened a few weeks ago?

Dad: Hmm, your sister's got ballet and then she has to do her homework. It'll be a bit late to eat out.

Fred: But there's nothing to eat here and I don't want to go shopping.

Dad: OK, well, we need to pick up your mother from work so let's get a take-away from the fish-and-chip stall on the way home.

3 Why is the girl late for her dance class?

It's Samantha Smith here. I have a dance class at four o'clock with Lisa but there was an accident on the motorway so I'll be a bit late. ...

No, we're OK, thanks, but we heard about the accident on the radio and Mum decided to stop at a café while we waited for the traffic to improve. There's another problem – I've forgotten my ballet shoes, so can I borrow some? ... Thanks. Could you tell Lisa that I'll get there as soon as I can?

4 What does the boy have to take with him?

Mum: Jake, have you got everything ready for the weekend? Have you got your sleeping bag?

Jake: Yes, I've got that. I think I'm ready. I checked the list that they gave me.

Mum: OK, but why have you got your tent? You're going to sleep indoors! What about knives and forks?

Jake: Oh, of course. I don't need the tent. We don't need to take our own things to eat with. It says here that the accommodation provides that.

5 Which is Tessa's mum's favourite object?

Girl: Can I ask you a question for a project that we're doing at school? What's your favourite object?

Woman: Oh, I don't know, Tessa! I have so many favourite things, like the necklace your dad gave me. But I only wear it when we go somewhere special.

Girl: Yes, I know it, it's beautiful. Oh – what about your phone? You use it for everything, and you hate writing things in your diary.

Woman: True. But no, it has to be the jewellery. Your dad gave it to me when we first met.

UNIT 9 The future is now

VOCABULARY

1 1 battery 2 experiment 3 connection 4 invention 5 torch
6 satellite 7 fuel 8 access 9 pump 10 power

2 1 pump 2 fuel 3 connection 4 access 5 torch 6 power
7 satellite 8 experiment 9 invention 10 battery

3 1 a torch 2 batteries 3 satellite 4 fuel 5 pump

READING

- 1 b
- 2 Students should tick mobile phone, tablet and e-reader.
- 3 Students should underline the following:
- 1 Françoise: a game for her cousins to play online, on a family holiday, everyone wants to learn
 - 2 Mark: a game with a good story, to play it on his own, good pictures are important
 - 3 Esme: a game with animals, a mouse, nature
 - 4 Lily: changing what her characters wear, a game where her actions decide what happens next, she hasn't got a good internet connection
 - 5 Frank: other cultures, play with other people, new music played on real instruments
- 4 1 A 2 E 3 F 4 C 5 H

Word profile

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

GRAMMAR

- 1 1 he'll 2 we're going to 3 will replace 4 'm meeting
5 I'm going to 6 we're uploading
- 2 1 I'll be studying 2 he'll be doing 3 I'll be writing
4 we'll be swimming 5 I'll be sending
- 3 1 're presenting/'re going to present
2 will be happening/will happen 3 will develop/will be developing
4 will find 5 will invent/will be inventing 6 will be looking at
7 will our children communicate 8 Will we be telling
- 4 1 'll be driving electric cars 2 will be wearing computers on their arms 3 we won't destroy the environment too
4 're going to live/'ll be living longer lives
- 5 1 I'll bring the food and you bring something to drink.
2 I hope our relationship will last forever.
3 correct
4 Tomorrow we'll go to the pool and I know that will be a fantastic day.
5 At the weekend we're going to a party.

VOCABULARY

- 1 1 The latest phone isn't going to be very small.
2 Some apps are just too expensive.
3 Batteries in mobile phones don't last long enough.
4 Harry hasn't got enough money to go to the cinema.
5 Svetlana was too slow to win first prize.
6 Next term's tests are very important.
- 2 1 very 2 too 3 very 4 enough 5 too

WRITING

- 1 *Students' own answers*
- 2 1 I'm going away for the weekend and I want to listen to my music.
2 I think the green ones would be good – that's my favourite colour!
3 Do you prefer the big headphones or the smaller ones?
4 I lost it at school last week.
5 How long have you had your headphones?
6 I think that the sound is better in the bigger headphones.
7 Most of my friends have the smaller ones but my headphones were too small and I lost them.
8 How do you choose your headphones?

- 3 ask, tell, explain
- 4 a 3, 5, 8 b 2, 6 c 1, 4, 7
- 5/6 *Students' own answers*

UNIT 10 Animals and us

VOCABULARY

- 1 1 crops 2 rainforest 3 jungle 4 humans 5 creatures
6 landscape
- 2 1 jungle 2 population 3 creature 4 rainforest 5 humans
6 crops 7 landscape 8 environment
- 3 1 rainforest 2 humans 3 population 4 creatures
5 landscape 6 crops

Word profile

- 1 My friend goes to bed early as she likes to read and besides, she's tired.
- 2 Besides studying French and Spanish, Hans is studying Portuguese.
- 3 Mum and Dad lived in several places when they were young besides Paris.
- 4 There's Chinese food but besides the Chinese food there's also Italian food.
- 5 I don't want to go out tonight and besides, I have several pieces of homework to finish.
- 6 Besides visiting our family, we usually visit friends over Thanksgiving.

READING

- 1/2 Students should tick 'pick up rubbish'.
- 3 1 B 2 A 3 C 4 C 5 D

GRAMMAR

- 1 1 If I bought a boat, I would sail to another country.
2 If I sailed, I would visit a lot of different places.
3 If I visited a lot of different places, I would take photos. / If I visited different places, I would take a lot of photos.
4 If I took photos, I would put them on my blog.
5 If I put them on my blog, everyone would see my amazing trip.
6 But if I win the lottery, I'll be very surprised!
- 2 1 e 2 h 3 c 4 f 5 g 6 b 7 d 8 a
- 3 1 would enjoy 2 'll help 3 'll fall 4 see 5 boils
6 would be 7 'd have 8 'll miss 9 Would; mind 10 turns
- 4 1 he works hard 2 it doesn't rain tomorrow
3 you listen to the teacher 4 we don't start growing our own food
5 we do more to protect our environment
- 5 1 I remembered if I didn't find it they would not let me pass the class.
2 correct
3 If you go it will be better than it was.
4 My parents would be very happy if you accepted.
5 I think if you met him you would like him. OR I think if you meet him you will like him.

VOCABULARY

- 1 1 d 2 f 3 g 4 e 5 b 6 c 7 a
- 2 1 at first 2 at all 3 at once 4 at least 5 at present
6 at long last

LISTENING

1 *Students' own answers*

2/3 Students should tick 'the number of people there' and 'people changing photos'.

4 I loved it even if it was a bit busy – there was still enough space

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

6 Audioscript

Underlined sections are keys for exercise 5

Ben: What an exhibition, Lindsay!

Lindsay: I know, Ben! I loved it, even if it was a bit busy – there was still enough space to look at the photographs. (1) Weren't they awesome!

Ben: I can't stop thinking about the series of scenes from the jungle (2) as we went in.

Lindsay: I didn't like that. I loved the photo of the bird with the fish in its mouth, just as it was coming out of the water. It looked like the bird was landing, or maybe just taking to the air – the image of the water rising with the fish was amazing. I thought it was a really strong photo – in fact, I didn't see any other as good as that in the exhibition. (3)

Ben: I don't agree with you at all! It was a great photo of the bird but I don't think it showed anything about our changing planet. Besides, the competition clearly said that the photographs shouldn't be changed, you know, on the computer. I think that water looked really false. Everyone said that the photographer changed that photo. (4)

Lindsay: I think that shows how people can be unkind, at least when it comes to competitions! The photographer took an amazing photograph! If he took it at very slow speed, you would see the water moving. (5)

Ben: Maybe ... Did you like the one of the waterfall?

Lindsay: Well, yes and no, I liked the idea, you know, the light dancing through the water but I didn't think it was that original, did you?

Ben: No, I guess not. (6) Anyone who's been to a place like that probably has a similar photo!

Lindsay: When do they announce the winner?

Ben: It says here the last day. That's not normal, is it? I

thought it was usually at the beginning of the exhibition.

Lindsay: Well, maybe it's not just the planet that's changing, but photography competitions too!

UNIT 11 Off to school

VOCABULARY

1 1 grade 2 primary 3 secondary 4 qualification 5 degree
6 education 7 attend 8 break up 9 do well 10 do badly

2 1 primary 2 degree 3 broke up 4 attend 5 secondary
6 grade

3 1 primary 2 grade 3 do well 4 secondary 5 did badly
6 broke up 7 attend 8 degree 9 qualification 10 education

READING

1 *Students' own answers*

2 biggest/largest

3 1 A The school, better known as CMS ...

2 A The first pupils were the children of family members – and there were only five of them.

3 B Today there are over 20 sites around Lucknow ...

4 A The whole of Lucknow would be jammed ... we'd need 1,000 buses to bring everyone together.

5 B ... the speed at which the school grew was recognised by the *Guinness Book of Records*.

6 A It was ... because of the efforts of parents, pupils and teachers, said Dr Gandhi.

7 B ... the children's parents are only charged a small amount for their children to attend.

8 A For each pupil there is also one teacher responsible for his or her life health and life outside the classroom.

9 B ... the only school in the world to be awarded a UNESCO Peace Prize for Education ...

10 A Today the school is famous for ... its international exchange programmes.

4 1 efforts 2 employ 3 traditional 4 past 5 proud

Word profile

1 by heart 2 by hand 3 by accident/by mistake 4 by itself
5 by mistake/by accident 6 by the school

GRAMMAR

1 1 had been there on a school trip 2 had forgotten her trainers
3 had completed all his homework 4 had read it 5 had finished it at school 6 hadn't done well the first time
7 hadn't slept all night 8 hadn't arrived to meet me

2 1 had 2 woke 3 had already left 4 offered 5 moved
6 realised 7 had left 8 got 9 hadn't rung 10 had gone

3 1 would 2 would 3 had 4 had 5 had 6 would

4 1 did you meet 2 had his parents given 3 Had he ever been
4 Hadn't his friends organised/Didn't his friends organise
5 did they tell 6 did Jack feel 7 Had his parents already booked
8 did his friends do

5 1 b 2 a 3 a 4 b 5 a

VOCABULARY

1 sunflower 2 lunchtime 3 bus ticket 4 bus stop
5 head teacher 6 lunch break 7 firework 8 football

9 classroom 10 skateboard

Word reading down = whiteboard

WRITING

1 *Students' own answers, probably nervous or scared*

2 1 biology 2 she'd studied really hard 3 a mobile phone rang
4 it was the teacher's phone

3 1 dusty / dirty 2 secretly / quietly 3 brand new / magnificent
4 nervously / quickly

4/5 *Students' own answers*

UNIT 12 Getting around

VOCABULARY

1 A on board B ferry C cruise ship D timetable
E public transport F tourism

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

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

READING

1 *Students' own answers*

2 1 F 2 B 3 C 4 E 5 H

- 3 1 experience 2 sunset 3 please 4 spectacular
5 incredible

Word profile

- 1 check 2 check-in 3 check in 4 checks 5 check out

GRAMMAR

- 1 1 If you go to France, you should buy a tourist guide.
2 Look at the sign! We have to remove our shoes.
3 I need to buy more paint before the shop closes.
4 We don't need to/needn't take lunch tomorrow.
5 You shouldn't take photos of strangers.
- 2 1 b, c 2 a, b 3 a, c 4 b, c 5 b, c
- 3 1 have to 2 should/need to 3 shouldn't 4 don't have/need
5 need to/have to 6 don't have to/needn't
- 4 1 don't have to/needn't 2 shouldn't 3 have to/need to
4 have to/need to
- 5 1 You don't have to bring any food but you must bring a ball.
2 You should travel through the mountains on your bike.
3 You should/need to bring a coat because it's cold.
4 correct

VOCABULARY

- 1 1 b 2 e 3 d 4 f 5 c 6 a
- 2 1 on foot 2 on display 3 on board 4 on sale 5 on purpose
6 on time

LISTENING

- 1 Job: tour guide
Qualifications: university degree
Languages: speak one language other than English
Personal characteristics : fun-loving, lively, responsible
Apply by: 30 March
- 2 a 4 b 3 c 6 d 2 e 5 f 1
- 3 The interview is with the organiser of GenYTravel Tours.
- 4 1 A 2 B 3 A 4 C 5 C 6 B

7 Audioscript

Interviewer: Hello, Mike, and welcome. My first question is: how did you get into tourism?

Mike: Well, one year, I took my 15-year-old nephew on a trip with me and we had a lot of fun! The next year, I came to Europe with him and three more teens. That's when I started my blog. Later, I got an email from the father of one of my nephew's friends. He wanted to know if I had a company because he wanted to send his daughter to Europe. That put the idea in my mind, and I guess it grew out of that.

Int: And you have a very successful website?

Mike: Yes, that's important with teens! On the website we have information on all the holidays young people can do. Before you start, we ask you a few questions so that the 'experiences' that you're shown are suitable. We aim to match the teen to the perfect holiday. Then we show you beautiful photos of previous trips!

Int: What's the best holiday that you have ever run?

Mike: That's a hard question! It depends on who you are and what you're looking for. Last year, for example, we ran two great trips to New Zealand. One involved adventure and the other was all about helping out at a local school. And we have some great city tours, all over the world.

Int: You have leaders who accompany the teens, don't you?

Mike: Yes, we do. We all know that being safe is the most important thing. The leaders are fun, well-travelled people, who are sensible and caring. But most importantly, they're carefully chosen individuals who are able to connect to teens.

Int: And all the trips are educational?

Mike: Yes, learning is so important and we all learn when we're having fun! We've found that our teens have so much fun that they don't realise they're learning as well. So our language trips aren't in the classroom, they're out in markets, for example, buying things and meeting different people. Or there are photography courses where teens learn how to take perfect photos of South African wildlife!

Int: And one of your teens has just won a prize?

Mike: Yes, on our African adventure. It was the first formal training in photography for the boy, Mark. He was so excited about getting a picture of a wild animal, particularly a giraffe. Then, as the group was setting up, one appeared. Mark got his camera ready and took the shot. He entered it into a local competition and won first prize!

UNIT 13 Perfect or real?

- 1 1 product 2 technique 3 adverts 4 position 5 software
6 result 7 image
- 2 1 advert 2 product 3 image 4 purpose 5 technique
6 software 7 result 8 position
- 3 1 image 2 advert 3 software 4 position 5 purpose
6 product 7 technique 8 results
- 4 1 position 2 technique 3 software 4 advert

READING

- 1/2 1 F 2 T 3 T 4 F
- 3 1 B 2 C 3 B 4 A 5 D 6 A 7 C 8 A 9 C 10 D
- 4 1 improve actors' appearance 2 incredibly successful
3 didn't go 4 should see her as she really is
5 complained about photo edits

Word profile

- 1 our exam results on Friday.
2 a result I was too hot.
3 the result of the basketball competition later today.
4 the result was a better image.

GRAMMAR

- 1 1 My computer was fixed by my friend.
2 A lot of films are watched on laptops.
3 The prize was won by an 11-year-old boy.
4 Most children are told stories by their parents.
5 The first personal computer was invented in the 1950s.
6 Two teens were injured on that busy road.
- 2 1 take 2 The city 3 Bicycles must be ridden
4 People must be warned 5 can use 6 can be downloaded
- 3 1 be improved 2 be changed 3 be uploaded 4 be made
5 be predicted
- 4 1 was built 2 was moved 3 are encouraged
4 must be completed 5 can be submitted 6 are always held
7 are invited

- 5 1 We've been friends since he was born.
 2 This game can be played online.
 3 Well, my best friend is called Julia.
 4 correct
 5 I saw a school that was made of wood.
 6 correct

VOCABULARY

- 1 1 in advance 2 in future 3 in general 4 in particular
 5 in the end 6 in fact 7 in detail
 2 1 in advance 2 in detail 3 in particular 4 In the end
 5 In general 6 in fact 7 In future

WRITING

1 *Students' own answers*

2 why the photos aren't good enough

3 **A 3 B 1 C 5 D 2 E 4**

4 She didn't include 'suggest another time to take new photos.' The best sentence is 1 because it says a time and is correct.

5 Hi Chris,

I've looked at the photos and they aren't very good. They're too dark and the colours aren't clear. I think it's because the sun was in front of us. Can we meet tomorrow at 11 am to try again?

Thanks, Burcu

It's 42 words.

6 It's too long.

7 Hi Chris

The photos aren't very good. They're really dark. Maybe it was the sun. You shouldn't take photos when the sun is in front of you.

I think we need to do them again. When can you meet? How about tomorrow after school?

Your friend,

Francesco

8 *Students' own answers*

UNIT 14 Ready to cook

VOCABULARY

- 1 1 frying 2 stirring 3 boiling 4 roasting 5 burning
 6 barbecuing
 2 1 taste, stir 2 barbecue, roast 3 bite, taste 4 boil, fry
 5 burn, fry 6 barbecue, boil 7 fry, roast 8 boil, barbecue
 3 1 taste 2 roast 3 stir 4 boil 5 biting 6 burn 7 fry
 8 barbecue
 4 1 fry 2 boil 3 stir, burn 4 taste

READING

- 1 teaching kids how to cook
 2 1 B ... how can teens get started?
 2 A ... contains a range of useful information, like using a knife with care and checking that food is properly cooked to avoid making you sick!
 3 B You'll find lots of suitable recipes that Claire has collected from different places ...
 4 B ... the recipes, which are always easy to make ...
 5 A For no charge, Claire has posted a set of online videos which teach you how to make delicious meals
 6 A It ... gives advice about spending less on ingredients.

- 7 A ... Claire loves to tell food jokes while displaying her cooking skills in the videos!
 8 B ... working out what all the different-shaped knives and forks are for.
 9 B ... upload photos of their own meals and favourite scenes from any dinner events they have organised.
 10 A And they receive a certificate to show they have taken part!

Word profile

1 c 2 d 3 e 4 b 5 a

GRAMMAR

- 1 1 which 2 whose 3 who 4 which 5 whose 6 which
 2 1 whose husband makes wonderful meals
 2 whose methods are actually quite hard
 3 which is closed on Sundays
 4 which my grandmother always made for me
 5 which I had bought the day before
 6 who has just gone to university
 3 2 My Auntie Netty, who lives in Spain, is a lawyer.
 3 We're staying at the LaVida resort, which Mum's friend recommended to us.
 6 Darcie showed me a photo of her sister, who is a ballet dancer.
 4 1 who/that 2 which/that 3 which 4 which 5 who/that
 6 whose 7 who/that 8 who
 5 1 correct
 2 We can visit São Paulo, which has a lot of great restaurants.
 3 correct
 4 Some new friends, who were sitting around the table, were very friendly.
 5 correct (maybe better: a friend who is called Manuel)

VOCABULARY

- 1 1 memories 2 initials 3 tears 4 arrangements 5 interests
 6 qualifications 7 ingredients
 2 1 initials 2 qualifications 3 memories 4 tears
 5 ingredients 6 arrangements 7 interests

LISTENING

- 1 *Students' own answers*
 2 all /yes
 3 1 agreement between the speakers 1,3
 2 attitude (how a speaker feels) 6
 3 opinion (what a speaker thinks) 5
 4 suggestions 2, 4
 4 1 A 2 B 3 B 4 B 5 A 6 A
 5 1 instead of 2 work around 3 often best 4 way
 5 home-made strawberry
 6 1 often best 2 Home-made strawberry 3 instead of 4 way
 5 work around

8 Audioscript

Underlined sections are keys to exercise 4

- Alex:** Hi Sian! Are we going to do a surprise party for Mum and Dad, you know, with all their friends?
Sian: Well, I was thinking about that, Alex. But instead of a party, what about a meal for just the four of us?
Alex: Oh, good idea! (1) I didn't want to invite all their friends anyway! As the weather is so nice, we can do it outside. Have you got any recipes?

Sian: OK, well, if it's a full meal, there's this website that can help us. (2) Hang on, here we are. There, so let's choose the main course first and work around that.

Alex: Well, I love roast beef!

Sian: It's not about us! It's for Mum and Dad. Also, let's not make it too complicated! How about pasta? I found this recipe the other day that doesn't have too many ingredients. Let me see if I can find it ... oh, here it is. Look.

Alex: Hmm, could be good, but isn't it a bit boring?

Sian: I know what you mean, but simple is often best. (3) Also, I think for that recipe all the basic ingredients are in the cupboard. (4) And the meal's got Dad's favourite – fresh salmon!

Alex: True. OK, so what about a starter? We should spend time making it look attractive, so that they look forward to what's coming next.

Sian: Yes, good point. And this website does say that the way it looks is also really important! (5) What about this salad with these carrots cut in interesting shapes? That looks fun to do!

Alex: Great! What about dessert?

Sian: Well, there's a recipe here for a tropical coconut cake with a lemon sauce. That sounds nice.

Alex: I think that might be a bit too hard for us to make. What if it went wrong? How about some home-made strawberry ice cream instead? We've had plenty of practice with that recipe! (6)

Sian: You're right, and it **is** the family favourite, after all!

UNIT 15 City and countryside

VOCABULARY

- 1 1 e 2 g 3 b 4 a 5 h 6 c 7 f 8 d
- 2 1 buildings 2 spaces 3 conditioning 4 lights
5 architecture
- 3 1 air conditioning 2 open spaces 3 street lights
4 modern architecture 5 historic buildings
- 4 1 pollution, monuments, modern architecture, historic buildings
2 valleys, wildlife, open spaces, street lights
3 ruins, facilities, season, air conditioning

READING

- 1 in a small country town, the city
- 2 D
- 3 1 A 2 D 3 C 4 C 5 B

Word profile

- 1 above all 2 at all 3 and all that 4 After all 5 all's well 6 all

GRAMMAR

- 1 1 a, the/a 2 The, – 3 –, – 4 the 5 the, a 6 –
7 a, the, the 8 the, the
- 2 My mum is a waitress in a restaurant in a city about 20 km from our home. She has worked at the restaurant for 15 years but she wants to be a teacher. At the moment she is studying in the university in our town. She never complains about all the homework. When she finishes university, we're going to visit the USA. Then I think she'll decide on the next course she wants to do!

3 The country of New Zealand is in the south-western Pacific Ocean. The country is made up of the islands, and it is called an island country. It is situated about 1500 km east of Australia and about 1000 km south of the Pacific islands of New Caledonia, Fiji and Tonga. It is a long way from anywhere!

People in New Zealand speak the English and Maori. The capital of New Zealand is the Wellington.

New Zealand is famous for many things including its beautiful scenery which is made up of the mountains, the beaches and the volcanoes.

There are many species of bird that can only be found in New Zealand including a bird which cannot fly.

Do you know anything else about this country which is so far from anywhere? Write to us at countrielove@ourspace.com.

- 4 1 a 2 the 3 the/– 4 – 5 a 6 An 7 the 8 The 9 a
10 the 11 – 12 – 13 – 14 an 15 –
- 5 1 b 2 a 3 b 4 b

VOCABULARY

- 1 1 show 2 stay 3 catch 4 end 5 move 6 join
- 2 1 catch up with 2 moved in 3 join in 4 stay in 5 ended up
6 showed ... around 7 move out

WRITING

- 1 *Students' own answers*
- 2 city – friends, everything you want is there
- 3 Adjectives: amazing, boring, busy, close, open. Adverbs: completely. Linking words: actually, despite, finally, however
- 4 1 close 2 completely 3 busy 4 open 5 amazing
6 However 7 boring 8 Actually 9 Despite 10 Finally
- 5–7 *Students' own answers*

UNIT 16 Let's film that!

- 1 **Across:** 6 performance 8 animated 9 act 10 recording
11 live
- Down:** 1 director 2 film-maker 3 come out 4 appear in
5 animation 7 direct 10 role
- 2

	Verb	Noun	Adjective
Music/ theatre	act appear in direct	director performance recording role	live
Film	act appear in come out direct	animation director film-maker performance recording role	animated

- 3 1 director 2 appeared in 3 live 4 recording 5 animations
6 act 7 performance 8 role

READING

1 1 D 2 A 3 E 4 H 5 B

2

1	working with cameras and computers	do a course together every weekend	can drive them to different locations
A		Saturday mornings	
B	creative skills digitally		
C		weekend course	
D	photography, digital, software	all ages	trips
E			
F		half-day Saturday course	nearby village
G	own digital camera, learn how to take high quality-photos		
H		Saturday, discount if two people come together	

3 Because it's in the evening. She wants a weekend course.

Word profile

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

GRAMMAR

- 1 Jack said that he was directing a new film.
 - 2 Amy said her new film had just come out.
 - 3 The newspapers said the young actor had given an amazing performance.
 - 4 He said they would show two films each day.
 - 5 The actor said that he could answer more questions later.
 - 6 He said he also had some surprise gifts to hand out.
- 1 She said that in her free time she did aerial yoga.
 - 2 She said that she was learning two foreign languages at the moment, including Chinese.
 - 3 She said she hoped she could visit me next year.
 - 4 She said she hadn't visited an English-speaking country before.
 - 5 She said she could play three musical instruments including the piano.
 - 6 She said she would send me a short video of her band soon.
- 1 You said we were having sausages and potatoes for dinner tonight!
 - 2 You said you had borrowed a book from the library last week.
 - 3 You said he loved it.
 - 4 You said that she'd pick you up after the dance class on Saturday.
 - 5 You said she (Georgia/our friend Georgia) had acted in a short film.
 - 6 You said he had uploaded it five weeks ago!
- 1 I answered that I liked his idea.
 - 2 She said that she loved it very much.
 - 3 The next month I received a call saying that I needed to go and register.
 - 4 She said that he had dropped it on the bus early that morning so she gave it back.
 - 5 He said that would help us expand our knowledge about things that were taking place around us.

VOCABULARY

1 1 d 2 c 3 e 4 a 5 b

2 1 said 2 explained 3 demanded/insisted 4 told
5 insisted/demanded 6 suggested

LISTENING

1 a short video clip

2/3 a 2 b 1 c 3 d 4 f 5 (e isn't mentioned)

4 Students should delete everything except *So this time we're putting them first, and we'd like you to think about those who are disabled.*

5 1 disabled 2 30 June 3 full-time education 4 25 seconds
5 laptop 6 a university (in London)

9/10 Audioscript

Today I'd like to tell you about this year's competition for the best video clip. We're taking part in a national project to use some of the 86,000 seconds or so that are in each day to help others.

Last year's topic was the environment and that was quite popular, though many of you said that it didn't give you much opportunity to show people in your video clips. So, this time we're putting them first and we'd like you to think about those who are disabled. Make an original and creative clip about this topic. For example, if every entrance to your school had wheelchair access, that would make a big difference, wouldn't it? So your video clip could look at an issue like that.

Start planning your ideas! Today is the seventh of June, so you have just over three weeks to get your clips ready. You must upload them to the website by the thirtieth. Now, you have to be under 18 to enter and be in full-time education – so obviously that includes all of you. Now, it's really important to remember that your video clip must not be longer than 25 seconds. Anything above this length won't be accepted, so if your finished film is 45 seconds long, you'll need to make it shorter.

There are some great prizes if you reach the national level – for the winner, there's a laptop computer, and then the second prize is a tablet. Also, the winning videos and three others will be shown at a special ceremony in London. This will take place at a university and all the winners will stay overnight at a five-star hotel. Finally, the top ten video clips will be on the school website and available for you to share from the end of September.

Well, good luck! Are there any questions?

UNIT 17 Getting the message

VOCABULARY

1 1 apologise 2 promise 3 remind 4 warn 5 joke
6 wonder 7 disagree 8 complain

2 1 apologised 2 complaining about 3 joked 4 remind
5 disagreed 6 wondering 7 promised 8 warned

3 1 reminded 2 wondered 3 were joking/joked 4 apologised
5 warned 6 complain/complained 7 disagree 8 promised

4 1 warn/am warning 2 promise 3 apologise 4 wonder

READING

1 Points 2 and 5 are not made.

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

3 1 clear 2 stay in touch 3 communication 4 updating 5 delete

Word profile

1 c 2 a 3 a 4 c 5 b

GRAMMAR

- 1 Billy wanted to know what time his mum was collecting him.
2 Mum asked me what I wanted for breakfast.
3 Dad wanted to know if we had finished chatting on the phone.
4 The teens asked the man which floor the cinema was on.
5 Ms March wondered if I had picked up her parcel from the post office.
- 2 1 if I was 2 if I had sent my aunt 3 if I had listened to her
4 if I would hand in 5 if I would watch a film on my
6 if I'd like to go to 7 if I wanted to go
- 3 1 when it had happened 2 how it had happened
3 if he was badly hurt 4 where he was
- 4 1 They were new in our area and I wanted to know who they were.
2 By chance he was in the park and I asked him if he would like to play.
3 I wondered what was inside the box so I opened it.
4 I saw him standing in the TV room, so I asked where he came from.

VOCABULARY

- 1 1 very 2 fairly 3 reasonably
- 2 1 It was quite noisy in the restaurant so I couldn't hear the musicians.
2 I didn't have any lunch so I was feeling pretty hungry by 3.00.
3 On the whole, Dad kept reasonably calm when I told him the news.
4 Xanthe did quite well at school but not as well as her brother.

WRITING

- 1 Possible answers: 1 disappointed 2 excited 3 annoyed
4 pleased/happy
- 2 2
- 3 1 One day last week I received a message from the universe.
2 It said something special would happen.
3 I wondered what that would be because I had lost my pet cat the week before.
4 I wrote about losing her on a social media site.
5 I said she was grey and white, and her name was Beauty.
6 A couple of days after I received the message, a girl contacted me to say she had found a cat like mine.
7 She emailed me a photo. It was my cat Beauty!
8 The universe was right – something special happened!

4/5 Students' own answers

UNIT 18 We love the celebs!

VOCABULARY

- 1 1 c 2 k 3 e 4 d 5 g 6 j 7 f 8 h 9 l 10 i 11 b
12 a
- 2 1 shy, lonely 2 professional, charming 3 annoyed, stressful
4 delighted, mad about 5 annoyed, curious 6 nasty, rude
- 3 1 unexpected 2 charming 3 mad 4 delighted 5 curious
6 rude
- 4 1 annoyed 2 shy 3 delighted 4 charming 5 professional
6 stressful

READING

1 2

2 1 C 2 B 3 C 4 D 5 C

- 3 1 the person who made the documentary 2 a famous child
3 brother of a famous child 4 sister of a famous singer

Word profile

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

GRAMMAR

- 1 1 has his bike repaired 2 had my birthday cake baked 3 has his picture painted 4 had our house painted 5 had her bedroom decorated 6 had a tooth filled
- 2 1 I had my picture taken yesterday.
2 I've had/I had my hair cut and washed.
3 I had the food prepared.
4 I'm having my new jacket made.
5 I've had my shoes cleaned.
6 We're going to have our website updated.
- 3 1 He's had his computer fixed/repaired.
2 She's had her watch repaired/fixd.
3 He's had his newspaper delivered.
4 She's had her photo taken.
- 4 1 b 2 a 3 b 4 a

VOCABULARY

- 1 1 to 2 – 3 – 4 of 5 – 6 of
- 2 1 According to 2 instead of 3 because of 4 besides
5 regarding 6 despite

LISTENING

- 1 Suggested answers: 1 buying something 2 type of communication
3 type of transport 4 an activity 5 a small prize
6 a new hair style or having a photo taken or a picture painted
- 2 Students' own answers
- 3 1 B 2 C 3 B 4 A 5 B 6 C

▶ 11 Audioscript

- 1 What does the girl decide to order?

Girl: This website is amazing. There's everything about my favourite band here! I love it! Ohh! I really love these t-shirts. Look at these!

Boy: They're OK, but I thought you were looking for a poster to put on your bedroom wall. The other day you said you had too many clothes!

Girl: You're right! I have to stop looking at other things! Oh wow! I love these cups – perfect for when you come round for tea. I could get two, what do you think?

Boy: Excellent! Go for it!

- 2 How did the boy first hear about the party?

Boy: Have you heard about the party on Saturday, Zoe? Are you going to it?

Girl: I don't know, which party's that? No one's told me about it. ... No, I don't think I've received anything.

Boy: It's Jack's party. I think he sent an email last night but he told my dad about it after football practice, and asked him to pass the message on to me. Anyway, we wondered if you'd like a lift.

Girl: Yes please! That'll be great. Thanks!

3 How does the girl want to travel to her aunt's house?
Dad, I just got a text from Auntie Gemma. She wants me to go and stay with her next weekend – is that OK? She wondered if I could take my bike as she wants to go for a long bike ride. Also, she asked if I could take the bus but I explained about my piano lessons on Friday, so she offered to come over in her car and pick me up. Can I tell her yes? Please?

4 Which activity is the girl going to do next Tuesday?
Boy: Are you going to basketball practice on Tuesday?
Girl: I don't think so. I'm not going to do that any more. It was boring and I'm short so it was really hard for me to play with all the taller girls! And anyway, I have my last guitar lesson before my exam on Tuesday. But I want to try that new sport that's started. You have to go to the circus for it.

Boy: Oh, yes, circus arts. It sounds fun! So that's on Tuesdays, then?
Girl: No, it's on Thursdays. Are you coming?

5 What will the winner receive?
Good morning, boys and girls! We have another math problem for you this morning. Write it down as I tell you, and solve it quickly. You should do the math in your head, so no calculators, and not even any rulers or anything like that. You must be fast! Your teacher will tell you if you have the right answer, and if so, you can come and see me at break time to collect your prize, which is a snack bar today.

6 What has the boy had done today?
Girl: Your hair looks great, Tim! Have you been to the hairdresser's?
Boy: No, my mum did it for me last night. It's part of the course she's doing.
Girl: Oh, I see. Anyway, did you go to art class today?
Boy: Yes, it was quite tiring. We had to sit for so long. It's really hard to sit still for that long while the artist is working. But he was good and I'm happy with the drawing. It looks like a photo!

UNIT 19 The world of work

VOCABULARY

- 1 1 update 2 deliver 3 handle 4 calculate 5 organise
6 arrange 7 manage 8 develop 9 produce 10 install
11 deal with 12 run
- 2 1 runs, manages 2 deal with, manage 3 handled, dealt with
4 update, install 5 produce, update
- 3 1 deal 2 deliver 3 calculate 4 install 5 develop 6 runs
7 organise 8 manage

READING

- 1 make lists, tidy, put up notices, work at the counter
- 2 1 a uniform and hair tied back 2 tidying the noticeboard
3 useful experience and people skills
4 how to make patterns on cappuccinos
- 3 1 B 2 A 3 C 4 B 5 C

Word profile

- 1 d 2 e 3 a 4 b 5 c

GRAMMAR

- 1 1 as, because 2 although, whereas 3 so that I can, in order to
4 while, whereas 5 as, because 6 in order to, so that I could
- 2 1 I enjoyed the party although ...
2 ... so that the teacher can explain the rules to you.
3 Although your work will be mainly in the shop ...
4 I'm not going to have a starter as ...
5 ... as I have football practice.

3 1 as/because 2 so that 3 in order to 4 whereas 5 whereas
ice-cream seller

4 1 the job because/as 2 order to 3 although/whereas/while he
4 because/as 5 although/while

5 1 I like her because she's very friendly although she is too strict with me.

2 Now I have to go as/because my mother is calling me to eat.
3 correct

4 She looked down in order not to get distracted and said, 'I know, I know.'

5 I like Stefanie as/because she is a very kind, friendly and confident person.

VOCABULARY

- 1 as, like, like 2 like, as, as

WRITING

- 1 Suggested answers: 1 shop assistant 2 hairdresser's assistant
3 shop assistant/working in a café/restaurant
4 All 5 newspaper boy/girl 6 working in a café/restaurant
7 all except newspaper boy/girl 8 all
9 all except newspaper boy/girl 10 all except newspaper boy/girl
11 working in a café/restaurant 12 shop assistant
- 2 *Students' own answers but possibly working in a shop, waiting on tables, working in the local cinema, helping their parents if they have a business*
- 3 list of jobs, where we work, what we get from the work, when we work
- 4/5 *Students' own answers*

UNIT 20 Making plans

VOCABULARY

- 1 1 achieve 2 admire 3 aim 4 choose 5 dream
6 encourage 7 go for 8 imagine 9 keep on 10 try your best

D	H	Y	R	L	P	Q	F	E	B	S	Z
O	Y	H	K	M	F	A	V	G	D	W	T
I	M	A	G	I	N	E	J	X	R	S	C
K	P	H	O	Y	I	L	W	R	E	N	B
K	E	T	S	H	C	V	Y	B	A	S	G
E	D	B	C	G	H	W	R	A	M	M	I
E	Z	A	I	M	O	U	U	L	P	H	F
P	M	D	J	L	O	F	A	B	T	R	D
O	O	M	I	Y	S	S	O	X	P	H	F
N	L	I	Y	E	E	N	L	R	K	S	G
Z	C	R	B	O	K	L	T	E	V	M	Q
F	T	E	N	C	O	U	R	A	G	E	I

- 2 1 dreamt 2 aim 3 achieved 4 kept on 5 encouraged
6 tried our best 7 choose 8 imagine

- 3 1 dreaming 2 try your best 3 encourage 4 aim 5 keep on
6 admire 7 achieve 8 go for 9 imagine 10 choose

READING

- 1 a guinea pig, a stick insect
- 2 They sold animals.
- 3 1 A Naomi ... began breeding guinea pigs when she was a child ...
2 A She said she would buy back any babies when they were six to eight weeks old.
3 B ... my brother ... went into business with me immediately.
4 B ... she has had to learn how to run a business, which she does in the evenings after school
5 A She has even designed special insect houses which are also beautiful to have in the home.
6 B ... stick insects are the perfect pet ...
7 B Since these young teens began their businesses they have had to learn all about managing money ...
8 A The secret is to find something that nobody else is doing.
9 B Could you develop an interest that would make you some money?
10 A If you have a success story, email me at ...
- 4 1 mail order 2 looking after 3 pregnant 4 consider

Word profile

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

GRAMMAR

- 1 1 Stephanie wrote a letter to the newspaper.
2 Mum bought a book of poetry for me.
3 The boys gave a big box of chocolates to their father.
4 Alina and Margie showed their holiday photos to their friends.
5 The grandparents told a story to their grandchildren every night.
- 2 1 My best friend told me a secret.
2 My parents gave me a surprise present.
3 Mum showed her new dress to us.
4 Mum bought me a pair of new shoes.
5 Mark sent a book to his parents.
6 The teacher wrote a letter to the parents.
- 3 1 Her friends had sent her birthday wishes. / had sent birthday wishes to her.
2 Her parents gave her a huge box. / gave a huge box to her.
3 Her grandmother had sent her the envelope. / had sent the envelope to her.
4 Her mother told her the story. / told the story to her.
5 They took a photo and sent it to Grandma.
- 4 1 They brought me a small present.
2 Josh gave Lucy a party invitation.
3 Mr Digby sent an email to his students.
4 Jason took some flowers to the girl.
5 Millie showed her friends the picture.
6 The class gave a prize to the boy.
- 5 1 I want to introduce you to all my friends.
2 I tell her all my secrets.
3 She lent him the money and then started talking to him.
4 When she arrived at school, all her classmates sang 'Happy birthday to you' and they gave her a lot of presents.
5 Together we baked some cakes for our boyfriends.

VOCABULARY

- 1 1 in 2 on 3 with 4 for 5 in 6 onto
- 2 1 believed 2 got 3 deal 4 join 5 go

LISTENING

- 1 Students should tick: what the business is, how they had the idea for the product, what the product is and their friends' opinions.
- 2 1 setting 2 enjoys 3 no one 4 left 5 name
- 3 1 fruit juice in a bag 2 everyone at school
3 Because they didn't have any paper cups left.
4 bag of fruit or fruit in a bag/not sure
- 4 1 A 2 A 3 A 4 B 5 A 6 B

▶ 12 Audioscript

Underlined sections are keys to exercise 4

Craig: So, Kathy, what do you think about setting up our own business?

Kathy: I'm not sure. Do you think that our fruit juices are *that* good?

Craig: Everyone at school enjoys them and you said that your parents really liked them. I think we have a great idea, and no one else has done it. (1) A fruit juice in a bag!

Kathy: I know, Craig, but that was only because we didn't have any paper cups left! But that's how all the great ideas start, isn't it? People make a name for themselves with crazy ideas! (2) What should we call them? Bag of fruit? Fruit in a bag?

Craig: Neither sounds very attractive. I think the name is as important as what we are selling. How about posting on social media sites for people's opinions of the names? (3)

Kathy: I like that idea! Brilliant! Do you want to do that or should I?

Craig: I can do that. But first, we need some photos, some cool pictures of people drinking our fruit juices in beautiful places too, you know, not just at school. We could take photos on the beach. (4)

Kathy: I'm not sure, I mean how many people go to the beach to drink a fruit juice? It would be better to have the photos of people in everyday places. (5) So, at the shopping mall, at the gym. The message, the idea, is that wherever you are, whoever you are, you are so cool that you can have a fruit bag!

Craig: But I think we should be careful about who we choose to show in the photos – there's so much advertising that gives the idea that unless you're really good-looking, the product's not for you. So let's have the kind of people you'd see every day in ordinary places (6) – and no photo-editing of the pictures either!

Kathy: OK! Let's buy some fruit and go for it!

Video extra

Unit	Title	Duration
Unit 2	Forever friends	01:38
Unit 3	Fun and games	01:46
Unit 5	You made it!	01:32
Unit 8	Amazing architecture	01:25
Unit 10	Animals and us	01:49
Unit 11	Off to school	01:16
Unit 13	Perfect or real?	01:35
Unit 16	Let's film that	01:54
Unit 17	Getting the message	01:16
Unit 18	The celebs	01:52

SPEAKING TESTS

Speaking Test 1	Duration
Part 1	02:36
Part 2	02:56
Part 3	02:53
Part 4	03:44

Speaking Test 2	Duration
Part 1	02:29
Part 2	03:32
Part 3	02:44
Part 4	03:36



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